FACULTY SENATE

MEETING #557 AGENDA
THURSDAY, March 12, 2015
12:45 PM to 2:15 PM
BUSINESS ADMINISTRATION BUILDING, ROOM 114

Call to Order

1. **Approve Faculty Senate Meeting #556 Minutes from February 12, 2015**

2. **No FSEC Report due to weather-cancellation**

3. **Administration Reports**

4. **Guest Speakers: Emanuel Waddell and Suzanne Simpson, Co-Chairs of the SIE Committee**

5. **Committee Reports**

6. **Academic Titles Policy**

7. **Any additional business**

Adjourn

FACULTY SENATE MEETING #556
February 12, 2015
12:45 P.M. in BAB 114

Present: *Wai Mok, Charles Hickman, Tim Landry, Eric Fong, Xiaotong Li, Jill Johnson, Pavica Sheldon, Derrick Smith, Joe Taylor, Linda Maier, John Kvach, Carolyn Sanders, Nick Jones, Anne Marie Choup, Eric Seemann, Kyle Knight, R. Michael Banish, Richard Fork, James Swain, Kader Frendi, Babak Shotorban, Ellise Adams, Azita Amiri, Marlena Primeau, Lenora Smith, Udaysankar Nair, Luciano Matzkin, John Shriver, Jeff Weimer, Peter Slater, Letha Etzkorn, Grant Zhang, Lingze Duan, Seyed Sadeghi, Nikolai Pogorelov*

Absent with proxy: *Jack Schnell, Joe Conway, Ken Zuo, Monica Beck, Cheryl Emich, Larry Carey, Debra Moriarity*

Absent without proxy: *Ying-Cheng Lin, B. Earl Wells, Junpeng Guo, Mark Lin, Kristen Herrin*

Guests: *President Robert Altenkirch, Provost Christine Curtis, Al Wilhite*

➢ Faculty Senate President Wai Mok called the meeting to order at 12:45.

➢ Administration Reports
❖ Provost Curtis
   SIE Questions
   The committee has come forward with the first draft. We are working with them to come up with a second draft. We will go through a pilot to make sure it will work on the new online system, and then we will have an open forum for faculty to discuss the questions and see whether the committee has presented something that the faculty is happy with. I will get that to Wai so he can distribute to the Senate. It is a faculty driven process. Every college is represented by a faculty member on the committee. The paper system is no longer supported. We want to make sure that now that we bought the new system, it works before we use it at the end of the semester. The faculty can choose to go with the new set of questions, as presented by the committee and modified by the faculty, or the faculty may choose to go with the existing set. Whatever the faculty chooses, we will do. We don't want to force questions on faculty that aren't what you want to have.
   o Letha Etzkorn: The issue with my department wasn't the questions, but was the possibility for people to enter other's stuff.
   o Provost Curtis: The new system is supposed to guard against those issues.

   o Jill Johnson asked if people can access from mobile devices. Provost Curtis is not sure. Jill Johnson wants to make sure if they can that they know how.

➢ Guest, Al Wilhite, QEP Committee Chair
   QEP is part of the SACS reaccreditation process; it is the second part of the process. QEP stands for Quality Enhancement Plan. It is starting now and looking into the future for the next five years. We are supposed to do something that will enhance student learning and/or the environment

supporting student learning. The handbook says these words every few sentences. We want it to be a major enhancement. The process of coming up with the QEP is as important as the product itself. They want widespread input and for us to do self-analysis of data within your university.

The committee was established last May. It consists of people from across the university. A Call for Proposals was put out and anyone could submit to it (two-page suggested Quality Enhancement Plan). We did not find one that fit exactly what we needed, but we found out that a lot of people were concerned about student success. It was also about that time that we started hearing about retention and graduate rates, so our conversations consisted of this over the summer. We sent out a student survey last fall to students who had already left the university. We received about 120 responses. We found out that students leave for a lot of reasons: they move, pregnancy, deployment. There was not anything, though, that jumped out. So rather than get an idea of why students left, we tried to figure out who left (meaning we looked at the characteristics of the students)—we tried to find a pattern in the students that left.

So we took last fall's data of undergraduate students, removed those who graduated in the fall and removed non-degree seeking students. We decided to survey the remaining. Because we had their high school information, we were able to go to other sources of information and get things like quality of high school, etc. We know the number of hours they transferred to UAH (community college, AP credit, etc.). We also have demographic information such as first generation college students. Because we have address and zip code, we were able to get census data and find out information about their neighborhood and poverty level. And since they're at UAH, we know their major, standing, GPA, athletes, etc. There is a natural variation in the data (e.g., not everyone took the ACT, we don't have the name of the high school for all students, etc.) so we cut the data a number of ways to see if results were robust.

