

FACULTY SENATE

MEETING #564 AGENDA

THURSDAY, January 28, 2016
12:30 PM to 2:00 PM
NURSING BUILDING, ROOM 205A

Call to Order

- 1. Approve Faculty Senate Meeting #563 Minutes from December 17, 2015**
- 2. Accept FSEC Report from January 21, 2016**
- 3. Administration Reports**
 - Presentation by Ray Hayes**
- 4. Officer and Committee Reports**
- 5. Miscellaneous/Additional business**

Adjourn

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 LAUREN BAKER: facsen@uah.edu

FACULTY SENATE MEETING #563
December 17, 2015
12:30 P.M. in NUR 205A

Present: *Wai Mok, Xuejing Xing, John Schnell, Ivey MacKenzie, Eric Fong, David Stewart, Diana Bell, Joe Conway, Joseph Taylor, Irena Buksa, Christine Sears, Carolyn Sanders, Anne Marie Choup, Michael Banish, Ramon Cerro, Richard Fork, James Swain, Kader Frendi, Babak Shotorban, Ken Zuo, Casey Norris, Ann Bianchi, Azita Amiri, Marlana Primeau, Cheryl Emich, Larry Carey, Luciano Matzkin, Debra Moriarity, John Shriver, Jeff Weimer, Peter Slater, Tim Newman*

Absent with proxy: *Anna Devlin, Eric Seemann, Kyle Knight, John Schnell, Mark Lin, Lenora Smith, Ming Sun, Vladimir Florinski*

Absent without proxy: *Nick Jones, Ying-Cheng Lin, Earl Wells, Monica Beck, Udaysankar Nair, Grant Zhang, Monica Dillihunt*

Guests: *President Robert Altenkirch
Provost Christine Curtis
Dean Karen Clanton
Dr. Sherri Restauri*

- Faculty Senate President Kader Frendi called the meeting to order at 12:30 pm.
- Approval of Faculty Senate Meeting #562 Minutes from November 19, 2015
Tim Newman **motions** to approve Minutes 562 with the change of Bill 383 to Bill 382. Marlana Primeau seconds the motion.
Ayes carry the motion. No oppositions.
Motion to approve Faculty Senate Minutes 562 passes.
- FSEC Report from December 10, 2015
Marlana Primeau **moves to accept**. Ramon Cerro seconds the motion.
Ayes across the room. No oppositions.
Motion to accept Faculty Senate Executive Committee Report December 10, 2015 passes.
- Administration Reports
- ❖ President Robert Altenkirch
Revenues and Expenses
When we were looking at the audit from 2014/2015 Mike Banish had a question of if you look at the tuition and fee revenue and then you look at the scholarship allowances and you look at the net revenue for one year compared to the next for 14/15 it only grows \$274k. I thought I knew what the answer was, but I didn't so I went back and studied this quite a bit. Tuition went up. The freshman class went up. Graduate students went up. So what happened? First thing is if you divide these two numbers the discount rate is 26% in FY 14 and 29% in FY 15. The overall discount rate for UG is 20%, for UG tracked in the scholarship matrix is 52%. Those numbers are pretty usual so I went back and I

looked at discount scholarship program for Alabama, Auburn, UAB, and Mississippi State and compared them to ours. We're all about the same. They hit 100% tuition at about the same ACT score. Mississippi State and UAB start giving scholarships at an ACT of 20, we don't till 25, Alabama is 26, and Auburn is the least generous, but we're pretty much all about the same. So that's not the answer. We aren't discounting too much.

So then we looked at the enrollment for these two years. Freshmen went up and Graduate students went up but the enrollment did not go up. It actually went down. If you calculate gross revenue one year to the other you find that the Freshmen and the Graduate students showed significant growth in revenue, but for Sophomores and Juniors it went down. In fact, if you look at Sophomores from one year to the next, the gross revenue went down. It went up a little but for Juniors. So I think it's what we've been talking about and that is retention moving into the Sophomore and Junior years is very important. A bunch of Seniors pile up at the end so they produce some revenue, but it's at the Sophomore and Junior years that cause that to happen. So the discounts are okay and the calculations make sense, it's just the Sophomores and the Juniors who are creating that problem.

- Deb Moriarity: Is the transfer rate about the same? We get a lot of those in the Sophomore and Junior years.
- President: The transfer numbers are going down, but the Freshmen numbers look good. Our applications for Freshman admission are up 35% on top of last year when they were 60% higher than the previous year, but transfer applications are stagnant.

❖ Provost Christine Curtis

Scheduling

I'd like to remind you that we have the SACSCOC onsite review team coming on March 15 – 17. Please relay to your respective units that everyone needs to be here. We don't know who they are going to ask to see. They will send a list about one week ahead of time detailing whom they would like to meet with and we will set that up, but when they get here they may change their minds. They can ask to speak to anyone they choose to. The thing that we have to make sure of is that everyone on campus knows what our QEP (Quality Enhancement Plan) is. We will be sending out updates on the QEP. They have the right to come to anyone on campus and ask what the QEP is, which is Collaborative Learning.

January 4, 5, 11, and 12 there will be workshops from 9 – 10am and 2:30 – 3:30pm on continuity in learning during campus shutdowns. We were shut down five days last Spring semester and it was very hard to catch up. The city schools didn't miss a beat because they were communicating the entire time with their students online. I asked IT and particularly Sherri Restauri to develop a workshop that will teach us how to be prepared to go online if we have to shut down. I know that some of you are already working online all the time and others are not. Sherri will also go to individual colleges and departments outside of the workshops if asked.

We received the offsite review. There were about half of the issues were easily handled. There are a lot of attachments. About 4 or so recommendations where we left off the attachments. We have them and they have been put into the report. There are a couple issues on audits because our fiscal year hadn't ended yet. Then there are others that we need to answer. You are going to help us today on one of them if you pass Chapter 1 of the FH. We're moving ahead on those. The most difficult one has been institutional effectiveness. That means assessment. Please remind all of your colleagues that the January due date for assessment is imperative. We have to get that information in for the Fall semester that we just finished. We have to be able to show them that we're doing assessment. It may not be enough but if we don't do it we're going to be in big trouble. Please get

your assessment documents in. show the data. Show how you're planning to use it to improve. 25 to Provost and 18 to Deans.

➤ Officer Reports

❖ President Kader Frendi

The climate survey may be back on for the Spring semester. Delois Smith was in Birmingham yesterday listening to a presentation by the System. I think the System wants to do something about those comments and I know that Delois wants to do something as well. We had wanted to do this a year ago and that didn't happen, but now it's back on track. I'll let you know what happened at UAB when I hear back from Delois.

Reminder that the January meeting is the Spring annual meeting so it's not a normal meeting. We'll have Ray Hayes, who is the incoming Chancellor, present to us. Remember this is an open meeting so please invite all your faculty. Anyone can come and ask questions. That will be the end of January, the 28th I think.

Lauren Baker will join us as the Staff Assistant for Faculty Senate.

This semester we did quite a few things. We did have an agreement on the Substantive Change Policy so we did help SACS move forward. We also had three policies: Faculty Separation Policy, Emeritus Faculty Policy, and the Smoke Free Campus Policy. We did receive feedback on the IT policies and we may have to sit down with the Office of Counsel since they wrote some of the policies and we need to give them our side of the story. Sherri Restauri will present today to help you answer questions regarding this policy.

❖ President-Elect Mike Banish (elected to defer to the end of the meeting).

❖ Past President Wai Mok: Nothing to report.

❖ Parliamentarian Tim Newman: Nothing to report.

❖ Ombudsperson Carolyn Sanders: Nothing to report.

➤ Committee Reports

❖ Personnel Committee Chair, Ramon Cerro: Nothing to report.

❖ Undergraduate Scholastic Affairs Committee Chair, Proxy for Eric Seemann: Nothing to report.

❖ Undergraduate Curriculum Committee Co-Chair, Eric Fong: Nothing to report.

❖ Finance and Resources Committee Chair, Joseph Taylor: For the RCEU we received 64 faculty proposals and about 270 student applications. We'll be able to fund 27 projects. We should let everyone know by the end of January. We are still working on the Distinguished Speakers, and will hopefully issue a call for proposals for 16/17 early in the Spring.

❖ Governance and Operations Committee Co-Chair, James Swain: I just want to remind everybody that Spring is election season. The mandated date for your representatives expiring is March 1. Some departments need to elect new representatives.

