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**FACULTY SENATE MEETING # 544**  
**January 30, 2014**  
**12:45 P.M. in Business Administration Building, Room 123**

**Present:** *Wai Mok, Fan Tseng, Chris Allport, Charles Hickman, Pavica Sheldon, Derrick Smith, Ryan Weber, Joe Taylor, Linda Maier, Christine Sears, Carolyn Sanders, Nick Jones, Anne Marie Choup, Bhavani Sitaraman, Mitch Berbrier, B. Earl Wells, Kader Frendi, James Blackmon, Jeff Evans, Ellise Adams, Anna Benton, Marlena Primeau, Peggy Hays, Phillip Bitzer, Luciano Matzkin, Carmen Scholz, James Baird, Debra Moriarity, Letha Etzkorn, Craig Cowan, Leonard Choup, Richard Miller, Lingze Duan, Seyed Sadeghi, Nikolai Pogorelov*

**Absent with proxy:** *Dan Sherman, Eric Seemann*

**Absent without proxy:** *Keith Jones, Deborah Heikes, Ying-Cheng Lin, Junpeng Guo, James Swain, Kristen Herrin, Peter Slater*

**Guests:** *President Robert Altenkirch, Brent Wren, Gordon Stone and Karli Creech, representatives from Higher Education Partnership*

- Senate Meeting Number 544 was **called to order** at 12:45 p.m. by Mitch Berbrier, Faculty Senate President.
- Mitch Berbrier asks for a **motion to suspend the rules** for President Altenkirch to come forward and give his presentation. Marlena Primeau makes a motion. Charles Hickman seconds motion to suspend the rules.
- President Robert Altenkirch:  
BLOCK TUITION  
One of the recommendations of the HURON report is that we should go to block tuition. We charge by the credit hour now. The concept is that we charge by the credit hour at 1-2 hours, then 12-16/18 hours, then 18 hours and up we charge by the credit hour. That is the standard approach. The biggest pull is at 12 hours. 12 hours gets full-time status and financial status, but it will take 5.5 years to graduate. The idea is to push folks at 12 hours over to 15/16 hours to improve graduation rate. Folks working on GER revisions are trying to lay out a template and have as students take as many of the courses in the first 2 years. Block tuition would help students take an extra course, maybe move from 12 to 15, and pick up a General Education course and reduce bouncing from UAH to Calhoun and back. Happens to be undergraduates instate who do this. In the histogram for out of state students, the pull shifts to 15 hours. If students are from out of state, they are trapped here

so they take more hours. It doesn't have so much of an effect on graduate students. They are generally 3, 6, or 9 hours. Tuscaloosa has block tuition, but UAB and UAH have credit hour tuition. The ratio from full-time to part-time: UA 90-67%, UAB 73-48%, UAH 74-47%. This isn't the right comparison to look at, but in general, if we push to full-time, students will graduate faster.

Tuition rates for us, Tuscaloosa, Birmingham, and Auburn. UAB is strictly dollars per credit hour. Auburn is dollars per credit hour then flat forever. Tuscaloosa goes to 12 hours, then it's flat to 16 hours, then it goes up.

We want to avoid going to a different structure so as not to depress the revenue. We played around with various profiles. This profile does not involve a tuition increase from this year to next year. We are looking at what happened this fall. There are a fair number in the 3- and 6-hour range; they are probably part-time students who are working. There are a few at 9 hours. We want to protect the 3- and 6-hour student and then start the increase. Beginning at 6 hours, tuition goes up until 12 hours and then it goes over to 18 hours, staying flat, and then goes back up after that. A student who came in in the fall who was taking 12 hours, the jump was 8.2% higher, but at 15 hours, it's 5% lower. Hopefully, what would have happened is a student pushed from 12 hours to go to higher credits. We looked at what happened with a 3% tuition increase from this fall to next fall. It goes up to an 11.4% increase. There are no increases between 0 and 6 credit hours, then it goes up to 8.2%, but at 15 credit hours it drops to 5%, and then it goes back up. There is no way to get the same revenue with the same enrollment profile unless we have a fairly good size jump. Yes, there may be some upset if we do this. But thinks the good news is when we find students registering for 12 hours and tell them they can take a course free.

- Richard Miller: How does this increase/ decrease affect financial aid? 50% of our students get supplemental support. Does this have an increase on financial aid resources coming to the university? Does this change the student's debt?
- President Altenkirch: I don't think so. It takes 12 hours to access financial aid. Once you get to 12 hours then you get whatever aid is coming to you. If it's a percentage of tuition, it follows along. If in a scholarship matrix and get a tuition discount, yes it jumps at 12 hours 8.2% but they're not paying the whole thing because of the discount.