We found no differences among the colleges. Males are more likely to leave. Black students and older students are more likely to leave. Athletes are more likely to stay. As total hours increase, students are more likely to stay. Commuters are more likely to leave. As percentage of transfer hours increase, students are more likely to leave. We looked at GPAs in the same way and found similar trends.
- o Peter Slater: How are you defining commuter?
- o Al Wilhite: Students who don't live on campus.

We looked at students with no transfer hours. Similar to a first -time full-time freshman, but not exactly, since a first-time full-time freshman has a very specific definition. We considered only commuters. Commuters tend to do more poorly. If we consider only commuters in our data, transfer students tend to have lower GPAs. If we look at only on-campus students, as transfer hours go up, GPAs go down.

We only have 1200 students who live on campus, so most of our population is commuters. So we looked at off-campus students (commuters) because they are a huge chunk of our population. They are scattered across all of the colleges. And all colleges have students with transfer students.

We talked to our students. A number of them told us that they think it is critical for them to make connections/friends with other students to be successful at UAH.
But this is a challenge for commuter/off-campus students.

<u>Proposed QEP</u>
Originally, we wanted to connect commuters with each other, but our new consultant said that is too vague of a goal and we need to narrow it down. So we came up with "Collaborative Problem Solving." Problem Solving narrows us down to where we are looking at a particular thing. Collaboration gives us student connections. QEP designed around enhancing collaboration across the university is something we thing will help connect the students and also help with SACS. Problem solving spans the university, as well. We have experience teaching collaboration, particularly at the higher levels, but we want to push it down to the lower levels so that it begins earlier.

It goes hand in hand with technology. Modern technology allows you to collaborate sans geography, which is a big help for off-campus students.

When you survey employers, they are looking for three things out of graduates in almost any discipline: communication, problem solving, and working with others.

We want to get students working together through this idea of collaborative problem solving. Where can we do this? We definitely see our students two times: in advising and in the classroom. For off-campus students, that may be it.

Ultimately this means changes in the classroom. As far as the QEP, this means learning environment type objectives, each year a growing number of faculty, staff, student mentors go through a developmental program to introduce collaborative learning, we issue awards for collaborative ideas for student projects that come out of collaboration, using technology for collaboration (for SACS it would be every year we see this technology put into more classrooms). But none of this works unless we have faculty buy-in. So, as faculty members, what is your input? Problems with this? Solutions for those problems? Do you see any push-backs we may have? Things have to happen in the classroom not just because of collaborative problem solving, but because of the QEP.

- o Anne Marie Choup: With Collaborative learning, I automatically think of teamwork and group work. Older students hate working with younger students, and some students hate this in general. How do we work around that?
- o Al Wilhite: We actually asked this. For us to help retention, we want this happening as soon as they step in the door, in the first classes that they're taking. It is simple interaction, though, not just projects. It can be in-class problems that need solving. It does not have to be a team-project out of class.
- o Anne Marie Choup: So you are talking about discussions and participation?
- o Al Wilhite: Yes. Simple interactions. But we would like to see this outside of the classroom, in advising. We would like advisors to approach advising as a problem that needs to be solved. So that it is not just a matter of students taking classes, but realizing that certain classes they take will affect next semester's availability and that they want to graduate in four years.

- o Joe Taylor: Is there any sense, since you said students are transferring credit hours and such, that the emphasis should be put on the community courses where these students are coming versus more GenEd courses?

- o Al Wilhite: We are interested in a big group of off-campus students, and they do interact in various places. I asked advisors to identify "gateway courses," courses that a bunch of transfer students take when they first come here. Those courses would be worth more.

- o Nick Jones: Do we have any data about how different groups of students do in collaborative problem solving environments? Or any data about how commuters do in classes with these environments? When I assign collaborative problem solving projects, it involves outside of the classroom meetings. Is there any suggestion that this plan will in fact enfranchise?
- o Al Wilhite: There is literature on this. And you have to be careful with this. When you have a lot of commuters, perhaps outside group projects aren't necessarily the way to accomplish this.

- o Derrick Smith: I worked at the Faculty Learning Center at Texas Tech, where we did a lot of collaborative learning in a county 1 with 200+ students. It can be done. Logistically, there is a learning curve on how to do this correctly. What are the resources to train faculty to do this correctly and efficiently?
- o Al Wilhite: We have a five-year plan, and it will adjust as we go on.

