**SENATE EXECUTIVE COMMITTEE MEETING**
**January 15, 2015**
**12:45 P.M. in SKH 369**

*Present: Wai Mok, Kader Frendi, Carolyn Sanders, James Swain, Michael Banish, Eric*
*Seemann, Linda Maier*

*Guests: Provost Curtis*
*President Altenkirch was not present.*

➢ Faculty Senate President Wai Mok called the meeting to order at 12:50 pm

➢ Administration Reports
❖ Provost Curtis
**Faculty Handbook Review**
I worked on the Faculty Handbook last weekend. I have gone through Chapters 1 through 6. I need to go back through my corrections and document them. Then I will send them to the President and Bob Reider. I checked with Reider to verify how he wants them. Chapter 3 lists all of the different officers of the university (Vice Presidents) so rather than me try to make sure I know all of their job descriptions and exact titles, I sent it to each of them and asked them for their own charge/ description. So they either took it and modified it or slightly changed it. It was a useful exercise for them—not just useful for the Handbook. I am putting those in now. There is a description in Chapter 1 that describes the university logo and name. It was out of date, so I sent it to Joel and got the correct description. I am going to just put the factual information in there.

Chapter 2 has a section at the end: Minority Alabama Participation Program. I am not sure why it is in there. I am going to recommend taking it out. It is in the revised version and it is a new addition.
  o Wai Mok: I will ask Richard Miller about it.

Once I get that done, I will tackle Chapter 7, which looks like all of it is new. What does part-time tenure mean?
     Carolyn Sanders offered an example: when she arrived, the music department employed the conductor of the Huntsville Symphony as part-time tenured faculty. Provost Curtis asked why he was tenured. Carolyn Sanders was not sure, but guessed that he came with tenure.
  o Provost Curtis: I cannot figure out how that will work. They have the rights and privileges of all those who are full-time tenured, but they only work part-time. So I know that will be a point where I totally disagree with what is in there.

     Carolyn asked if any of the other departments had any experience. No one did. Provost Curtis said that she is going to strongly suggest getting rid of that. Tenure is very valuable and the university should not do anything to undercut it within the academy.
  o Eric Seemann: It makes tenure vulnerable to a slippery slope.

- Wai Mok: The Handbook has been worked on for so long that I am not sure what the intent was.

  Eric Seemann said they were working on Chapter 7 back in 2007. The Provost wants to have an open-forum discussion about why things are the way they are in the Handbook. Eric Seemann suggested fact checking and tracing things first. Kader suggested asking Tim Newman.

**Research Centers and Research Departments**

We would like to see a research faculty member assigned to a Research Center for purposes of collaboration to create a more robust environment. It would break down some barriers.
- Kader Frendi: We have a good example of that in our department with Propulsion and MAE. It is very beneficial for us because the Centers are a vehicle of recruitment for students.

**Assessment**

"Assessment plan and Report for Academic Units" (handout)

When we hired our new director for Institutional Research and Assessment, she brought in Mary Herrington. Mary went through a lot of training and helped us develop this assessment plan. The goal of this is improvement. We need to use this to make ourselves better. We are wasting our time if we only use this for assessment purposes.

3 Student Outcomes and 2 Operational Outcomes within an Academic Program

First you will analyze, and then you will decide what methods you will use. What are your assessment targets, what data will you collect, and how will you use the results for improvement? Do that for 3 different learning outcomes. It may be pointed or it may be general for your particular unit. We need to have these done quickly. Then we need to analyze them and get the information back to the units. 2 cycles should be done before the team gets here.
- Carolyn Sanders: So we need to be assessing this semester?
- Provost Curtis: We have to be assessing this semester. A lot of people have 8 to 10 student learning outcomes and then they select 3 from those. Then they master them. It could take a semester; it could take 3 years.

This might be able to make a big difference in the university in terms of retention and graduation rate. It has the potential to improve us. We should see a marked difference in what we do in the next 2 to 3 years.
- Kader Frendi: We are doing a lot of this for ABET in Engineering. Is it the same?
- Provost Curtis: This is more institutional.

- Wai Mok: Last time you asked for 4 to 5 names for the committee and so far I only have one name: Jill Johnson.
  Eric Seemann said he would volunteer for the committee since he has experience in assessment.

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**FYE Program**

The colleges are going to integrate FYE courses and then there will be specific FYE courses for individual departments. Carolyn Sanders is leading this program.

- o Carolyn Sanders: We had a great meeting with the Deans yesterday. I thought it was very positive. The goals of the course: one focuses on content and the other focuses on making connections. We could put the content into large categories of teaching academic tools, campus resources, personal exploration, and discipline/college specific information (the way we will tie this in with colleges will vary).

  In regards to developing connections, we brought in Jennifer Blume from USC. She did a lot of work with FYE a few years ago. Our goal is fostering positive interactions between the students. Pairing up small group activity, fostering connections with the instructor of the course (so students feel like they have a supportive mentor), developing connections with their major and department, and also with their college. Developing the college with the university as a whole, too. So there are smaller, specific goals, but these are the major, important ones.

- o Provost Curtis: The big one is the student's connection with the faculty in the college.

**Leadership Workshop**

We will have a leadership workshop on 26th and 27th of January. Monday and Tuesday morning from 8:30am-12:00 noon. The first is in CHAN auditorium. Anyone who wants to come is welcome. The first part is a QEP committee presentation. The second part is Carolyn's presentation about the FYE course. The third is a panel of Deans talking about intentional actions they are taking with their faculty for retention of students. The President is working very hard on retention in terms of budgeting and resources. Morally, retention is a very high responsibility because we have recruited the students here so it is our responsibility to help the students learn and succeed.