❖ Faculty and Student Development Committee Chair, Lenora Smith: Not present.

- Second Reading for Bill 383: Chapters 1, 2, and 3 of the Faculty Handbook
Tim Newman: Our Faculty Handbook committee met on Monday to go through Chapters 1 – 3. Chapter 1 is essentially a complete re-write from what we sent out. So what we sent out was discarded and re-written. The markups that you see here is the text as it came back from the administration. We went through these line by line and tried to compare what came back to what we sent forward and we also looked at what was in the current handbook and the underlines here are where there are changes. Let me walk through the changes:

First of all, the mission statement is a new mission statement that replaces our prior mission statement. It's not redlined because this is in the document we sent forward and also in what we received back. As we move forward to the history section you can see that the history section we received back was a substantial elaboration on what we'd ever had before and what you see here are edits that we thought made the language read a little smoother. Some of those came out of our committee and some came out of the executive committee. The biggest change is on page 2 where there is the Presidential History of UAH. We looked at our sister institutions and they don't have it so we decided to remove it. It's somewhat transient. We want to tie the handbook to policies not persons. So we struck all that out while retaining the genesis of UAH. This is a faculty handbook, it's not a committee handbook, it's your handbook so it needs to read the way you and your colleagues want it to read.

We made minor changes in some stuff on the symbols of the university. Maybe the only thing of note is that there was a statement that came back saying "do not use the phrase UAHuntsville." We struck that because there are a lot of other things that we could call this place but they aren't listed in there either so we didn't think we should call that out in particular.

In Chapter 2, the only thing of note is at the very end the way this was worded when it came back this implied that the foundation determined who one of our VPs was, so we changed the wording to indicate that we are appointing our VPs, not the foundation.

In Chapter 3 there are two or three changes there. The first set of changes call out sections in the handbook where different policies are listed. There are some references to other sections of the handbook that have policies listed so we called that out here in 3.2.1. On the VP for Advancements we made the same change and removed the mention about the Executive Director that was already mentioned once before. In 3.2.5 what came to us had something that we thought was tied to a person rather than a policy the current person who is the VP for Finance is a Senior VP, but that could change when the next person is hired so we didn't want to call out that title. I think everything else is just wording and corrections to where people are reporting currently.

Tim Newman moves for adoption of this on second reading. Jim Swain seconds the movement.

Kader Frendi: Are there any comments? Now is the time to suggest things that you'd like to change.

Diana Bell: In Chapter 3 there are some inconsistencies with use of the oxford comma. The majority of the document uses it so we need to be consistent. If you all are interested in these changes I can give them to Tim.

Kader Frendi: We can count that as a friendly amendment. Dave, would you like to discuss the email you sent?

David Stewart: I went over the definition of the President in 3.1 and there is a slight change in the language that was sent to the administration. What it says here is that "...the President relies on various administrative officers, faculty, staff, and student bodies to recommend policies and procedures." That is a slight change from what we've had in the past and given the role of the Senate and the idea of shared governance I'd like to say that "...the President relies on various administrative officers, the Faculty Senate, and other faculty, staff, and student bodies to recommend policies and procedures."

Kader Frendi: This will count as friendly amendment number two.

?: Now that we have taken out this information on presidential history where does it go? Is it stored somewhere that we can reference it in the future because it's well-written and I'd hate for us to have to recreate it if we were to need it down the road.

TN: it's maintained on the President's web page. We just didn't feel it needed to be in the handbook since it can be found elsewhere.

Carolyn Sanders: We also looked at Auburn and Bama and if I remember correctly, even after taking out what we did in the history part, we are still more detailed than they are. So we really were trying to be in line with what other universities are doing. Do we know where it came from or who wrote it? It seems like it could have come from Joel Lonergan's office. It was a very well-written piece.

Ramon Cerro: It's going to be obsolete once we get a new President.

Deb Moriarity: I know that there is a place on the website that has a complete history of UAH. It's under the "About UAH" section. One of the other issues here is that it wasn't just a listing of the Presidents, there were a lot of value statements for some people and not to others.

Kader Frendi: Any more discussion on amendments?

TN: We'll be passing this with the proviso that we can add the oxford comma and remove double "and".

Kader Frendi called for a vote. All in favor of the handbook Chapters 1 – 3, Bill 383 say aye. No opposition. 1 abstention. It passed on the second reading.

➤ **Miscellaneous and Additional Business**

➤ **Presentation by Karen Clanton**

The Bachelor's of Arts and Science in Professional Studies is part of the Adult Degree Completion Program. This initiative is important and can make a significant difference in our community, our state, and our nation. I'd like to start on a person level before we get into it. Take a few minutes and think about someone in your life that it would have made a difference if they had completed a degree. What difference would the degree have made in their life, and what barriers were in their life that caused them not to complete the degree? Adult Degree Completion programs are not new, but as our nation requires a stronger and better educated workforce they are becoming a priority in our country. Many states are now focusing on the issue by making statewide initiatives. Institutions must

find ways to increase their ability to serve a wider range of students. Focusing on traditional students will not meet the needs of our community. One statement I have heard recently is that we already have adult students in our classrooms, which is very true but think about the opportunities to expand those numbers and provide better support to increase the odds of them completing their degree program. From a state and national level the statistics support the need and the opportunity. Out of 28 countries studied, US college graduate rates ranked 19th. More than 22% of Americans have attended college without completing a degree and 1/3 of these adults already have at least 60 credit hours. 4 in 10 Americans without a degree say that they have thought about going back to school to finish within the last 12 months.

Adult learners have different reasons for continuing their education which can range from self-fulfillment to career direction. A lot of people find that further advancement in their place of work requires a degree. Or in Huntsville often being part of a contract requires a degree, when they may have everything else they need. Returning adult learners bring specialized backgrounds and needs to the university environment. They are often intimidated, embarrassed, or just unclear on how the process works. At UAH recruitment efforts primarily focus on first-time, full-time freshmen and transfer students. If you look at our website you'll see that it suggests our baccalaureate degrees are primarily designed and schedule for young full-time students. Based on past rates we have been graduating less than 50% of our freshmen cohorts. This provides a large group of students that can become our first priority for returning to campus.

The primary goal of the adult degree completion program is to recruit and retain. A win for the office is for an adult learner to enroll and graduate from UAH with a quality education. Many students will need and want to complete their previous degree path. Others will have specific career interests that are supported by existing majors. A Bachelor's in professional studies will provide a path at UAH for the students who do not fit into the other two categories. If we do not provide the alternate path, other universities are. The goal is not to take students from any other degree program that we have, but to add to those degree programs by getting adult students interested and talking to the advisor that fits their needs.

Adult learners who select to take the Bachelor's of Professional Studies are typically 24 years or older, have completed some college, but not earned a degree, relocated due to family or work circumstances before completing a degree at another institution, changed majors more than once and have a collection of earned credits that does not fill a traditional major, began a professional program such as nursing or education and discovered after earning considerable credits that the program was not a fit for them. To succeed, adult learners need specialized advising. They need a single point of contact. They need evening, weekend, and online courses. Students and faculty will work together to choose a depth study that fits their needs and interests. This interdisciplinary program will place emphasis on critical thinking, analytical reasoning, written and oral communication, teamwork, and organizational skills.

The Bachelor's of Professional Studies will expand available degree options by building on existing program strengths, while requiring minimal additional resources. The UG degree will require students to complete the university's general education requirements and at least 30 credit hours of approved coursework in 2-3 different academic areas of study. Due to the varied course requirements in the interdisciplinary program's individualized plan of study the required 15 – 18 hours of professional studies courses provide a strong and consistent academic base. The majority of the depth study courses and charger foundations courses will be covered with existing UAH courses providing a new source of credit hour generation across the university. The professional studies courses are a minimal part of the overall degree program, but based on our research they are an essential part of its structure and success. Current course syllabi provide clear learning objectives. Once professional study faculty are hired they will adjust each course based on their own expertise and understanding

of adult learners. Because of the diverse course requirements in the plan of study, the required professional study courses will be the primary tool for assessing the overall program and student learning outcomes. It provides the professional studies faculty opportunity to support and monitor students progress, identify areas of improvement, and to provide a clear academic background. The specialized courses create opportunities for adult learners to meet other students with similar ages and life responsibilities. Thank you for this opportunity and I would love to answer questions and work with any department that's interested in working with us.

Tim Newman: I know some universities that have a program like this, in fact I believe there is a university nearby that has this, give credit for life experience. What are your thoughts on that?

KMC: it will be based on ACE. There are processes in place that you use for those type of things. You can also do portfolios, which would come back to the departments for them to judge and decide whether they should be accepted. It is an important part of this type of program.

RC: would they have a degree in a particular discipline?

KMC: no. they will have a bachelor's of art or science in professional studies. They will have a depth study area that they will specialize in. We have copied the models of Bama's life track, which is very successful, and the university of south Alabama who has an interdisciplinary version that also is doing a very good job. We have looked at those two and a few others and have picked the best parts of each.

Deb: what will be the location of this? So in professional studies this has not been a degree granting part of the university in the past so this is a big change in how we do that so that was one of the things that came up with the UG Curr Cmte in looking at this is that when the courses came through we weren't even aware that there was a proposal to have a degree in this and that there would be faculty hired specifically in professional studies to teach this program. This a change in our degrees being granted by academic colleges to the degree being granted by professional studies. So what are the ramifications?

KMC: I'll answer part of that and then I'm going to let the Provost answer the other part. If you try to get a degree through the process the timing becomes a little bit crazy between BOT meetings and everything going on so we actually submitted these before it went to the BOT to the Faculty Senate, but the timing of everything did not match so that's why it went to the Bot ahead of time.

Provost: We have heard concerns from the committee about the college and I asked Karen to look across the landscape at all those different degree programs at what type of entities they were being taught from. Many of them are in colleges of professional studies so at this point we're very open to changing the division of pcs to a college of pcs just like it is at the university of Alabama.

Deb: Can you back up to your curriculum for a minute? There were some specific issues. PS 301 looks basically like FYE for adults.

KMC: it is, but it's expanded a lot. It is traditional in the programs that you see that there is a course like that available for adults that have been out of school for a long time, but there is a lot more involved in it than what you would see in just your freshman class. These students have already been to college, but it may have been 15-20 years ago. It provides a good foundation for them getting back into college and it also provides them a place to learn that they aren't ready for it. So there may be people who take that course and realize they need to go back and build other strengths or that they just do not have the skills to be at UAH.

Bhavani Sitaraman: What really is interdisciplinary studies?

KMC: it's where you are taking several different disciplines or areas and combine them. You might have something in health studies so maybe you have someone who has gone through and done a lot of nursing and they did not get accepted so you might mix that with some other area like management.

BS: The reason I ask that question is the area where they have the 15 – 18 credit hours is where they are getting something called Professional Studies. That's their way to say comparably their major. You have a degree program, a major, a minor. So these students are going to have Charger Foundation courses, something called depth studies (based on what their pathway has been), and then this professional studies 15 – 18 sounds like a minor to me. But what is professional about the interdisciplinary studies? How do we sell this? What does it mean to students?

KMC: this is a normal name for this degree and you'll find it at different universities across the country. There are several different names that it goes by. This is one of them. It's the one that we selected to use. In any type of marketing you will record interdisciplinary studies, it will require a lot of explaining to the students for them to know. Because this degree can be different things to different people, you do have to keep a very generic name because the depth studies could be different.

BS: I'm just wondering about assessment ramifications. We are all asked to have mission statements and goals.

KMC: Part of the proposal that went through the Board of Trustees required me to detail how I would assess the program. So, all of that has been put into the proposal and approved so that has been addressed.

Deb: One other thing. The proposal for this program did not come through the undergraduate curriculum committee. So we were unaware of this. Usually any new program being proposed has to go through the undergraduate curriculum committee first. So when we got the courses I said "well maybe they are putting the courses through first and then we will get the proposal for the program." Which is when I started to ask where this was in the process and then I found out it had already been approved at a higher level so my concern is that we aren't even following our own internal processes. In the realm of SACS that is a bad thing to do.

CC: unfortunately that has happened on several occasions.

Deb: I think the idea is great. I have no problem with the idea. These are some concerns. One concern was how would this relate to our current students? Suppose a student is coming along and they just get to a point where they say "you know, I don't really like my major and the courses I have to take. Maybe I can just go over and do this one instead." Is that going to be one of the goals of this program to provide that way to get out when the student doesn't want to complete what they are currently on track for?

KMC: That is not a goal for us. I think you would always want to try and keep students in their current major and college, but if that could keep students from dropping out entirely and going to Calhoun or somewhere else then this is a wonderful option if it keeps them from leaving.

RC: since this didn't follow the right procedures, are you planning to follow the right procedures now?

KMC: I followed the procedures of what I was told to do. I don't have a workbook that tells me.

Deb: It's called the Faculty Handbook. It does have procedures for new program approval.

KMC: I always try to follow the procedures, so if I don't it's not on purpose.

CC: I take responsibility for that. I didn't get it to you on time.

Deb: I really do understand the issues with SACS and ACHE, I just want to make sure we are careful and don't circumvent our own internal processes.

DG: Would a student have to have attended college before to qualify for this?

KMC: No. this is not meant for incoming freshman. The purpose of this is to get new students who would not already come into the university in another program. Our first goal is to send them to the existing degree program, but if we are bringing in single mothers, veterans, etc who are not going to come into UAH in any other way, that is progress for us. Reaching these students who otherwise

would not feel like they have a place to go. If we don't do this, everyone around us is and we are going to lose them.

DG: we need to advertise that then because we have some creative freshmen.

JS: How has this done for other students?

KMC: I think it's going to vary on the person, but when you think about the fact that, let's look at the first group of people. There are people that have careers and they cannot advance without having a degree. Many people are in those situations. There are people who go get IT certifications and they have wonderful careers, but they can't go into management because they don't have a degree. So those people will immediately see benefit in having one.

JS: is there any data on the effectiveness of this?

KMC: I'm sure there is, but I don't have it available to me.

Bell: I have a lot of questions. In response to what you just said, I guess my concern is, is it just about giving them a degree. Credentialing them versus educating them?

KMC: that is not at all what the plan or goal is or should be. The goal is to provide them a quality education that will better their lives. And they will primarily be taking courses from existing departments. It just provides them an interdisciplinary degree versus a very specific degree, but they will still have to have the quality of a degree from UAH.

CS: When would the first students be admitted?

KMC: the original goal was next fall, whether we can manage that will depend on how fast different things happen, but that is what we are looking at.

CS: I guess my follow up comment is how neat that credit can be given where credit is deserved for life and work experiences. I hope that really close attention will be paid to the policies that are put in place around accepting work experience for credit because I can see that in our other degree programs and colleges we get non-traditional students that might have a wealth of work experience.

KMC: I actually just got back a couple weeks ago. I spent a week at a conference on prior learning assessment because it was not an area in which I felt that I had the strength that I needed. We do offer prior learning assessment throughout the campus in different ways. Different colleges accept different amounts so it's not something new to the university but yes there are very strong policies and there are very clear things that you do and that you accept. It is very specific and there are very strong guidelines that you follow and then you put a limit to how much you are going to accept.

CS: this is the first that I have heard that we accept work experience for credit. I have only been in one college, but I have been here for a long time. I hope that whatever policies are put in place, that they are put in place across the board for all colleges.

KF: in the interest of time I would like to bring this to a close, but I will take a couple more questions.

BS: since you are depending on other colleges and degree programs for credits, it might also be useful that the policies are formed with consultation from all relevant units that will be impacted.

KMC: in that particular case you are talking about a portfolio review, which would go to that department. Most of what you're going to get to when you look at that type of thing is going to be veterans that have gone through specific things. So you won't have very many. Right now you have ACE testing so let's say someone has been brought up and they are fluent in Spanish. Right now we let them go through ACE and they may get credit for it. Work experience is not something you see a lot of. It would be a portfolio or an oral test by that department.

TN: I have four comments here: 1. I think there is a disappointment among a certain number of our faculty who feel like this has come from the top down rather than the bottom up. We have units on campus that have reached out to non-traditional students for many years. I think when the university embarks on things like this we need to look around for faculty experience throughout the

campus and we need to draw on the strengths that we currently have. And I think we will have much more faculty buy-in and we will move together much more harmoniously. I was really surprised that absolutely no one in my unit even knew this was taking place. Many of them have been here for so long and have so much experience that they could offer.

KMC: I can't change the past, but I can put a committee together going forward of faculty members that could help be a part of it.