- o Richard Fork: I have a class—410/510: Cooperative Quantum Energy—about asteroid redirection with lasers. The problem with the lasers in asteroid redirections is that everyone is worried about someone else having a laser in space, so what I have done in the class is transformed it into a collaborative form. The students are told they will get graded on cases of how well they bring out the good ideas of other students in class. There are 18 students in the class. Students have to get up in front of the class and present the problem and then choose people to help them. Then they are told that their grade depends on how well they manage the problem as a collaborative problem. They love it. My only problem in ABET because of the lack of documentation and tests.
- o Al Wilhite: Documenting and assessing is also the other part of QEP, but it can be done.

- o Kader Frendi: What is the future of the program? Are we going to expand it more?
- o Al Wilhite: We hope so. In talking with Al Consant on this, he thinks there is a nice role in collaborative activities.
- o Kader Frendi: When it happens in the classroom, it gets collaboration going outside of the classroom. It is very beneficial.

- o Luciano Matzkin: In sciences, it naturally happens in the labs. I think we could bring it down to the lower classes, as well.

- o Al Wilhite: Do you see problems we could run into?

- o Letha Etzkorn: We have a lot of teamwork classes in Computer Science, but people do not want to teach them because the grades are higher. One student on the team will do the work of everyone, and it's hard for a professor to detect who is the worker. I have come under fire for this. Do you see any issue with this?
- o Al Wilhite: This will happen. It happens in teams.

- o Peter Slater: In group projects, students evaluate each other and rank each other.

- o Al Wilhite: Remember, teamwork is not the only way to collaborate.

- o Wai Mok: We are moving towards distance learning, how do we incorporate this into that?
- o Al Wilhite: That is what this is made for, so that we can do collaborative learning via technology.

- o Jeff Weimer: I imagine as this is put in place as an administration that you will need feedback and metrics. I think it would be helpful to have faculty put this various information into a resource so you can look at it. How this class does this, and another class does it this way.
- o Al Wilhite: I think that is a good idea. So we have it all in a centralized, organized location.

- o Jeff Weimer: There is a large body of faculty not here. What about having a brainstorming session for this part of the QEP on Google or Canvas or something.

- o Jill Johnson: The university needs to be creating a space where faculty members can get training in different pedagogical approaches—that could be a space for faculty collaboration. Associate it with a place for people to meet for ideas. There is collaboration with teachers and students across courses, but there needs to be support for faculty in doing that. And moreover, there should be some awards for faculty in recognizing their efforts in developing collaborative projects.

- o Nick Jones: Did you have data about who was teaching the students who didn't return? In terms of tenure-track faculty or part time instructors?
- o Al Wilhite: No, we do not have that data.
- o Nick Jones: As tenure-track faculty, we get paid salary, but part-time get paid less, or not a salary. So it is more of a burden for them to go through these trainings and redo their class.
- o Al Wilhite: I realize there will be resistance from some individuals, and that is what I want to know about. So how can we go forward? I realize we pay people to do things.

- o Al Wilhite: Talk to your faculty. We want input.

- ➢ Reports
- ❖ No Senate Officer Reports
- ❖ Senate Committee Reports
  Finance and Resources Committee Chair, Charles Hickman: Distinguished Speaker RFP is out.

- ➢ Approval of Faculty Senate Meeting #555 Minutes from January 29, 2015
Kader Frendi **motions** to accept Minutes 555. Peter Slater seconds.
Ayes carried motion
No oppositions
Motion to accept Faculty Senate Minutes 555 **passes**

- ➢ FSEC Report February 5, 2015
  Lingze Duan: The bill was triggered by the recent event of the removal of the Physics Chair. We were cautious to submit the bill so we talked to the Faculty Senate President first. Our intention was not to solve a departmental issue. It was because of the removal of the Chair that we noticed the conflicting wording in the Handbook. We believe that this causes ambiguity and it could affect the

faculty body at large. That is the motivation for this bill. If you look at the bill, it has nothing to do with Physics. We just proposed a resolution. But somehow, if you look at the FSEC Report, it became a domestic issue. At the end, the Executive Committee voted down the bill. But I wanted to clarify our original intention. I am a little concerned that the bill was voted down, because it was too closely tied to the issue, because it does concern the Handbook.

- o Eric Fong: Is it in the Executive Committee's purview to vote down a bill?
- o Wai Mok: My understanding is if p, then q or r, where p is deemed appropriate, q is the committee, and r is the 2nd reading.
- o Charles Hickman: I had not read the by-laws by the time of the meeting, but now that I have, I see that we have three options: 1. Refer it to a committee; 2. Refer it to the Senate; 3. Return it to the originator as in improper form. We did not refer it to a committee and we did not refer it to the Senate. There is a question mark in my mind as to what we did.

- o Wai Mok: The provost has reviewed Chapter 1 through Chapter 6 and she is aware of this problem. And she is working on a revision of this issue—the inconsistency between 6.1 and Appendix B. She is working on it and will return the revision back to us, with her language of the correction, and we will look at it.