**Lecturer/Librarian Series**

I am working on the Lecturer series and the Librarian series. I have put it in a larger context of an academic title. Each has a track with 3 levels, non-tenure track positions.

**Sick Leave**

I cannot understand the system. I do not understand not having sick leave for faculty.

- o Eric Seemann: I would rather have something written down, so that there is a policy, and people do not abuse the system.

I talked to Bob Reider. He suggested that I put together 2 documents. One is a family-friendly document and the second is a sick-leave policy. But I cannot deal with what you sent to me because I cannot wrap my brain around you having to go to a committee if you have an illness. It is a violation of HIPAA. I will come up with something, though, and we can go from there.

- o Wai Mok: The biggest concern on campus is that it is different in each department across campus. Some departments offer full pay for maternity leave, but some

departments do not.

- o Eric Seemann: And it has not been applied consistently over time. Another concern is that we would like to see this expanded to family-leave, not just maternity leave, in case their spouse or partner is sick. It lets the employees know they are being taking care of.
- o Wai Mok: And we want it to cover adoptions.
- o Provost Curtis: We did that at South Carolina. For the birth/death of a child, the primary caregiver got a semester and the secondary caregiver got a reduction of their teaching load or rearrangement of their schedule. We also had a similar policy for the birth/death of a spouse, and for adoption. There was also justification for other things. The Provost could also grant a leave (e.g., in case of a major catastrophe such as in cases of tenure). We found this helped in recruitment and retention of faculty.

**Miscellaneous/Questions**
- o Kader Frendi: What does the administration think of the Obama proposal?
- o Provost Curtis: We have not discussed it yet. We are trying to reach out to the community colleges, though, with the agreements. We have to get our graduation rate up in order to sell our product or else parents will say that they will send their kids to a free community college, even though community college is not for all kids. There are a lot of kids who need to be here, not in a community college.

- ➢ Officer and Committee Reports
- ❖ Faculty and Student Development Committee Chair, Linda Maier
  Is she going to have the Lecturer Ladder Proposal to us by next week?
  - o Wai Mok: I don't think so. One thing to say about that is that the national trend is to reduce the number of tenure-track positions, but I see this as an opportunity for the lecturer to get promotions.
  - o Eric Seemann: We may want to ask if a "professor" position will be removed for a lecturer position.
  - o Wai Mok: And some colleges require a certain professor/student ratio for inside accreditation.
- ❖ No other reports.

- ➢ Discussion Items
- ❖ Agenda for Faculty Senate Meeting #555, January 29, 2015
  Kader Frendi motions to approve. Eric Seemann seconds. Agenda for Faculty Senate Meeting #555 Approved

- ➢ James Swain motions to adjourn. Michael Banish seconds.

Meeting adjourned at 1:45 pm

ASSESSMENT PLAN AND REPORT FOR ACADEMIC UNITS

Academic Program Name:

School/College:

Department Chair or Administrator:

Unit Mission Statement:

Link to University Goals (please check the goals your mission is aligned with):

Be nationally and internationally recognized as an institution to which government, industry, and academic leaders turn for opinions on societal issues, especially those involving technology

Strengthen and maintain a financial, physical, and personnel infrastructure that supports continuous quality enhancement and the pursuit of excellence in research and education

Ensure an environment where curiosity, discovery, innovation, and entrepreneurship are valued

Graduate students able to address problems through integration of knowledge across disciplines

Foster an environment of community service and engagement and global experience and understanding

Be unique in opportunities to explore and experience the relationships among technology, culture, and the arts

Please complete an Assessment Plan/Report for each program (e.g., BS and MS). For any degree program that is offered at least 50% online or at a regional campus, either complete a separate Assessment Plan/Report OR disaggregate the data between the two locations/modes of delivery.

We ask that you assess three Student Learning Outcomes (i.e., statements of what students should know, think or be able to do when they graduate from your program) and at least two Operational Outcomes (e.g., retention/graduation rates, student satisfaction, faculty productivity/research) during each assessment cycle. The outcomes may be taken from discipline-related organizations (American Psychological Association), accrediting agencies (ABET, NCATE), or can be developed by the academic department faculty.

**STUDENT LEARNING OUTCOME 1:**

Does this outcome relate to any of the following:

____ General Education

____ Research

____ Public Service

1A. Assessment Method:

1A: Assessment Target:

1A: Data Collected:

1A: Use of Results:

1B. Assessment Method:

1B: Assessment Target:

1B: Data Collected

1B: Use of Results

STUDENT LEARNING OUTCOME 2:

Does this outcome relate to any of the following:

___ General Education

___ Research

___ Public Service

2A.  Assessment Method:

2A:  Assessment Target:

2A:  Data Collected:

2A:  Use of Results:

2B.  Assessment Method:

2B:  Assessment Target:

2B:  Data Collected

2B:  Use of Results

**STUDENT LEARNING OUTCOME 3:**

Does this outcome relate to any of the following:

___ General Education

___ Research

___ Public Service

3A. Assessment Method:

3A: Assessment Target:

3A: Data Collected:

3A: Use of Results:

3B. Assessment Method:

3B: Assessment Target:

3B: Data Collected

3B: Use of Results

**OPERATIONAL OUTCOME 1:**

Does this outcome relate to a Strategic Priority? Yes_____ No_____ If so, which one(s): _____

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1. Assessment Method:

1: Assessment Target:

1: Data Collected:

1: Use of Results:

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**OPERATIONAL OUTCOME 2:**

Does this outcome relate to a Strategic Priority?  Yes_____No___ If so, which one(s): _____

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2. Assessment Method:

2: Assessment Target:

2: Data Collected:

2: Use of Results: