

# **FACULTY SENATE**

## **MEETING #592 AGENDA**

**SST 103**

**THURSDAY, October 17, 2018**

**12:50 PM to 2:20 PM**

### **Call to Order**

- 1. Approve Faculty Senate Meeting #591 Minutes from September 27, 2018**
- 2. Accept FSEC Report from October 4, 2018**
- 3. Administrative Reports**
- 4. Officer and Committee Reports**
  - **Bill 426**
  - **Registration and Scheduling Policy**
  - **Visiting Scholars Policy**
- 5. Miscellaneous/Additional business**

### **Adjourn**

Proxies for Senate meetings must be a Senate-eligible individual from the same academic unit. No individual may carry more than one proxy.

PLEASE SEND PROXIES TO LAUREN BAKER: [facsen@uah.edu](mailto:facsen@uah.edu)

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**FACULTY SENATE EXECUTIVE MEETING**

**October 4, 2018  
12:50 P.M. ENG 117**

***Present: Mike Banish, Carmen Scholz, Lori Lioce, Christina Carmen, David Johnson, Gang Wang, Vladimir Florinski, Monica Dillihunt, Tim Newman, Jeff Weimer, Laird Burns***

***Ex-Officio: Provost Christine Curtis***

- **Faculty Senate President Mike Banish called the meeting to order at 1:00 pm.**
- **Meeting Review:**
  - **Bill 425 was voted to be sent to Undergraduate Scholastic Affairs and Finance/Resource committees.**
  - **Bill 426 passed first reading.**
  - **Registration/Scheduling and Visiting Scholars Policies were voted to be placed on the agenda.**
- **Administrative Report:**
  - Provost Christine Curtis
    - Not much has happened from last week. I want to remind you of Discovery Days. Students will be on campus. Family week and homecoming is the week of 27<sup>th</sup> & 28<sup>th</sup> October.
    - Assessments are due on November 1<sup>st</sup>. The deadline for speakers is also November 1<sup>st</sup>.
    - If you have interest in Degree Works training, they are available in the next two weeks.
    - On Tuesday and Wednesday evening, we had prospective students here with families. They were here for the reception. The President spoke Tuesday and I spoke Wednesday.
- **Officer/Committee Reports:**
  - Mike Banish, President
    - There are three potential bills before you. We had an emergency FSEC meeting before last week's FS meeting. We tabled Bill 424 and assigned it to David. It is still with committee.
      - Christina – Is this the library?
      - Mike – Yes.
      - Christina – It has been resolved for this year?
      - Provost – For the next three years. The State Library Association negotiated a 3.75% increase. It makes some difference.
  - Bill 425:
    - Jeff – As I recall, I put this forward after we heard about the programs overseas. With due respect, these seemed to come out of the blue. They were justified by the faculty senate not having clarity. They were performed not through proper process, with due respect. I was rather concerned. I put this forward so that there would be

processes set in place. I put this forward so that we would have formal process. This would keep us from being blindsided at faculty senate meetings. It is in that regard that I put this forward.

- Mike – We can vote now to move it forward.
- Tim – When I first read this I thought it was about programs students had completed. I think every program of study phrase should be changed to “academic program.”
- Provost – When I read it, I thought it was about new degree programs. I think it needs clarity.
- Mike – I think I am hearing that it goes to committee for corrections. The natural committee would be Dr. Dillihunt.
- Jeff – I think we can both work together and come to agreement.
- Mike – 425 will go to undergraduate scholastic affairs and finance/resources.
- Tim – Can we have a vote on that?
- Mike – All in favor of sending it to these committees. Ayes carry.

○ Bill 426:

- Mike – The President wrote a rejection back on the senate resolution. After looking at his response, I wrote a response back. I have received some corrections. Comments?