Do you want to take on this issue right now, or once she has given us her revision? She has finished her revision; it is currently at the legal office.

- o Anne Marie Choup: To what extent would this bill fix the situation that rarely comes up, or is this a common scenario among departments?
- o Wai Mok: It originated among a sticky situation.
- o Peter Slater: The Physics Department removed a chair. If you read Appendix B carefully, it is about reappointment. But it is a more general problem. It happened in Math a few years ago.
- o Carolyn Sanders: It seems to me that the provost is trying to align these two sections. So I suggest that we do not put our energy into this until after she has done this, because our real work begins once she has given this back to us to possibly work on.

James Swain calls the question of accepting the FSEC Report.
Ayes accept the motion to approve the February 5, 2015 FSEC Report

- o Wai Mok: This issue will come back to us. Once it does, then we will open up the floor.
- o Jeff Weimer: Do we have a sense of how much later "later" is?
- o Wai Mok: She just told me that it is in the legal office.

➢ Kader Frendi **motions** to adjourn. Luciano Matzkin seconds the motion.

Faculty Senate Meeting #556 adjourned
February 12, 2015, 2:05 P.M.

To: Christine W. Curtis, Provost and Executive Vice President of Academic Affairs

Cc: Kristen Herrin, Clinical Assistant Professor, College of Nursing
Melissa Lonergan, Clinical Instructor, College of Nursing
Dawn Utley, Associate Professor, ISEEM Department
Ashraf Al-Hamdan, Lecturer, Civil and Environmental Engineering Department
Eric Seemann, Associate Professor, Psychology Department
Eletra Gilchrist, Associate Professor, Communication Arts Department
Jennifer Pettitt, Lecturer, College of Business Administration
Chris Allport, Associate Professor, College of Business Administration
Debra Moriarity, Professor and Chair, Biological Sciences Department
Eric Fong, Associate Professor, Management, Senate Representative
Joseph Conway, Assistant Professor, English, Senate Representative

From: Emanuel Waddell and Suzanne Simpson, SIE Committee Co-Chairs

Date: 2/27/2015
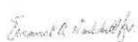
Re: SIE Committee Questions

The SIE Committee suggests that the following questions be implemented with the new survey instrument. The committee strongly discourages the use of a comparative or grading question of the instructor that has been used in the past. The questions below provide objective indicators of an instructor's effectiveness. If a "grading the instructor" question is utilized, the committee feels it should be left to individual colleges. Finally, the committee suggests that a total of no more than 20 questions be utilized in evaluating instructors, this allows colleges and departments to add seven additional questions.

1. The instructor used a syllabus to organize the semester.
2. The instructor followed a clear method of grading and grade evaluation.
3. The instructor effectively presented course content.
4. The instructor's teaching styles and methods promoted learning.
5. The instructor's approach made the students feel free to ask questions.
6. The instructor was available for consultation outside of class.
7. At the end of this semester, the course objectives had been accomplished.
8. The instructor stimulated learning through questions, assignments or exercises relevant to the course.
9. The instructor graded and returned material submitted for evaluation as communicated to students.

10. The instructor showed interest in student learning.
11. The instructor responded effectively to student comments and questions.
12. Assignments were relevant to course objectives.
13. Course policies and procedures were clearly defined and followed.

The scaling of the questions should be as follows:
Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

The University of Alabama in Huntsville

Policy on Academic Titles and Positions

Draft

Number:

Division: Academic Affairs

Date: March 2015

Purpose: This policy defines the academic titles authorized for appointments of faculty and other academic personnel engaged in instruction, research and clinical activities at The University of Alabama in Huntsville.

Policy: The academic titles and credentials defined below are required for the appointment of all faculty, including tenured and tenure-earning appointments, clinical and research faculty, instructors, lecturers and other term appointments. All faculty recruitment and hiring shall conform to the University's Affirmative Action Plan and comply with the Faculty Recruiting and Hiring Policy AA-6. Additionally, all University faculty and other academic personnel involved in instruction must meet the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements for teaching at the appropriate level. The submission of official transcripts and a background check are conditions of faculty employment.

The hiring entity will confirm that the correct title is used and that the candidates meet the required qualifications for appointment. All exceptions to this policy must be approved in writing by the Provost.

Academic personnel with responsibilities and/or credentials not included in this policy must be appointed in accordance with standard hiring guidelines of the Office of the Provost.

Procedures:

List of Academic Titles for The University of Alabama in Huntsville

The following titles will be used for all faculty and unclassified academic staff positions at The University of Alabama in Huntsville.

Tenure-Track Titles

- Professor
- Associate Professor
- Assistant Professor

Non-Tenure-Track Titles

- Instructor
- Distinguished Lecturer
- Senior Lecturer
- Lecturer
- Librarian
- Associate Librarian
- Assistant Librarian
- Library Lecturer
- Professor, Part-Time
- Associate Professor, Part-Time
- Assistant Professor, Part-Time
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Clinical Instructor
- Research Professor
- Research Associate Professor
- Research Assistant Professor
- Professor of Practice
- Visiting Professor
- Visiting Associate Professor
- Visiting Assistant Professor
- Adjunct Professor
- Adjunct Associate Professor
- Adjunct Assistant Professor
- Temporary Faculty
- Professor Emeritus
- Associate Professor Emeritus

Tenure-Track Appointments

Tenure-Track appointments are regular, full-time faculty appointments of individuals who have an earned doctorate or a terminal degree unless otherwise noted below.

Professor: A professor must have the terminal degree in a pertinent discipline, except where the individual has achieved equivalent status through outstanding performance. In that case, the SACSCOC standard outlined below is followed:

> "The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty."

A professor also must have attained authoritative knowledge and international/ national reputation in a recognized field of research or creative achievement and must have maintained high levels of effectiveness in teaching and in service.

Associate Professor: An associate professor must have the terminal degree in a pertinent discipline, except where the individual has achieved equivalent status through outstanding performance. In that case, the SACSCOC standard outlined in the professor section given above is followed. An associate professor also must show superior achievement in either teaching or research/creative achievements and high levels of effectiveness in the other two areas of activity on which faculty are evaluated (the three areas being teaching, research/scholarship/creative achievements, and service), with a balance consistent with the expectations of the discipline.

Assistant Professor: An assistant professor must have the terminal degree in a pertinent discipline except where the individual has achieved equivalent status through outstanding performance. In that case, the SACSCOC standard outlined in the professor section given above is followed. An assistant professor also must show potential to perform effectively in the three areas of activity on which faculty are evaluated: (1) teaching, (2) research or creative achievements, and (3) service. Prior teaching experience is not essential. An assistant professor has a probationary period of six years and must submit the tenure file at the beginning of the sixth year or earlier. Assistant Professors are not eligible for tenure and must be promoted to Associate Professor to receive tenure.

Non-Tenure Track Instructor

Instructor: The instructor position itself is not tenure–track. Appointment at this rank is reserved for individuals who are candidates for the terminal degree within a pertinent discipline. The appointment has the expectation that subsequent appointment to assistant professor will be made upon the university's receipt of certification that the faculty member has completed all requirements for the terminal degree. The tenure clock will begin when the candidate receives the terminal degree and has been appointed assistant professor. The degree must be awarded and certified within one year from the date of the initial appointment. If the degree is not awarded, the Dean will decide whether the faculty member will be transferred to a lecturer position or will not be reappointed.   An instructor also must show potential to perform effectively in the three areas of activity on which faculty are evaluated: (1) teaching, (2) research or creative achievements; and (3) service. Prior teaching experience is not essential.

Non-Tenure-Track Faculty Appointments

Non-tenure-track faculty are given either 1.) a one year appointment, or 2.) an appointment that may continue for a stated period of up to three years, renewable

annually for one year within that period, contingent upon the faculty member's satisfactory performance, the availability of funds, and the instructional needs of the department. A non-tenure-track faculty member is reviewed annually by the chair, and annual renewal of an appointment that is potentially multi-year is based on the department chair's recommendation to the dean. During the last spring semester of the faculty member's appointment, the chair consults with the tenured faculty in the department and makes a recommendation to the dean concerning reappointment. . Service in a non-tenure-track appointment is not considered part of a probationary period for tenure consideration, and tenure cannot be earned in the position.

Librarian Series

Librarian: Appointment to the rank of Librarian requires demonstration of nationally-recognized excellence in the library field, normally a minimum of twelve years relevant professional experience, and approval by the Provost. Promotion to this rank normally requires a minimum of four years full-time appointment at the Associate Librarian rank in addition to meeting the following criteria. A candidate for the position of Librarian demonstrates overall superior performance in primary job responsibilities in accordance with Association of College and Research Libraries (ACRL) defined guidelines[1] and demonstrates leadership in creative problem-solving and strategic planning skills in the management of library resources. In the position of Librarian, the individual meets or exceeds a high level of understanding of the library's mission and the relationship of the library to the mission of the university. He or she demonstrates service to the library and to the university by serving in a leadership capacity on university committees and by participating in professional library or library-related associations, assuming leadership responsibilities in these associations. The individual further is recognized nationally as a proven scholar with a record of publications, presentations, exhibits and other scholarly activities and is an outstanding educator.