TN: 2- I think the title of Professional Studies is somewhat problematic. I went and I looked around at other campuses and that term is used in a lot of different ways on different campuses. Lots of universities place things that don't fit anywhere else under the umbrella of Professional Studies. It is an indeterminate term. I think that if the university is indeed going to go forward with this then there are a lot of issues that need to be addressed before we proceed ahead. I think you want to look at the title carefully and see if there is another one that might be more descriptive. 3 – I have had some comments from a lot of my colleagues that the way this is put together is more like a series of minors than it is a major. So I guess the question that I heard is "is this like a collection of associate degrees" that we are going to now call a master's degree? I think we want to think really hard about this especially if we are going to couple it with giving credit for life experience. Our brand has a meaning in this area. We have a strong brand. And I am afraid here. I am hearing a lot of emphasis on numbers and this will get us more students. I am afraid that emphasis can weaken and damage our brand. It may create long term problems even though it helps us reach the short term goal of getting more students. We must not sacrifice our standards.

KF: thanks Tim. With that I am going to bring this question and answer session to an end because we have another speaker.

➤ **Presentation by Sherri Restauri**

I am going to provide you with a brief overview of what we currently have in place. I did also come here to answer specific questions that you may have on the interim distance learning policy. Thank you for your feedback on the policy. I sat down with Kader and have already received it. I have also spoken to Deans and Department Chairs and the feedback you provided me is right on par with what I received from those people as well. Please understand as we are going forward that the interim policy is here to get us started with the conversation about online learning. It is not the be all end all. I did want to point out a couple of things that were addressed in the policy. If you are on the UAH home page and navigate under Academics to Online Learning. We have created a main landing page for Online Learning so a lot of information is there. However, a lot of people don't know that page exists so I wanted to start this conversation by saying that page is always a good place to start. We have also been building out the "OL Faculty Support Site." We now have an online instructional designer to assist you with some of the technical pieces of creating your courses. One of the things not addressed in here was faculty workload. We hear that and understand so we now have this instructional designer to help you with that. You do have to log in using your UAH account to get to this. You will see once you get into the designer that it has links to other things such as the QEPO which I received a lot of questions and concerns about. It is a pilot program that we launched this fall. It's an online faculty certification workshop. We had 9 faculty members from across the colleges begin that. This policy document was created while all of these other things were also still being created so when you said that you didn't know what a QEPO was, just understand that it was also still in development for us as well. It will have a full launch where all of you can see it in February 2016. IF you still have questions about what that is and what it means there is additional information on the instructional design website detailing that. There were also things mentioned in here that many of you may not have seen or understood yet. Under this course design and development process there is quite a bit of expanded information. We are somewhat limited in what we can write here. So this talks about that in more detail. We wanted to have something that would provide

more detail on the things that you were confused about and rightfully so because we hadn't defined them yet. Like the course template for CANVAS. We have been working on developing a good course template for you. We don't want to try to change the way you teach, we just want to try to help you in the development process and we are trying to make things easy for complying with SACS items. Intent is not to control your teaching but to simplify.

I hear your feedback and greatly appreciate it. We are not done with that feedback so I am here and I am available if you have questions about things that you didn't understand. You can continue to send that to Kader or the Provost's Office, but some of these are very easy questions to answer. This was simply drafted as an interim so this is where we are starting and it will change.

Also as a reminder to touch on what Dr. Curtis said, don't forget to register for the continuity workshops. We already have 30 people registered. You can reach out to me to do that or just send in the submission form.

As we move closer to SACS visiting please know that these templates are not specific to online courses. You can use any of these resources for any of your classes. We want to make it as easy as possible for you to get that content out there to your students.

RC: you mentioned the "online department"?

SR: we are actually now organized under the office of information technology. I now report to the CIO. My unit is responsible for online learning. It is not a department.

KF: Mike elected to be last.

MB: just to finish up on the rest of the policies, thanks to Sherri for coming and I am sure we will come back to you next year with more questions and updates so we can move this policy forward. So we do have this resolution that came through with pluses and minuses. Scholastics Affairs do you have an update?

AW: I haven't seen anything about it yet.

MB: let's get that one moving forward because I thought it got assigned out somewhere along the way. We have what is Senate Bill 382 as far as the deanships. Do we have any forward progress on that one?

JS: we will be meeting in January.

MB: so the IT policies I think we are going to have to look at very closely next term and get as many of these through as possible. So one of the points that came up was for us to clarify what is the policy really addressing? Which I think became one of the problems with the online learning policy.

Motion to adjourn from Debra Moriarity. Azita Amiri seconded.

Faculty Senate Meeting #563 adjourned
December 17, 2015, 2:00 P.M.

SENATE EXECUTIVE COMMITTEE MEETING

**January 21, 2016
12:30 P.M. in SKH 369**

Present: Michael Banish, Eric Seeman, Eric Fong, James Swain, Lenora Smith, Ramon Cerro, Tim Newman, Wai Mok, Joseph Taylor, Andrea Word-Allbritton

Guests: Provost Christine Curtis

President Altenkirch was not present.

- Faculty Senate President- Elect Michael Banish called the meeting to order at 12:30 pm.
- **Administration Reports**
- ❖ Provost Christine Curtis
 - President Altenkirch was not in available to attend today's meeting due to a lunch meeting on Redstone Arsenal. A no smoking policy is now finalized and available on the web. It will go into place at the start of the summer semester. We are now in sync with several other major Universities. There will be signs in place in front of buildings for students for awareness.
 - Dr. Frendi mentioned the summer schedule and the President would like to make it known that the University will be open all five days a week. Staff will work a four day work schedule; assuring offices are covered Monday thru Friday. Employee work schedules will be created within each unit.
 - The College Academy was presented a year ago, we have moved forward with this in conjunction with Huntsville City Schools. We do have Professors signed up to teach courses at the College Academy, 62-63 hours. These courses will start this fall semester. Huntsville City Schools will pay full tuition and fees. During the students Jr. and Sr. years, the courses will be on campus. This will allow for better course options. The Academy will be located at Jemison High School. We are hopeful this will bring in these students upon graduation dependent on their GPA and ACT scores. The plan isn't final but hopeful that extra compensation will be provided to Professors who drive to the high school, or use of the vehicle fleet is available.
 - Eric Fong – How many are enrolled?
 - Provost Curtis – We currently have 29, we would like 35 students with hopes of 30 graduating. They have to maintain a 3.25 GPA.
 - Eric Fong - Since tuition is paid, will this count towards our enrollment numbers?
 - Provost Curtis – It will count towards our dual enrollment.
 - Focus Report for SACSCOC is due to computer compliance next week. I have to thank everyone who has stepped up. Our QEP committee has worked diligently, as well as our SACS consultant. He is able to guide us in the right direction to answers questions efficiently. A draft of the sound bite of QEP was distributed to make everyone knowledgeable of what a QEP is. Provost will accept edits if there are any suggestions. The Faculty will receive the information of the QEP and dates of the review team. The

team is not known at this time, but it is important that everyone know their duties so they can answer any questions.

➤ **Officer and Committee Reports**

- President-Elect Michael Banish
 - Dr. Ray Hayes, our incoming Chancellor, will be giving a presentation at our next Full Faculty Senate meeting. This is an open meeting that everyone is welcome to attend. I would encourage sending this out to all committees and would like for the Full Senate to be in attendance.
 - On February 5th the Board of Trustees will be meeting in Birmingham. All have received an invitation to attend lunch afterwards combined with Faculty Senate members. Please RSVP and the luncheon should adjourn at 2:00pm.
 - The Communicable Disease Policy should be available at the next FSEC meeting to pass through to the Full Senate.
 - I have asked Provost Curtis to take a few extra minutes at the next Faculty Senate meeting to explain QEP so that this can be passed down to each department.
 - Provost Curtis invited everyone to attend a Leadership Development Workshop January 28th led by Holly Chatham. The early alert task force will meet after to ask questions.
- Past-President Wai Mok
 - No report.
- Parliamentarian, Tim Newman
 - No Report.
- Governance and Operations Committee Co-Chair, Jim Newman
 - Government and Operations met on the 7th of January. The main purpose was to exhort and excite everyone to have elections and new Senators in place by March 1st. Committee members have contacted all Chairs to make this deadline known. We were also given a bill to consider, not sure where it originated, but I am assuming the floor. The bill specifies that administration notify the Senate on proposing Dean shifts. There was a long discussion and no proposal today.
 - Michael Banish – Will it be available next meeting?
 - Tim Newman – To summarize the discussion, I am not certain that we want to add another document needing approval to the Senate. We've had more Deanships than before, but I don't expect that this would be a common occurrence. The bill specifies that the Senate has to have a proposal and estimate of cost that would occur. I mentioned this to my own Faculty and they were on board with this idea.
- Personnel Committee Chair, Ramon Cerro
 - No Report.
- Undergraduate Curriculum Committee Co-Chair, Eric Fong
 - I tried to get my committee to move forward with Professional Studies. To lay it out, there are six on the committee and four have made the decision that it cannot be approved as is. There are a lot of concerns with the committee in regards to this program. Everyone recognizes that we want to be mindful and support nontraditional students. The program doesn't address some issues that make the Faculty pause in moving forward.
 - The first concern in regards to the degrees, Bachelor of Arts and

Science, is the potential of misinterpretation that these degrees are coming from discipline oriented classes. In Professional Studies, they choose specialized area of studies – up to three. When the students take the core courses from Professional Studies and get a Bachelor's in Professional Studies with a concentration in any area, the student could make their concentration in Engineering and graduate with a Professional Studies degree. When they are in the job market, they could present the degree other than a Professional Study degree giving the wrong perception of their knowledge and courses taken. The student could have a concentration in a specific area but never have taken any 400 level courses.

- Ramon Cerro – Anyone could claim they have any degree up to the point of them asking to see their diploma. Will the diploma be ambiguous?
- Provost Curtis – The diploma will state Bachelor's of Arts in Profession Studies or Science in Professional Studies.
- This could damage the value of a degree. Another item related is allowing students to bring in credits earned thru prior learning assessments. This is a very ambiguous term. This could mean a variety of ways they earned the credits. One question is if it's not credit hours, who would review the assessments and determine their value?
- The program states that it is open to 24 year olds with prior work experience. This doesn't preclude current students that are not measuring up in specific studies within the University. An example would be a Science student who have taken all the 300 level courses but can't pass the 400 level; can they transfer to Professional Studies? There isn't anything that would stop this from happening. There is this ambiguity and brings forth concern from the Faculty.
- Another issue is that Professional Studies isn't a discipline. We are trying to provide degrees within our structure. This would open the idea that we are trying to move away from that structure. The idea then would be can we make Professional Studies a college? We are recreating the wheel if we do that.
- Another concern is the classes offered. Within Professional Studies a 310 course is offered that is basically ENG 101 giving 3 credits. It uses old textbooks. Why not take ENG 101 and offer 1 credit? Currently, my committee has voted against it as it stands and will need to go before the Full Senate.
 - Wai Mok – My daughter graduated with a Mechanical Engineering Degree and was required to take an assessment exam upon completion. Is that not required here?
 - Michael Banish – Not anymore. The students would just write their name and leave because they just had to show up. It is all dependent upon the program.
 - Provost Curtis – If you want to become a PE, you have to take the EIT.
 - Ramon Cerro – Professional Engineering is nationwide and exams are tough.

- Wai Mok – My daughter graduated from Purdue and was required,
- Ramon Cerro – When we tried to make it mandatory, 2% passed other 98% left.
- Tim Newman – Same experience with Computer Science.
- Wai Mok – There must be a quality control mechanism in place.
- Tim Newman - In my discipline, the quality control is the interview process. There are certain institutions that are suspect for degrees, and companies refuse to hire from those. If they do, they have a rigorous test. In my discipline, the UAH brand is strong in the Southeast. My concern with this program is if students leaves Computer Science in their junior year because it is too hard and go to Professional Studies and do a concentration, that impacts my students who have the Computer Science degree. The Professional Studies students do not have the training of a student who went thru the Computer Science courses.
- Wai Mok - I see your point, but there must be a way to tell the difference between a BS in Computer Science and a BS in Professional Study.
- Ramon Cerro – Why is the University in the business of these half degrees?
- Michael Banish – In the military you have continuing education that you receive credit for. I can say for this program, it is important that as an institution we help those in our community that have relocated here because of military service. With that, we need to maintain our standards. Does your committee see a way forward? I would also say you do not place a concentration on the diploma.
- Eric Fong – I will work with them on a path forward. They are willing to work with everyone and take consideration. In addition, I would like to hear from Faculty.
- Ramon Cerro – Why the title “Professional Degree”?
- Provost Curtis – That is used among other Universities.
- Andrea Word-Allbritton- Auburn and USA are other Universities that are implementing this. Alabama has established six concentrated areas of studies. Alabama is sorting thru Professional and Interdisciplinary Studies. If we could seek them for a model and direction. If we have clarity on the depth areas that may help Faculty move forward. Interdisciplinary is a remarkable approach to world, with a careful approach. If the students can bring in 75% of their work, and patch together a degree, may not serve them.
- Provost Curtis – 75% is a University rules.
- Tim Newman – We have a set of rules designed with discipline mindset. This is allowing loopholes. There is nothing that says that all courses need to be in the 400 level. We don’t have any degrees that void 400 level courses. It will be allowing a weaker

- degree.
- Provost Curtis – That is my opinion. The intent was to set up the program for individuals that didn't have the opportunity to complete their degree. This was set up to have flexibility for those who have work or other experience. I would have to ask what the key things are. It would be to require some 400 level courses.
 - Eric Fong – I am willing to push this with ideas – 1. Change the name? 2. Would you be open to see if other colleges would be willing to take this on to help nontraditional students?
 - Provost Curtis – We are struggling with increased enrollment and how to handle the growth. Adding in to the colleges would not make the best use of our resources. Professional Studies is where these types of degrees are housed and they are fully funded. This allows us to provide to the community in an affordable way.
 - Michael Banish – One point that needs to be brought up, this is for people to bring in 32-36 hours in from outside UAH. This keeps students from taking a short cut.
 - Joseph Taylor- What is the age requirements for this degree?
 - Provost Curtis – The traditional student is 18-24, 23 is average for Undergraduate. We have a number of people that are nontraditional.
 - Joseph Taylor – From my knowledge of working at other Universities that had this degree available, I never knew of students taking advantage of this degree. I would hate to not offer this for those would not abuse the degree.
 - Eric Fong – One issue is what do credits mean? Can you earn them thru other ways?
 - Provost Curtis – We do this in Foreign Language all the time.
 - James Swain – Do we use this for a particular group? The military has been mentioned several times.
 - Provost Curtis – We haven't started recruitment.
 - Tim Newman – Our attitude from the beginning is to reach out to nontraditional students within Computer Science. We meet one on one to work with students to get them engaged. One disappointment with creating this program is not reaching out to disciplines that have been doing this for a while. We have had the wrong approach. We can't do business like this on campus. We have to work together. This shouldn't be a college, we should join colleges together. Secondly Provost, I think you have misread what the Deans have said, your Deans are crying for resources, our unit is crying for resources. The Deans know we need more Faculty. Instead of using resources and launch Professional Studies, let's launce our current units.
 - Provost Curtis – Professional Studies will be using their resources. They are externally and totally funded. That is one reason that we can go ahead and move with this. I am fighting

- every day to put resources into the colleges.
 - Michael Banish – I value Tim’s comments. Eric work to get things together to move forward.
 - Eric Fong – I think to Tim’s point, we are looking at this program and it bypasses the process. I don’t want this to be taken in a negative way. We would have probably had nice conversations about making these changes if we would have done this earlier. I do think there is a little animosity that exists among faculty that this program did not follow the process.
 - James Swain – Since Tim broke the ice, Tim is referring to our Distance Learning and Graduate programs. These have attracted a very diverse and older population for the past 25 years. It’s basically gone now. Distance Learning is suffering from lack of attention, our strongest program (Engineering Management) is suffering due to lack of faculty. These were fairly robust areas of enrollment that have been allowed to wither. We have been trying for years to get this going. We had a dominant program going at one time and now Auburn/ Miss State have taken over in our back yard.
 - Finance and Resources Committee Chair, Joseph Taylor
 - Funding resources is going to send out RCU award notifications at the end of next week. We are meeting in two weeks to finalize, and send for approval. Then Faculty will have 4-6 weeks to create proposals.
 - Michael Banish – Did you get with Mr. Ray?
 - Joseph Taylor- Yes, we met with him in October. He is planning to visit in February. I will send out an email with budget links prior to that.
 - Undergraduate Scholastic Affairs Committee Chair, Eric Seeman
 - No current petitions to review. Some committee members were involved with reviewing schedules and getting back with me.
 - Faculty and Student Development Committee Chair, Lenora Smith
 - Nursing is up and coming in research. The question was raised about the deadline for proposals, ex. EPSCOR.
 - Michael Banish – The AVPR and I had a discussion in regards to this same question.
 - Tim Newman – Does nursing have any recommendations in regards to this?
 - Lenora Smith – NIH is a part of this and where we do our grants. These proposals have several deadlines.
- **Approve the Agenda for Faculty Senate Meeting #564 January 28, 2016**
- A motion to approve the Senate Meeting Agenda was made by Michael Banish and seconded by Eric Fong. Motion carried unanimously.
- **Request for other items**
- Michael Banish – Two important items that need to be discussed:
 - Online/Distance Education Policy
 - Copyright Policy
 - Michael Banish – Dr. Frendi spoke with me with concern that Nursing has no eligible

candidates for the URB. They have a full professor that is a Dean, and one Associate Professor that is on sabbatical. They have no qualified representatives.

- Tim Newman – Is the Professor on sabbatical in town?
- Lenora Smith – Yes.
- Tim Newman – She could serve even on sabbatical.
- Michael Banish - Dr. Frendi spoke with past Presidents and the decision is up to Tim Newman. The suggestion is to have a one-time allowance for a Senior Clinical Faculty to be able to serve.
- Tim Newman – Disapproves. You could not have a representative. If the person on sabbatical is in town, that person can serve as an extra commitment. We have had previous instances where Faculty can vote on tenure.
- Eric Fong – Why are Associate Deans not allowed to serve in this role? they allowed to serve in the role at the college level?
- Tim Newman – We disenfranchise Associate Deans. Technically, an Associate Dean can serve. It is shaky to do so. Administration has made a conscious decision to leave them out. Deans have told Associate Deans not to serve.
- Eric Fong – In this special case, Associate Deans should act ethically and not interact with the Dean.
- Provost Curtis – If the person serves outside the college as Associate Dean or Dean, Graduates College or Honors College. If they are not involved in the process, they are allowed to vote. My advice is to stay out. What happens is that the office itself sees that person at a higher level. I agree with Tim. They have to be tenured to vote on tenure. Thinking after Kader’s response, if the decision should go against the individual and URB, where would we stand in the court of law because they had means of representation and were absent. I agree that the sabbatical member could serve. I won’t ask the member to come in on sabbatical, which is against the handbook, but the college can ask.
- Eric Seeman – Can we push back the review date?
- Provost Curtis – It has to be approved by March 5th.
- Eric Fong – I have an issue with disenfranchising an Associate Dean where they are tenured faculty and a Dean doesn’t seek their advice. They play no role in making a determination in which they have a right. The other concern would be having an administrator from Nursing, they can restrain from making a decision in regards to that college.
- Provost Curtis – Do they have to do that regardless?
- Eric Fong – Yes, absolutely.
- Provost Curtis – You are there to answer questions in regard to your college, but you vote on other colleges.
- Ramon Cerro – The only benefit would be to have someone answer questions.
- Eric Fong- Nursing has the right to be a part of the committee making decisions regarding across all the University. I don’t see why we disenfranchise.
- Michael Banish – We had to provide a letter stating how many were attending and why. Who is on sabbatical?
- Lenora Smith – Pam O’Neill.
- Michael Banish – Has she been contacted?
- Lenora Smith – I can contact her.
- Provost Curtis – The request came from the Dean and should be followed up by the Dean.

- Michael Banish – I will pass this on to Kader. The Dean will contact Dr. O’Neill.
 - **Online/Distance Education and Copyright Policy**
 - Michael Banish – There were substantial changes to the protection of Instructors in regards to copyright. Looking at Appendix II, Intellectual Property Matters, it states that currently the University has full ownership rights, including copyright and proprietary rights, to its curriculum and the degree program structure only. Under Instructor Rights and Responsibilities, if the instructor leaves the University, the instructor has the right to the online material. There has been an increase in the protection to Faculty and the ability to do more online courses.
 - Under the old bills Special Issues, there are only two points now. It states that instructors who recorded lectures as part of employment at a different college or university may not use that recorded lecture at this University. That is protecting other Universities. We won’t get in to number two.
 - Provost Curtis – Let’s go over what was discussed to be added to the copyright bill.
 - Michael Banish – Under the copyright policy that you also received, looking at page 2, there are three main sections added there. Textbook and other course materials prepared by a faculty member shall not be considered “university assigned work”.
 - Ramon Cerro – What does that mean?
 - Michael Banish – It means that you have predominant rights to copyright not the University.
 - Provost Curtis – If you go up to “university assigned efforts”, we looked at UA’s policy very closely. Their policy has substantial information on online courses. We directly added what UA had that is applicable and logical.
 - Tim Newman – Have we had any of our Faculty look this over? I noticed this is saying that any creative work is allowed to be copyrighted by the University. Under copyrightable works, there is a long list of what is considered. Under “university assigned effort” it says that copyrightable work prepared by an employee in the course of his or her regular employment duties or by special direction shall be the property of the university.
 - Provost Curtis – Let me go back to the UA policy and look over creative works. I think it will be protected. We could insert that any books or research created, will not be the rights of the University.
 - Ramon Cerro – I could argue that results from my research are not assigned by the University.
 - Provost Curtis – Because it isn’t scholarly work.
 - Tim Newman - A patent is covered by a policy. If it is a patentable work, you used University equipment to generate this work.
 - Provost Curtis – E and F are ok?
 - Michael Banish – Yes. The copyright policy is appendix H of the Faculty Handbook and would cause for the Handbook to be updated.
 - Michael Banish – It is important to get the Online/Distance Learning Policy

moved forward for SACS. If there aren't any more comments, can I have a motion to move this forward to the Full Faculty Senate?

- Ramon Cerro – What does the online department say?
- James Swain – I am in favor.
- James Swain gives motion to move forward. Ramon Cerro seconds. Motion moves unanimously.

- The meeting then adjourned at 2:30 pm after a motion from Michael Banish, second by Tim Newman, committed affirmed.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

ONLINE/DISTANCE EDUCATION POLICY

- INTERIM -

Number 02.01.35

Division Academic Affairs

Date July 23, 2015

Purpose This policy addresses the unique circumstances associated with technology-enabled course delivery (herein, “online”), building on the existing academic policies, processes, and procedures of the University.

Policy This policy establishes an academic environment that allows students in hybrid/flipped and fully online courses and programs to experience, to the extent reasonably practicable, the same level of quality and service as those students who receive face-to-face instruction from an instructor in a classroom on the campus of the University (herein, “on-campus students”). This policy is organized to address the general organization of the SACSCOC Guidelines and Principles for Distance Learning.

Procedures

General Administrative Principles

Policy on privacy protection. Students who enroll in online courses will be afforded the same level of privacy protection as on-campus students. The University’s policy on student records privacy protection is Student Records Policy which can be found at: <http://www.uah.edu/registrar/ferpa>. The University’s Online Privacy Statement is given in Appendix I.

1. **Reporting of accurate headcount enrollment.** The University has a clear, specific method for coding/classifying online and hybrid delivery courses and will report as required.
2. **Identity verification.** The University will ensure that a student who registers for a course is the same student who participates in and completes course assignments. The University provides a method for secure log-in for submission of assignments and for online test-taking through the Learning Management

System (LMS). This level of identity verification is equivalent to that required for on-campus students.

Within each college, faculty will set a policy for managing online/remote test administration, which may include proctors, remote recording of the test-taking in progress, or other methods. The University is committed to adopting new technologies to aid in this process. The University will include this cost in the tuition and fees for the course.

3. **Intellectual property.** Intellectual property matters for online courses are described in Appendix II.
4. **Accommodations.** Accommodations required under federal disability laws are made for online students in the same manner as for on-campus students. The Disability Support Services (DSS) office provides a broad range of services to make academic life as accessible as reasonably practicable for students with disabilities. The University's Quality Education Practices Online (QEPO) Certification Program provides additional guidance on creating accessible online courses.

Academic and Accreditation Principles. All online courses and programs will be subject to the same curriculum development, approval, and assessment processes as courses and programs serving on-campus students, thereby assuring that relevant accreditation standards are met. Online courses and programs are not handled differently and are expected to meet all of the same standards in this regard established for programs serving on-campus students. The specifics about these matters are detailed below.