So consultants made the recommendations for us to go this way for the purpose of pushing students from 12 hours to 15 hours. Most institutions do have some kind of block tuition.

- Brent Wren: I want to add that the changes that are coming to federal financial aid require a progress towards the degree requirements, so by the time they're a senior they may get cut off. So this may help them with federal financial aid.
- Bhavani Sitaraman: Regarding the profile of students taking 15 hours versus 10 hours. I don't see a problem with students taking more, but problems with trying to persuade them to take less. Some other factors affect them from taking classes.

They sign up for 12 hours for financial aid but they don't do well. I'm concerned if this will work for all students. Is it counter-productive for advising?

- President Altenkirch: The majority of students are trapped at 12 hours. We want to try to protect the 3- and 6-hour students. The curve will push 9 hours to 12 hours and 6 hours to 9 hours. It's hard to predict human behavior on this. Other institutions do this, such as Tuscaloosa, Auburn, and Mississippi State.
- Jeff Evans: What if we left it at 12 hours? It looks like we don't have too many going higher than that.
- President Altenkirch: We can do that. It's not unusual. Auburn does it. The curve there keeps students from taking too many hours. We don't want that to happen.
- Jeff Evans: Why don't we want that to happen?
- President Altenkirch: Because I suspect there would be a lot of dropping going on.

I would put a kink somewhere in there. Tuscaloosa's is at 16 hours. Another thing about 18 hours: if a student graduates at 124 hours, and they take 18 hours for 6 semesters, and they go to summer school, they will graduate in 3 years.

- Mitch Berbrier: Some of the 12-hour students will be working 20-30 hours week. Some of them are students who can have flexibility. The ones with flexibility will raise their credits but lower their work-time. For those who are stuck there, that's where the complaints will be. So the question is, if we have the data on it, who are the 12 hour students and why are they 12 hours students? It would be nice to know that. If we don't have the data already, it would take a long time to get it.
- President Altenkirch: We probably have to go person by person.
- Richard Miller: Are we implementing this in the fall?
- President Altenkirch: Yes. I talked with Bob Witt and 2 trustees from our division.
- Derrick Smith: Is 16 or 18 at the top?
- President Altenkirch: I would do 18. At 18 there are even ways that some students can graduate after 3 years.

If we get a lot of complaints about why not 21 hours, we will assess then. Personally, I wouldn't drop it to 16 hours.

- Peggy Hays: The marketing folks then would be on early graduation rates. But it will be a challenge for the students who want to get high academic grades, and it will be like we are saying it's not important to get high grades.
- President Altenkirch: I wouldn't actually market three years in relationship to this. But it would make sense to me to try to push 12-hours to 15- or 16-hours. The graduation rate isn't very good. We need to do something about it, like getting them in a curriculum with progression.
- Richard Miller: So the primary marketing argument is moving 9-hour students and 12-hour students to take 15-hours.
- President Altenkirch: Yes.

- Christine Sears: Have you looked at a 6-year graduation rate? Isn't there a difference between getting out in 4 years and just getting out?
- President Altenkirch: If you can, encourage someone who comes in to register and wants to take 12 hours to take 15 or 16 hours. We have to help them. If they can't handle it, then they can drop back to 12-hours. I think it's only one tool to assist in improving graduation rate.
- Jim Blackmon: The student standpoint is if they appreciate it, they'll get an extra year's salary.
- President Altenkirch: Yes. On a recruiting roadshow we are using now, when we explain to parents that it's taking 5.5 years to graduate, and they look at the economics, they say they didn't know that. Then if we explain our objective is a 4 year degree and they look at the cost of median 2-year college and transferring to UAH, then they add up the cost and compare it to starting as a freshmen and getting a 4 year degree and they're an average student, who gets a discount on tuition, and explain that it costs the same or less, their response is they didn't know that. They pay attention to the economics. That's why we are changing the degree to 4 years. Students have to pay for 5 years and so they're not getting an income during the 5th year. That's probably why enrollments are so mismatched.

At other universities, Elementary Education is 4 years. Here, high school education degrees are disciplinary degrees. If a student wants to teach high school history, they have to get a History degree and certification. So it's 5 years. We are creating Education degrees to teach high school now. So 4 years. That's a different marketing tool.