Associate Librarian: Appointment to the rank of Associate Librarian normally requires at least eight years of relevant professional library experience. Promotion to this rank normally requires a minimum of four years full-time appointment at the Assistant Librarian rank in addition to meeting the following criteria. A candidate for the position of Associate Librarian demonstrates outstanding performance of primary job responsibilities in accordance with ACRL defined guidelines[2] and demonstrates leadership and planning skills for library and/or university projects. An Associate Librarian shows evidence of scholarly activity that may include but is not limited to publications in library journals or discipline-specific journals; presentations at the local or state level, development of exhibits, and participation in or leading continuing education efforts; working collaboratively with university faculty to develop subject-specific library-related curricular content; etc. In addition, an Associate Librarian demonstrates service to the library and the university by serving in a leadership capacity on library or university committees and by participating in professional library or library-related associations.

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[1] http://www.ala.org/acrl/standards/promotiontenure#promorank
[2] http://www.ala.org/acrl/standards/promotiontenure#promorank

Assistant Librarian. Appointment to the rank of Assistant Librarian includes all of the requirements of Library Instructor. In addition, appointment to this rank requires a minimum of four years relevant professional library experience. The following criteria apply to the position of Assistant Librarian. An Assistant Librarian demonstrates ability to handle information needs as assigned by specific job duties in accordance with ACRL defined guidelines[3] (instructional, scholarly, creative, assessment, technical, and service duties) and shows evidence of scholarly activity, which may include but is not limited to publications in library or discipline-specific journals, presentations and exhibits at the local and regional level, development of programs and operating procedures for pertinent departments, participation in continuing education efforts, etc. An Assistant Librarian also demonstrates service to the library or university by serving on committees and by membership in professional library or library-related associations.

Library Lecturer. Appointment to this rank requires a master's degree from a library school accredited by the American Library Association or a master's degree relevant to the individual's subject specialty. A Library Lecturer demonstrates potential to carry out instructional, scholarly, and creative duties required to perform the informational needs of the position and shows evidence of professional growth in the field.

Lecturer Series

Lecturer is an appointment for full-time, non-tenure-earning faculty who are appointed to serve special instructional needs in academic departments. Lecturers are eligible for selected university benefits and are included in considerations for merit salary increases.

Lecturers must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the discipline in which the lecturer teaches. Any exceptions to these criteria must be justified and documented.

A Lecturer's initial appointment is usually for one year. An appointment may, however, be for one semester or for a stated period of up to three years, renewable annually for one year within that period, contingent upon satisfactory performance, the availability of funding, and the continuing instructional needs of the department. Lecturers are evaluated by the chair in the spring semester each year of their appointment, and annual renewal of an appointment that is potentially multi-year is based on the department chair's recommendation to the dean. During the last spring semester of a lecturer's appointment, the chair consults with the tenured faculty in the department and makes a recommendation to the Dean regarding reappointment.

The teaching load for lecturers is normally 24 semester hours in the academic year, with additional expectations for service in student advising, participation in departmental

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[3] http://www.ala.org/acrl/standards/promotiontenure#promorank

programs concerned with student activities and instructional matters, and other responsibilities as assigned by the chair of the department. Teaching requirements may be adjusted for involvement in important projects or special activities of value to the department and the college. Lecturers do not participate in departmental processes concerning appointments, reappointments, promotion, and tenure.

Distinguished Lecturer: An initial appointment may only be made at this rank with the approval of the Provost. Promotion to the rank of Distinguished Lecturer is intended to recognize high quality efforts, contributions and performance that combine excellent instructional effectiveness with additional significant contributions to the mission of the university. These contributions may include high level performance in instructional and curriculum development; dedication to student learning, retention and success; scholarly and/or creative activities or publications; grantsmanship; consistent and conspicuous involvement in institutional and professional service responsibilities; professional development activities; and continuing education. An individual promoted to the rank of Distinguished Lecturer must have held a regular, full-time appointment as a Senior Lecturer at The University of Alabama in Huntsville for a minimum of ten, preferably consecutive, years.

Senior Lecturer: An initial appointment may only be made at this rank with the approval of the Provost. Promotion to the rank of Senior Lecturer is intended to recognize efforts, contributions and performance that combine instructional effectiveness with additional significant contributions to the mission of the university. These contributions may include instructional and curriculum development; dedication to student learning, retention, and success; scholarly and/or creative activities or publications; grantsmanship; consistent and conspicuous involvement in institutional and professional service responsibilities; professional development activities; and continuing education. An individual promoted to the rank of Senior Lecturer must have held a regular, full-time appointment as a Lecturer at The University of Alabama in Huntsville for a minimum of six, preferably consecutive, years.