1. **Mission.** At this time, online courses and programs at the University are embedded in the existing programs of the University. UAH's online education programs are not so expansive that they warrant specific highlighting in the mission statement, but they are included in the Board-approved degree program mission of the university. Online educational opportunities are typically offered in a comprehensive technological university, and that characteristic of UAH is explicit in the mission statement.
2. **Curriculum & Instruction.**
 - A. **Faculty Oversight.** As with all University courses, faculty will be primarily responsible for oversight of online course and program rigor and quality. All online courses and programs will follow the same processes for development and approval as those courses and programs serving on-campus students. All online courses and programs will adhere to the same general guidelines

about content, rigor, mission-fit, time commitment, and credit hours used for those programs serving on-campus students. Online courses must also meet minimum standards of the University's QEPO Certification Program. The QEPO Certification Program is based on the Southern Regional Education Board (SREB) Principles of Good Practice and the Quality Matters™ rubric.

Existing courses that are proposed to be offered online will be reviewed and approved by the department chair, in consultation with department faculty and an instructional designer, to determine if the course can be offered online without sacrificing quality or access to essential materials or experiences. If a course requires access to a laboratory or other unique university assets and the course cannot be redesigned to provide the same level of rigor and relevance as the on-campus version, the course will not be approved for online delivery.

- B. Support Services.** To support online instruction, the University will provide appropriate and relevant technology and support services to faculty and students in the following areas.
- 1. Technology.** The University will maintain an appropriate investment in technology to support online courses and programs. To facilitate consistent communications with online students about the technology, The University will maintain a common template in the LMS for use with all University online courses. The template will include easy-to-access technology tutorials and access to information technology assistance for both students and faculty.
 - 2. Instructional Design.** Numerous resources are available to assist faculty with the design of online courses. For example, during the course development process, faculty members are asked to consult with the Instructional Designer for Online Learning to create learning modules, interactive student activities, and other assignments within their online courses. In addition to real-time consultation with the Instructional Designer, faculty who are teaching online also have access to the QEPO Instructional Design course, which outlines best practices in teaching online, in designing courses online, and in supporting online students. As well, faculty members are encouraged to join the Online Learning and Educational Outreach Facebook page in order to receive frequent updates on best practices in the field.
Faculty members are provided with the UAH Online Education Best Practices, based off of the SREB Principles of Good Practice and Quality Matters™ rubric, during their completion of the University's QEPO Certification Program.

3. **Academic Success Support.** When tutoring is available for on-campus students, tutoring will, to the extent reasonably practicable, also be available to online students through appropriate staffing and use of enabling technologies. Responsibility for this support will reside within the Student Success Center. These resources will be linked through the common LMS template.
4. **Library Resources.** The University maintains a designated online learning librarian, who provides in-line chat support and online training for students who are engaged in online searches. Online training modules may also be made available by faculty through Canvas, our Learning Management System, to coach students through online search methods. These resources are linked through the common LMS template.
5. **Dispute Resolution.** Students who have concerns or complaints will follow the same processes and policies as on-campus students. A link to general student support resources for students at The University is provided in the common LMS template.

C. **Consortial Arrangements.** In entering into consortial arrangements for online delivery, all proposed courses and programs developed by consortium partners will be subjected to curriculum review and approval by the relevant University faculty domain experts.

3. Faculty

A. **Qualifications.** In support of online courses and programs, the University will determine the qualifications of faculty in two areas: (1) expertise in the content domain, and (2) ability to deliver a high quality online educational experience. Content expertise is determined within departments following current methods employed for courses and programs serving on-campus students. The quality of the online education teaching experience will be assessed through an online education certification process. Once developed, faculty who teach online courses must be certified through the University's QEPO Certification Program. The QEPO Certification Program will be administered in connection with the University's Center for Teaching Excellence.

B. **Assessment:** Faculty teaching online courses will be evaluated using the same methods as for faculty teaching on-campus students. Student evaluations and, when appropriate, pre-test/post-test or assurance of learning assessments will be used to evaluate instructor effectiveness. The Student Instructor Evaluation (SIE) forms for online courses will include questions that pertain directly to the online experience, when appropriate. The SIE Committee and the

instructional designer will adopt best practices in online course evaluation as part of the SIE development process. Additionally, student and instructor surveys to evaluate online learning technologies will be conducted separately from the SIE. Data collected will be used for improving services to students. Data collected will also be collated and reported through University reports and for accreditation review where appropriate.

C. Training. Faculty who teach online courses must consult with the University's instructional designer and receive certification through the University's QEPO Certification Program, when it is available. This certification program will familiarize faculty with the SREB Principles of Good Practice and the Quality Matters™ rubric, and provide best practices for maintaining online learning objectives and outcomes consistent with courses serving on-campus students. Additional faculty training resources, available through online resources and in association with the planned University Center for Teaching and Learning, will provide models for excellence in delivery of online, hybrid, and on-campus instruction.

4. Institutional Effectiveness

A. Student Outcomes. As part of its ongoing program assessments, the University will compare online courses and programs with courses and programs serving on-campus students in the following areas each assessment cycle: student learning outcomes, student retention, and student satisfaction. These assessments will be compared to the University's metrics over time and to peer institutions and/or national benchmarks. These comparisons will be used to make adjustments in methods to ensure that online and in-person educational experiences are comparable.

B. Support Services. As part of its ongoing program assessments, the University will compare online courses and programs with courses serving on-campus students in the following areas each assessment cycle: student support services (p. 3b, 1-5), library resources, and technology support. As with student outcomes, the University will compare the University to peer institutions and national benchmarks in drawing conclusions and making recommendations about changes.

Review Academic Affairs will review this policy every five years or sooner as needed.

Approval

Chief University Counsel

Date

Provost and Executive Vice President for Academic Affairs

Date

APPROVED:

President

Date

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

ONLINE PRIVACY STATEMENT

The University of Alabama in Huntsville respects student privacy and collects no personally identifiable information about a student unless the student affirmatively chooses to make such information available to the University. The University does not actively share personal information about Web site visitors. Personal information provided by visitors, such as e-mail addresses or information submitted via online forms, is used by the University to assist individual visitors as necessary. This assistance may involve redirecting an inquiry or comment to another University individual or unit better suited to provide resolution.

The University analyzes Web server log files to collect summary information about visitors to its Web sites. The University also subscribes to Google Analytics, which uses cookies to collect anonymous traffic data. This information is analyzed by the University and by Google Analytics to generate summary statistics for purposes such as guiding design considerations, determining successful site segments, and determining problem areas. Because the University is a public institution, some information collected on the University's Web sites may be subject to the Alabama Open Records Act, and in some instances the University may be compelled by law to release information gathered on the University's Web servers. Some Web servers at the University may adopt different privacy statements as their specific needs require that they differ from this statement.

The University is a research institution. At any time, online surveys may be conducted on the University's Web sites. Confidential information gathered in these online surveys is used only for the research purpose indicated in the survey. Unless otherwise noted on the specified survey, the students' answers are confidential and individual responses will not be shared with other parties unless required by law. Aggregate data from surveys may be shared with external third parties.

The University complies with the Family Educational Rights and Privacy Act ("FERPA"), which generally prohibits the release of educational records without student permission. For more details on FERPA, students should consult <http://www.uah.edu/registrar/ferpa>.

Appendix II: Intellectual Property Matters for

The creation and capture of courses for online or distance delivery, and the use of recorded lectures in subsequent semesters at the University and via other methods, raise important issues which should be addressed as a matter of policy.

University Rights and Responsibilities

1. The University has full ownership rights, including copyright and proprietary rights, to its curriculum, ~~including course titles, course subject matter content, master course syllabi,~~ and degree program structure.
2. The University administration governs the method of program and course delivery. For example, the decision to offer a class exclusively online is a college decision -- not the decision of an individual instructor.
3. The University has full ownership rights in the online course template and lecture captures (audio and video content) for any official University course, including but not limited to those delivered through the University's LMS. The University's ownership rights are subject to the Instructor Rights and Responsibilities set out below.

Instructor Rights and Responsibilities

1. The University makes no claim to the instructor's unique interpretation and presentation of the course content (e.g., specific lecture notes, examples, assignments, and photographic or computer-generated slides developed in teaching a particular university-owned course). [If the faculty member leaves the university, the faculty member has the right to the content of the online course.](#)
2. An instructor's recorded image and/or voice will be used or re-used by the University only with the consent of the instructor. This includes use or re-use after retirement or separation. When an instructor participates in online or distance delivery that involves audio and/or video capture, a signed agreement must be negotiated before capture that outlines the number of times the content can be re-used by the university as well as the method and frequency of updates to be provided by the instructor.
3. University instructors may use their recorded University lectures in subsequent semesters at the University and in other University courses, as appropriate.

Special Issues

1. Instructors who recorded lectures as part of employment at a different college or university may not use that recorded lecture at the University. (*Comment – for example, a part-time faculty member who also teaches at a community college.*).
2. As a condition of enrollment, the University retains a non-exclusive, perpetual, royalty-free, world-wide license to use all student works generated in the course of fulfilling academic requirements at the University for educational or research purposes. The University retains the same license with respect to any image or voice of a student captured in an online or distance learning course. Subject to the University's license, students retain all ownership rights to academic work submitted through the online system, except as may be otherwise provided in writing in the special cases of University assigned efforts, sponsor supported efforts, or University assisted individual efforts. As in the case of providing instruction to on-campus students, faculty must obtain the online student's written permission before using the student's work not within the scope of the University's enrollment-based license nor permitted by a writing pertaining to a special case.

Copyright Policy (1994)

- Purpose:** The purpose of this policy is to clarify the respective rights of the university, its employees, and third-party sponsors regarding copyrightable works.
- Policy:** UAH supports the creation and dissemination of scholarly and/or creative works. In particular, the university recognizes and reaffirms the right of its faculty and staff to publish the results of their intellectual or creative labor without undue restriction. At the same time, where institutional resources are significantly involved in the production of a copyrightable work, the university has equities in it that must be recognized.
- Definitions:** For the purpose of this policy, the following definitions shall apply.
- (a) **Copyright:** Grant to an author of a copyrightable work or other copyright proprietor, of the exclusive right to publish, reproduce, distribute, sell, perform, or display the work.
 - (b) **Copyrightable work:** Any original work of authorship in tangible form, including written works, such as books, journal articles, study guides, manuals, syllabi, lecture notes, programmed instructional materials, proposals, musical and dramatic compositions; pantomimes and choreographic works; pictorial, graphic and sculptural works, such as fine, graphic and applied art, photographs, prints, art reproductions, maps, globes, charts, technical drawings, diagrams, and models; films, filmstrips, and other audiovisual works; sound recordings; and computer programs. U.S. copyright protection for works created on or after January 1, 1978, begins at creation and lasts until fifty years after the author's death. If the creator of the work is an employee or in cases where the work has been specially commissioned as instruction, as a test, or answer material for a test, copyright protection lasts for 75 years from the date of first publication or 100 years from the date of creation of the work, whichever date expires first. Copyright protection covers both published and unpublished works. That a work is out of print does not affect its copyright. Copyright begins at the moment the work is created according to the Copyright Act of 1976. Registration with the Copyright Office in Washington D.C. is recommended for certain rights and advantages.
 - (c) **University employee or student:** Any full-time or part-time faculty or staff member of the university, **student**, or any other person with whom the university has an employment relationship.
 - (d) **University resources:** funds, personnel, equipment, and facilities administered by the university or under its authority or control.
- Procedure:** Determination of respective interests in a copyrightable work produced by a university employee will be made in accordance with the following principles.
- (a) **Individual efforts:** The copyright in a copyrightable work produced by an employee on his or her own initiative shall be the exclusive property of such

employee unless the work was specifically commissioned or assigned, or unless the work was prepared under the terms of a contract or grant, or unless preparation involved significant use of university resources.

(b) University assigned efforts: The copyright in a copyrightable work prepared by an employee in the course of his or her regular employment duties or by special direction or commission shall be the property of the university. Such condition of employment or such directions shall be in writing and shall be agreed to in advance by both the university and the employee. A faculty member's general obligation to produce scholarly and creative works does not constitute a university assignment in the context of this paragraph. A copyright agreement providing for the sharing of royalties, as discussed later in this policy, may at the discretion of the university be entered into by the university and the employee in regard to the work. Textbooks and other course materials prepared by a faculty member shall not be considered "university assigned works". (UA Copyright Policy B.4. Institutional works)

(c) Sponsor supported efforts: Copyright ownership in copyrightable materials developed during work supported partially or in full by an outside sponsor through a contract or grant with the university is determined by the applicable provisions of such contract or grant. In the absence of any governing provision, the copyright shall be the property of the university.

(d) University assisted individual efforts: Where a copyrightable work is developed with significant use of university resources and is not sponsor-supported, the income derived from such work shall be shared by the parties. The university and employee shall, before the significant use of institutional resources, enter into a copyright agreement by which the copyright is assigned and provision is made for the disposition of royalties.

(e) Video or online courses: Video or online courses shall not be sold, leased, rented or otherwise used by a current University employee in a manner that competes in a substantial way with the offerings of the University, unless the transaction has received the prior approval of the Office for Academic Affairs. (UA Copyright Policy B.5.)

(f) Electronic Course material: When the University assigns one or more faculty members to create electronic course materials, rights to those materials shall be negotiated at the time of such assignment. Negotiations shall include the faculty member(s), the appropriate dean(s) and any employee who will make a significant contribution of ideas or expression to the materials. Terms to be negotiated may include assignment of copyright, license of rights, and division of royalties. (UA Copyright Policy B.6.)

The respective equities of the parties in copyrightable works and the extent of their participation in the income derived from such works shall correspond

generally to the categories of ownership described above. Income from materials produced by the individual initiative of an employee shall belong entirely to the employee.

Concerning works resulting from university-assisted individual efforts, the employee and the university shall enter into a copyright agreement before the project. The agreement shall provide for assignment of copyright ownership; division of royalties from the sale, licensing, leasing, or other distribution of the work; statement of rights concerning revision or withdrawal of the work and the use thereof; and other pertinent terms. In determining an equitable division of royalties, consideration shall be given to the extent of the university's contribution, by its resources, to the development of the work; any reimbursement to be made for such resources; any costs to be incurred in obtaining the copyright. Ordinarily, the employee shall receive a two-thirds share of royalties, although the particular circumstances of each case shall ultimately govern and a different division may be made.

Concerning university assigned and/or sponsor supported efforts, the university may, at its option, offer to share a portion of any royalties accruing to it. An appropriate copyright agreement shall be executed with the employee setting forth the stipulated division of income.

In those instances in which resources of a particular department, center, laboratory, or other university unit are to be used in developing the copyrightable material, the copyright agreement between the university and the employee shall provide for internal distribution of a designated percentage of the university's share of royalty income to such unit. The university may waive or release any or all of its rights to a copyrightable work in an appropriate case.

The name and/or logo of the university may not be used in connection with the publication, display, or distribution of a work where the copyright is in the name of an employee, except upon prior approval of the university or except to show the employee's affiliation with the university.

The senior vice president for research has the responsibility for administering the principles and policies stated herein. Actual implementation shall be handled primarily by the patents and copyrights administrator and the Patents and Copyrights Committee.

All university employees should report to the administrator any copyrightable work of his or her own in which the university has or may have an interest. Such reports must be made at the earliest point at which the likelihood of institutional interest becomes reasonably apparent. It is the intent of these policies that,

wherever possible, determination of equities, income distribution, and other rights be made before the completion of the copyrightable work.

The employee and the patents and copyrights administrator will determine the classification of the work under these policies, the respective equities of the parties to be reflected in a sharing of royalties or other financial arrangement, and any rights in regard to revision or withdrawal of the work and the use of the university name and logo. Agreement on these issues shall be reduced to writing in the form of a copyright agreement to be executed by the employee and an authorized university representative.

If the employee and the administrator cannot reach agreement, the matter will be submitted to the Patents and Copyrights Committee. The committee will review all the relevant circumstances and recommend to the senior vice president for research on all issues requiring determination. In the event the employee is not satisfied with the decision of the senior vice president for research, appeal may be made to the president, whose decision is final.

The administrator provides advice and assistance in copyright and related matters to university employees upon request. Those responsible for carrying out programs that may generate copyrightable materials with significant support by the university or a sponsor should seek clarification in advance from the administrator concerning all questions of equities, copyright ownership, and rights as to such material.

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