- Nick Jones: The difference in 6 to 12 hours- is there data about how this impacts non-traditional students, such as those supporting families or with significant work obligations? How many students will be impacted by this? Is that a significant percentage?
- President Altenkirch: If you look at Auburn and Alabama, their tuition is higher. Even if we made a move, we are still lower. Economically we aren't pricing ourselves on the market. UAB is lower. I can't explain that. UAB is also pulling in money from medicine, which we aren't doing.

So when the consultants looked at their data, that was their take on it. It's not unusual if we want to do it. I don't see any roadblocks from the trustees and the chancellor. We want to be in a situation with pre-registration in April in order to explain the structure is changing. So when a student is registering for 12 hours, find out why and maybe push them higher.

- Summer school. We analyzed summer school. One of the issues with salary is that summer school is a standalone business that has no subsidy from the state. So we are missing 40% of the money that covers the educational program in the academic year. 40% of what we spend on education comes from the state. We spend 20% from the state. We spend twice, if

add research and education (half and half). Summer school is always going to have a lower salary than the academic year. The formula in Tuscaloosa is 7.5% of AY salary. This means if we went that way, anyone paid less than \$57,500 is going to be paid less in the summer. We also have a constraint for a profit margin of at least 35% for each college. Another related problem is that funds are distributed before the fact. The budget the college has today is set up October 1<sup>st</sup>. So last fall has summer school money in it. That money is based on a 3 year rolling average of what happened in the past. So it's an estimate. At the end of summer school, there's been redistribution. If went over 35% expenditure to revenue constraint, some of the summer school money in the budget is pulled back and redistributed. There's a possibility that a college starts their budget October 1st and thinks they have x dollars for summer school, but 2 months before fall semester starts, they have to give some back. Revenue distribution is like this: it's calculated after the expenses are paid, which is salary. The net is chopped up 1/3 for administrative overhead, 1/3 for physical overhead, 1/3 to Provost (split in 2- half in office, half in college). On average, paid 29% of gross revenue. Average undergraduate class size in 2013 was 16 students, a revenue of \$18,200. Average salary was \$5,278. Summer classes only.

We have a fair number of faculty who taught last summer. Average is 33%. Lowest percentage is in Engineering and Science, but it should be because many faculty should be on research grants and contracts during the summer and not teach. The distribution of teaching is as expected. The question is, if we change the salary structure, will it have an impact? Yes, on the net revenue, most likely.

We looked at the \$5,775 cap, which came about in 2002. If we were to do, say, 10% plus the cap, if it moves up, or no cap, just the 10%, we asked what would have been the situation last summer with respect to the revenue, since it is a closed system? If expenses go up, the revenue goes down. This line is the "shortfall": less net revenue compared to that revenue compared to \$5,775 cap. We are trying to avoid putting in place a salary structure that will cause us to get less revenue.

Suppose we wanted the same revenue we had last summer with a different cap. Will we need extra average-undergraduate classes needed to make that? If there is no cap, just the 10%, then we need an additional 25 classes with 16 students to stay even. Is this reasonable? I can't answer that. Going from 2011-2012 to 2012-2013, there was a decline of 14 classes.

Proposal: (1) Eliminate the 35% constraint. It doesn't come into play too often, but when it does it irritates everyone. So to me, it's not a big thing. (2) Distribute funds after the fact. So when the budget is set October 1st, it's based on how much revenue came in, it's not an estimate. When the budget is made, it is always the right amount of money. (3) Control the number of sections to help control the class size. (4) Increase the cap to \$7,500. Where did that come from? Well, started in 2002, so escalate by 3% over 10 years which is \$7,500. This

means put in 14 to 15 more classes. Give a revenue reduction of \$150,000, need 15 classes. No negative impact.

- Bhavani Sitaraman: Is there a possibility of tweaking the other proportions to administrative overhead and the other overhead?
- President Altenkirch: At this point I say no because it's an appointed revenue stream. By increasing the cap, it will reduce the net revenue anyway, so before we mess around with the split, we want to see what will happen.
- Derrick Smith: Do you have in mind a minimum number of students for a class you want to make?
- President Altenkirch: At this point, no, but I think we want to look at the number of sections and why there are 2 or 3 of the same sections with only 2-3 students in it. If there is a good reason, okay, but if not, then put them together. So we can control the class size by controlling the class sections. This seems to me to be the least disruptive. We are gambling on this anyway. There's a history of irritation with the cap. The distribution based on an estimate creates a lot of irritation. If we can get rid of irritation, it makes this smoother.
- Bhavani Sitaraman: Some universities judge small semesters by enrollment. A person may get paid more to teach fewer students.
- President Altenkirch: What happens is, when you go to 10%, there are enough people making a high enough salary that it has a higher cap. That's why the short fall keeps going up.

So I will tell you that I haven't done the math, but I looked at the roster, and the largest average class was in Business, which has high salaries. Another incentive is more students equals more revenue which goes to the college.

- Deb Moriarity: Usually the summer budget is run by the dean or associate dean and they are watching the class sizes because the money allocated to them is what is used to run the academic year. So the class size is more likely to be discussed at the college level or department level based on how they see the use of the funds.
- President Altenkirch: What's up there makes things easier to manage. It eliminates the need for colleges to pay back the money that they over-budgeted.

If you're okay, we will try it.

#### FOUR DAY SUMMER WORKWEEK

Looked at possibility of going to a schedule in the summer that is a 4-day workweek. It would mean taking a 5-day week and splitting it over 4 days so Friday would not be a workday. We would be able to shut buildings down an additional day. The estimated savings is \$200,000 a year. Will there be issues? Maybe. But if we look at the teaching schedule over the summer, it isn't an issue. There is only one class and it's in a Science Department. There are some people who will want or need to be in their office or lab and we can arrange for

that on an individual basis. There may be childcare issues so we will talk to the Staff Senate this afternoon.

- Jim Baird: Some labs need to be temperature-controlled.
- President Altenkirch: Yes, some rooms will need to stay open.
  
- Carmen Scholz: So you're not saying shutting down the air conditioner? I want my students to be there 5 days a week, preferably 7. They need to be there Monday through Friday.
- President Altenkirch: We would work through those issues. For example, most office buildings would shut down.
- Nick Pogorelov: We have one air conditioning unit per block of rooms, so we can't request one room that we need because it's by units.
- President Altenkirch: That's fine. We anticipate this will be popular among faculty.

Secretaries will work 10 hours a day.

- Mitch Berbrier: There's also the possibility of thinking of the option for staff to go to 32 hours. They will still get their benefits; they will just take a pay cut.
- President Altenkirch: Yes, we will talk to them about that.

#### VP STUDENT AFFAIRS POSITION; RESTRUCTURING STUDENT AFFAIRS

In the HURON review, they gave us personnel and personnel structure recommendations. It's not in the report. One of the recommendations was to change the structure of "student affairs or service" and put in place a VP for Student Affairs. Right now all of student affairs go through the Provost, which divides attention between academic and student affairs. Their recommendation was to set that up separately so we have a professional that can lead the life cycle management of the whole process of getting the student in, through, and then a job. If we look at the recruiting cycle now, it starts freshman year in high school. So it's managing the whole cycle from high school freshman to graduation (talking about undergraduate). In that structure, you get more focus on recruiting, focus on all the aspects that help grow enrollment and have students move out with a good feeling about their experience. I've been in both systems. My observation is that going up through the Provost isn't as effective as having a VP for Student Affairs. The Provost was a physicist at Washington State but all of Student Affairs went through him and it didn't work very well.

- Wai Mok: Did enrollment go up after that?
- President Altenkirch: I think so. Mississippi State had this system and that enrollment has gone up. They did a good job with it.
- Bhavani Sitaraman: So what is the administrative structure in Student Affairs?
- President Altenkirch: We have an Assistant Provost for enrollment management, admissions, financial aid and registrar, who all report to the Provost. Then we have a Dean of Students who handles student affairs, campus life (orientation, SGA, fraternities, sororities, intramurals, etc.) and that group reports to the Provost. Student Success Center reports to the Associate Provost. Housing reports to the VP for Administration and Finance.

- Bhavani Sitaraman: So this person would be the umbrella for all of that?
- President Altenkirch: Yes.
- Richard Miller: So consistency in tracking is the benefit?
- President Altenkirch: Yes. It's kind of splintered now. Brent Wren went through and looked at other institutions, competitors and such. The vast majority has some sort of structure like this. Where does registrar reside? Right now, in Enrollment Management reporting through the Assistant/Associate Provost up to the Provost.
- Bhavani Sitaraman: Does the enrollment position become redundant?
- President Altenkirch: No. I don't know the details yet but we are looking at accumulating all of the student services and functions into one division.
- Mitch Berbrier: You are anticipating that the overall restructuring won't cause a financial increase or decrease?
- President Altenkirch: We would try to put in place without an increase in expenditure. As we went around and explained this to the people who might be affected by it, we realized that it's a lot of people. The question is, with splintering, is it such that we would end up with all those people? They're splintered in different groups and aren't communicating with one another. The first exercise is to go through and figure out the details and then the different positions. I can't guarantee there won't be an increase in expenditure though. What we have in place now, John Maxon is looking at reorganizing the area. The objective here is to have the structure impact the enrollment and alumni.
- Mitch Berbrier: Alumni Affairs isn't part of the University?
- President Altenkirch: No.

Brent Wren: USC has this exact structure. Christine Curtis can give us the insight since she was in it.

President Altenkirch: She will be here February 24<sup>th</sup>.

Mitch Berbrier: Thank you.

- Gordon Stone, Executive Director of Higher Education Partnership  
Higher Education Partnership is a statewide organization that represents UAH and other public universities. We work with legislators and policy makers. We make sure that Higher Education is addressed. We are one of Alabama's biggest constituency groups. We were formed in 1997 to give structure to our engagement. We've had some victories and years without victories. Alabama has 140 elected officials. Those people reflect the thought processes of the people they represent. Most people we send to Montgomery don't know what it takes to make a successful university.

I'm here today to encourage you to be involved in any way, shape you can. Please participate in this process. We encourage you to get involved and pay attention. The campus here has a lot of outreach and opportunities. We ask you to join our organization if you're not a member. Please consider joining. It's \$1/month.

Our biggest and loudest and active voice is our students. There are 157,000 students on our campuses. We involve them through SGAs and STARS. You'll be asked by them for help, so please encourage them to be involved. Our students are our easiest way of getting attention. On February 27<sup>th</sup>, students have Higher Education Day Rally. Please excuse any students if they're going. It is more important today than ever to connect with local elected officials. Our universities have a 12 billion dollar economic impact on Alabama. We need the state to acknowledge that universities are contributing. Thank you. We need you to be as locally engaged as you can.

- Charles Hickman: Tell us what you're doing. What is your budget?
- Gordon Stone: \$134 million across the board.
- Charles Hickman: What is the difference in allocation?
- Gordon Stone: It's about the same as we had last year.
- Charles Hickman: Please just tell me what you are actually doing and you are more likely to get my support.

Thank you. Know your local legislature and communicate with them.

- James Baird: Our legislators don't have a staff do they?
- Gordon Stone: No.

Karli Creech (the other Higher Education Partnership representative): Part of my role is campus membership. I do live in Huntsville and I would be happy to sit down with anyone to discuss questions and what it means to participate.

- Mitch Berbrier: **Committee memberships**. Several new senators have come on board since the beginning of the year. If we get a committee assignment in the middle of the year, we have to vote on it in the Faculty Senate to put them on a committee. If you replaced a person in your department, then sit on the committee they were on. Group vote on all of these assignments. There are no objections.
  - The committee memberships are as follows:
    - Governance and Operations Committee: Ryan Weber
    - Personnel Committee: Lingze Duan and Nick Pogorelov
    - Faculty and Student Development Committee: Ying-Cheng Ling, Letha Etkorn, Seyed Sadeghi
    - Finance and Resources Committee: Peter Slater
  - All those in favor of committee assignments?  
Ayes carry the motion. No oppositions.
- Senate Officer reports:
  - None

- Committee Chair Reports:
  - Finance and Resources Committee, Charles Hickman: If you have a speaker proposal or an RCEU proposal, they are due at the beginning of March. We will send another reminder via email in February.
  - Faculty and Student Development Committee, Fan Tseng: We have somewhat completed the Lecturer Ladder. We are writing a report that will go to the Faculty Senate.
  - Undergraduate Scholastic Affairs Committee, James Blackmon: We started considering Bill 374 from a standpoint of getting the facts. It is the Bill with respect to pre-requisites. We will try to meet briefly after this meeting to discuss.
  - Governance and Operations Committee, Phillip Bitzer: We finished the committee restructuring. We are waiting on the official by-laws before writing a bill.
  - Undergraduate Curriculum Committee, Deb Moriarity: We will be meeting on February 27th. An email was sent to the deans to let them know if they had course changes or approval forms, they need to get them in before the meeting.
  
- Mitch Berbrier: We are very thankful for the President coming in and explaining things to us. Maybe we need to call an extra meeting for specifically our business so we can talk about the bills. I will consult with the Executive Committee and anyone else about this issue.
  - Peggy Hays: Thank you for making sure the Chancellor was here to speak. We had a lot of positive comments. He gave us real information and people appreciated that and we appreciate you making sure it was done.
  - Mitch Berbrier: That was important.
  
  - Deb Moriarity **motions to adjourn**. Marlena Primeau seconds the motion.

Faculty Senate Meeting 544 adjourned  
January 30, 2014, 2:15 pm.