Lecturer: To be eligible for appointment at the rank of Lecturer, lecturers must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the discipline in which the lecturer teaches.   The primary responsibility of an individual appointed as a Lecturer is instruction; student learning and retention with an emphasis on student success; and curriculum development. Other contributions such as scholarly and/or creative activities or publications; grantsmanship; consistent and conspicuous involvement in institutional and professional service responsibilities; and professional development activities are expected and required for promotion. Other duties may be assigned**.**

Clinical Faculty

Clinical Faculty appointments are regular, full-time or part-time appointments of individuals who are of substantial professional caliber and who are focused on student

learning, retention, and success, to supervise and instruct students in clinical, field, classroom, or laboratory settings. Clinical faculty are evaluated on the basis of their effective performance in four areas of responsibility: 1) clinical teaching; 2) clinical scholarship; 3) clinical practice; and 4) service. Not all faculty are expected to contribute equally in all areas, however, and the major emphasis is expected to be on clinical teaching and clinical practice. Clinical faculty may also engage in practice and outreach, and/or administer academic programs and other administrative activities.

Clinical faculty members of the rank of Clinical Professor, Clinical Associate Professor and Clinical Assistant Professor are expected to have an earned doctorate, terminal degree, or an earned terminal clinical degree, except where the individual has achieved equivalent status through outstanding performance. In that case, the SACSCOC standard outlined in the tenure-track professor section given above is followed.

Clinical appointments are non-tenure-earning and may be for one year or may continue for a stated period of up to three-years, renewable annually for one year within that period, contingent upon satisfactory performance, the availability of funding, and the educational needs of the department. Clinical faculty are subject to annual review by the department chair, and annual renewal of an appointment that is potentially multi-year is based on the department chair's recommendation to the dean. During the last spring semester of a clinical faculty member's appointment, the chair consults with the tenured faculty in the department and makes a recommendation to the dean concerning reappointment.

Clinical Professor: An individual appointed as a Clinical Professor must have a record of outstanding clinical and teaching performance and at least nine years of effective, relevant experience. This rank is reserved for individuals with proven stature as a clinician, teacher, and clinical researcher. The Clinical Professor must also present an outstanding record of teaching, clinical teaching, consultation, and practice, an outstanding research record in terms of publications and clinical scholarship, and a national reputation based on clinical expertise.

Clinical Associate Professor. An individual appointed to Clinical Associate Professor must show superior achievement in clinical teaching, clinical scholarship, and clinical practice. Such achievement may be demonstrated through significant clinical contributions, clinical research with an established record of publication, and consultation in an area of clinical specialization.

Clinical Assistant Professor: The Clinical Assistant Professor must also demonstrate excellence in clinical teaching with a focus on student learning and retention, leadership in incorporating clinical developments in educational programs, and beginning achievement in scholarly clinical work. Prior clinical practice or teaching experience is essential.

Clinical Lecturer: Appointment at the Clinical Lecturer rank requires a minimum of a master's degree in the relevant discipline. A Clinical Lecturer must show potential to

perform effectively in clinical teaching, clinical practice, and service. The Clinical Instructor must be effective in promoting student learning, retention and success.

Research Faculty

Research faculty appointments are regular, full-time or part-time appointments of individuals who have research expertise and experience and evidence of scholarly accomplishment. Research faculty members are engaged primarily in independent research, including serving as principal investigator or co-principal investigator on externally funded research and having significant refereed publications. Research faculty members are expected to have a terminal degree, usually the earned doctorate. Those appointed to full-time research faculty positions are expected to participate in the academic mission of their department and/or research center.

Funding of the salaries of research faculty is derived primarily from contracts and grants. Research faculty appointments are assigned to academic departments, although the research faculty may work primarily in a research center.

Research faculty appointments are typically for one year. An appointment may, however, continue for a stated period of up to three years, renewable annually for one year within that period, contingent upon satisfactory performance, the availability of funding, and the needs of the department. Research faculty are subject to annual review by the chair, and annual renewal of an appointment that is potentially multi-year is based on the department chair's recommendation to the dean. During the last spring semester of a research faculty member's appointment, the chair consults with the tenured faculty in the department and makes a recommendation to the dean concerning reappointment.

Research faculty may serve as directors of research centers. They are not eligible for tenure, nor may they serve as department chairs. They are also ineligible for service on the college Promotion and Tenure Advisory Committee (PTAC), on appointment or reappointment committees for tenure-earning faculty or on the University Review Board (URB).

