
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.