- Vladimir – Was the original bill about tenure track only?
- Mike – Anyone teaching a certain class size.
- Vladimir – Would this bring on more classes to our part time?
- Mike – One could argue, that if they are signing up for a big class maybe there needs to be some differential for that person.
- Laird – I don’t decide what I teach. I suggest what I would like to teach, but I am told. Part-timers are just told what to teach. We don’t have as much say as we would like.
- Mike – If we have someone teach 75 and another 25, are they both offered the same to do that? We pay our music instructors extra for one on one session.
- Vladimir – After the fact, once assigned, it makes sense to pay those more.
- Lori – When we took out all the bonuses, what was the rationale?
- Mike – The rationale was some other universities were paying recruiters to convince students to come to their institutions. They were directing students where to get the student loan from. The federal government came down on that. The previous administration said to not fall into that, we will take away these incentives. That was the only reason given for it.
- Lori – What was the senate’s stance?
- Mike – I don’t know that we had one.
- Tim – There was a lot of discussion. From my remembrance, there was a lot of unhappy faculty. If their class kept getting larger, there was no additional compensation. Overload was an extra concern. There were a lot of upset faculty members when this went away.
- Mike – One thing with the historical bill, some classes legally couldn’t receive that incentive. I then said, if you have retention of some percent, you received the same compensation.

- Laird – If you have a larger class, with a larger workload, you could use that to go to conference.
- Mike – What is the federal law that prohibits institutions compensating faculty for teaching larger or completing a task? Faculty typically don't sign up students, faculty advisors do that.
- Laird – I took it just because it was there, but I didn't try to get 75 students or certain classes. I didn't see any collusion.
- Mike – Some are looking at there are classes of this size.
- Lori – Where is the response from the Provost and the President?
- Mike – I sent that out.
- Carmen – I do not see the issue with federal law. I don't share your concern about collusion. You have Assistant Professors with limited research money, and we put them in front of 225 students. Wouldn't it be nice to give faculty that teaches this class size a little extra?
- Jeff – The question I would have is there anyone in disagreement that it should be in place? Is it worth the effort of trying to put forward?
- Christina – Is that really what you are saying, Vladimir?
- Vladimir – In principle, one could say, why do we need small classes?
- Christina – I would much rather teach a small class.
- Vladimir – Some would but what about our part time?
- Carmen – I do not believe that part timers were paid these incentives? The instructors received it.
- Laird – I think that is true?
- Mike – That is true. I think it has been discussed. We either want to vote on this or assign to committee.
- Jeff – I motion for first reading. Laird seconds. Ayes carry. 2 abstain.
- Carmen Scholz, Past President
  - No report.
- Tim Newman, Parliamentarian
  - No report.
- Christina Carmen, Ombudsperson
  - No report.
- Lori Lioce, Governance and Operations Committee Chair
  - We met on the charge you gave us. We have an official survey for retention rates. We have a timeline to have a survey by this fall.
- Gang Wang, Undergraduate Curriculum Committee Chair
  - No report.
- Jeff Weimer, Finance and Resources Committee Chair
  - You will see the portal for RCEU is open. Thank to everyone on my committee that helped with that. The next step is the student applications after October 19<sup>th</sup>. They will run until the end of the semester.
- Monica Dillihunt, Undergraduate Scholastic Affairs Committee Chair
  - We have the draft of the academic misconduct policy. It is being reviewed by the committee. Then it will be sent to my committee and student committee.
    - Mike – We have received that we should share our notes with special designated beforehand?