Research staff at UAH may request a dual appointment in a research faculty rank by submitting a request through their supervisory chain to the appropriate academic department. This request should include a current curriculum vitae and a request to be appointed at the appropriate level based on the experience guidelines outlined below. Such appointments do not change the individual's primary duties, compensation, or the evaluation process applicable to research staff. A request for dual appointment as a research faculty member may also include a request for consideration for a graduate faculty appointment for the purpose of guiding the work of graduate students.

The total number of research faculty appointments within a department or program is normally limited to 50 percent of the number of tenured and tenure-earning faculty in the department.   Research faculty whose appointments are primarily research staff and

who are also serving as research staff in a research center are not included in the 50%. The upper limit may be exceeded only in exceptional circumstances. The rationale for any request to exceed the established upper limit must be developed by the departmental faculty and be approved by the Dean and the Provost.

Research Professor: An individual appointed as a Research Professor must be recognized internationally/nationally in his/her field and have at least nine years of effective, relevant experience. This rank is reserved for individuals with proven stature in research.

Research Associate Professor: An individual appointed as a Research Associate Professor must have an established reputation in his/her field.

Research Assistant Professor: An individual appointed as a Research Assistant Professor must have research expertise in his/her field. This position may not be used as a substitute for post-doctoral fellow positions.

Professor of Practice

A Professor of Practice appointment is a full-time or part-time appointment of an individual engaged in instruction, creative work, and leadership in professional practice. The individual must have a proven reputation based on professional achievement along with expertise, experience, and international/national recognition in his/her professional field. Professors of Practice usually have a master's degree in the teaching discipline or a master's degree with a minimum of 18 graduate semester hours in the teaching discipline. The title of Professor of Practice is used only on rare occasions and must have prior approval, through academic channels, of the Provost.

Part-Time Faculty

Part-time faculty are appointed to teach or serve on committees on the basis of demand in academic departments. Their responsibilities are defined upon appointment. Part-time faculty teaching credit courses at the undergraduate level must have completed at least 18 graduate semester hours in the discipline in which they teach and hold at least a master's degree, or hold the minimum of a master's degree with a major in the discipline. Part-time faculty teaching at the graduate level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. Any exceptions to these criteria must be justified and documented. Part-time faculty do not earn tenure, cannot hold tenure, and cannot participate in matters relating to curricular, hiring and personnel decisions in the department.

Visiting and Adjunct Faculty

Visiting Professor: A Visiting Professor appointment is a full-time appointment, usually for no more than two years, of an individual who has academic rank or high professional status at a different institution or organization and who is on leave of

absence from his/her home organization. This title may be expanded to Visiting Assistant Professor or Visiting Associate Professor as appropriate to the status of the individual.

Adjunct faculty have recognized professional qualifications and are assigned the rank of Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor. An individual appointed as an Adjunct faculty member serves as an honorary member of the faculty of a department, school, or college. The adjunct faculty member may be a University of Alabama in Huntsville faculty member or an individual from another institution, a federal agency/laboratory, or industry. The title is intended for individuals whose responsibilities include more than teaching or serving on graduate advisory committees and who have a continuing association with a department in some academic or professional capacity. Their duties and responsibilities are specified in the letter of appointment and may vary between departments and colleges. Letters of appointment for adjunct faculty also define the potential length of the appointment, which may be for one to three years with annual renewal, the initial appointment usually being for one year. Adjunct faculty are not compensated except when they are engaged as part-time faculty teaching a course on a demand basis. These faculty do not earn tenure nor may they participate in matters relating to faculty governance, curricular matters or personnel decisions in the department. .

Temporary Faculty

An individual may be appointed into any of the non-tenure-track titles on a temporary basis. Temporary faculty may be appointed for no more than one academic year, one semester, or one summer term. All temporary faculty must meet the minimum credential requirements of the title or position.

Emeritus Faculty

A tenured faculty member with ten years of full-time service to the university will be awarded emeritus or emerita status at his or her professorial rank upon retirement. Other faculty members who retire may also be considered for emeritus status. When a qualified faculty member retires, the Dean of the college will submit a notification letter to the Provost requesting recognition of emeritus or emerita status. The Provost will then submit appropriate paperwork to the Board of Trustees for approval. The process for nominating a faculty member for Emeritus Professor with fewer than ten years of full-time service to the university must include the nomination procedure as stipulated in the Faculty Handbook at Section 7.10.1. The evaluation process for such a candidate is the same as for a regular faculty member undergoing promotion review.

Emeritus Faculty privileges are described in Policy XXX.

Review: Academic Affairs will review the policy every five years or soon as needed.

Approval

_____   _____
Chief University Counsel   Date

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Vice President for Diversity

_____
Senior Vice President for Business
and Finance

_____
Vice President for Research and
 Economic Development

_____   _____
Provost and Executive Vice President   Date
for Academic Affairs

APPROVED:

_____   _____
President