- Monica – If a student has an accommodation specified, they are to be given to the student beforehand. The slides that you will present or any documents you share in class.
- Mike – That is a federal statute?
- Provost – It is just for those students with that accommodation. They will be given a letter.
- Mike – You aren't required to make them?
- Monica – If your plan is to share notes in class, the accommodation says you have to have them.
- Mike – How early?
- Monica – As soon as they are created.
- Laird – Are there any issues with that?
- Monica - Huntsville and Silicone Valley are the two largest populations with autism. With that, you are going to see a lot of accommodations. As we grow and change, we will see a lot of requirements.
- Laird – From faculty standpoint, are there any issues we need to think about?
- Monica – That is a federal law.
- Tim – My unit seems to have a larger group that needs these accommodations. There is a request for more test time. In our unit now, the staff has a designated time for makeup. As my class grows, I have extra test to administer. This is extra workload and needs to be considered. I am for accommodations but there is a limit on my time. As the class grows, I will have more. You will have to give me additional assistance or additional compensation. I think we need to acknowledge this.
- Lori – In our department, we have hired proctors for those. We pay \$10/hour.
- Provost – We partnered with Ollie. I signed their applications. Some are volunteered but most are paid.
- Laird – I like that idea. We have issues with TA's providing non TA's test.
- Provost – Nursing took the initiative to reach out and ask for proctors. There are usually more willing to proctor than open slots.
- Christina – How long have we implemented the policy?
- Monica – It's a federal regulation. It may have been around since the '90's. There are used to this from K12. This is like a special needs student. It follows them to college. Some won't identify in their entrance to college. It usually surfaces after the first test.
- Laird – Are their faculty resisting it?
- Mike – We have received these letters in the past. They said these were new.
- Tim – I think the generated letter needs the wording changed. I called and checked. They said if it was only power points prepared. The student assumed the wording of the letter stated that power points should be generated for them.
- Monica – It is any learning material used in class.
- David Johnson, Faculty and Student Development
  - No report.

- Vladimir Florinski, Personnel Committee Chair
  - No report.
    - Mike – I have a request for you. Could you tell me by college and department 18-19, and 17-18, how many are teaching classes in their home building?
    - Provost – I suggest you contact Amber Adcock to get that information.
    - Mike – Provost, can you tell me how many classes there are out of their home building? Can we make a projection for how many similar classes there would be if we went to 55 minute class on MWF.
    - Lori – It would be theoretical at best.
    - Provost – I don't know if they can do that. Our registrar's office has a lot to do. That would go on the end of the priority list.
    - Laird- Do you want faculty or classes?
    - Mike – Classes. A count per department. I will put it in writing.
- **Faculty Senate Agenda Approval**
  - Bill 426. Tim moves. Jeff seconds. Ayes carry
    - Provost – There are two interim policies that are with the senate, registration & scheduling and visiting scholars. Comments are due back November 15<sup>th</sup>. The second is the academic appeal is with the senate. It is due December 15<sup>th</sup>. The preface was approved by the senate?
      - Mike – Yes, you haven't received that from me.
      - Tim – Have any of those policies been assigned to committees?
      - Mike – I think we decided not to. Does anyone have any disagreement?
      - Tim – Do you want to modify the agenda?
      - Laird- I move to modify the agenda to add those.
      - Tim – I would move the first two.
      - Mike – All in favor. Ayes carry.
      - Provost – The President and I will both be out the next senate.
      - Tim – Would you like to invite another administrator?
      - Provost – Brent would be happy to come. He can present on Degree Works. I think everything is ready at this point.
- **Meeting adjourned at 2:20 pm.**

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**FACULTY SENATE MEETING**

**September 27, 2018**

**12:50 P.M. SST 103**

***Present: Chris Allport, Milton Shen, Sophia Marinova, Kevin Bao, Dilcu Barnes, Amy Guerin, Holly Jones, Joe Conway, David Johnson, Andrei Gandila, Carolyn Sanders, Deborah Heikes, Shuang Zhao, Mike Banish, Yu Lei Fat Ho, Gang Wang, Christina Carmen, Ron Bolen, Katherine Morrison, Robert Griffin, Eric Mendenhall, Carmen Scholz, Robert McFeeters, Jeff Weimer, Tim Newman, Shanbing Ai, Seyed Sadeghi, Vladimir Florinski, Monica Dillihunt, Paul Whitehead, Ron Schwertfeger, Elizabeth Barnby, Sherri Messimer***

***Absent with Proxy: David Stewart, Jeff Neuschatz, Christina, Steidl, Meong-Moo Yoo, Gabe Xu, Angela Hollingsworth, Jennifer Palmer, Lori Lioce, Thomas Sever, Harry Delugach***

***Absent without Proxy: Kirolos Harleem, Earl Wells, Francis Wessling,***

***Ex-Officio: Provost Christine Curtis***

***Guest: President Bob Altenkirch***

- Faculty Senate President Mike Banish called the meeting to order at 12:50 pm.
- **Meeting Review:**
  - **Faculty Senate Handbook Preface passed second and third reading unanimously.**
- **Approve Faculty Senate #590 minutes.** Tim: remove “executive” from heading. Jeff Weimer moves. Member seconds. Ayes carry
- **Accept FSEC report.** Tim, on page 2, separate which policies were received by FSEC. Member moves. Carmen seconds. Ayes carry.
- **Administrative Reports:**
  - President Bob Altenkirch
    - This is the plot from US News and World Ranking data from 2018. The blue dots represent everyone. The graduation rate is close to 100% then slopes down. It is plotted by rank. The red dots are UAH, 2011 and 2015-2018. Each year the ranking is getting higher, meaning a lower ranking. What we anticipated happened, happened. In 2019, we are this dot. We migrated out of the ranked institutions. I put the dot at 230. There are 229 ranked. The point is we need to improve graduation rate. Our rate is not as good as our peers. Last time we said there wasn’t a silver bullet, there were several reasons. Research also hasn’t proved one single point. One thing may be the need of additional financial assistance. We don’t provide a flexible enough schedule could be another issue. Some talk was that faculty resources may fit in the picture with our ranking. US News has a formula for

ranking. There isn't a lot of correlation with faculty resources and graduation. I am noticing the driver is retention to graduation.

- We are moving forward with Executive Plaza. We didn't need to take a RFP to the board, but we have agreed to do so. UAB and UA may have done something similar, but we haven't. We released a RFP Monday to hire a master planner. The award will be made the week of October 15<sup>th</sup>. We will take the RFP back to the board to select a developer. This part of the process would happen in the spring.
- I worked with the city on this. The city is involved with infrastructure improvements. They suggested we do this in a two step process, which we have done. The city wants to work with a planner. The estimated cost came from the campus architect. We sent this RFP to 8 or 9 planning firms. Seven of those I knew from the city.

○ Provost Christine Curtis

- I wanted to make sure you are aware of things coming up. The week of October 24<sup>th</sup> is homecoming. The 26<sup>th</sup> – 28<sup>th</sup> is parent's weekend. October 27<sup>th</sup> is Discovery Day. It will be an active week on campus. We will have alumni, parents, and prospective students.
- There has been an announcement for a Transfer Student Conference. It will be in Birmingham. They are looking for a presentation.
- Registration has been moved back two weeks. Several years ago, it was late in October. We encouraged students to register and it was moved to the last week of September. We have found out there is just too much going on to get started. We moved it back two weeks and will start on October 8<sup>th</sup> with priority registration with 4,000 students currently.
- The call for distinguished professors is out. If you want to nominate someone work with your Department Chair/Dean to do so. November 1<sup>st</sup> is the due date.
- I want to talk with you about our students. I now have official information. We have record enrollment, 9,076. We broke the 50% mark for graduation. The really good news is the 31% is up from the high teens. We have a long way to go but we are seeing progress. In 2014, we had about 700 freshman and transfer students. In 2018, we had 1,425 freshman, and 788 transfer students. We almost have a 2:1 ratio. Looking at the average ACT score, we are now up to 28.5. That is one reason the graduation rate is so bad. The rankings are showing we should graduate around 68%. This is a comparison of undergraduate and graduate enrollment. The number of applications and enrollment of out of country students went way down. Our nursing program is growing substantially. In other cases, we have gone down. We have held our own and grown slightly in graduate enrollment.
- The President has told the Honor's Dean he would like to see enrollment around 10%. We are around 14% now. Their average ACT is 31.6 for those students.
- We are involved in coalition with three other universities. They asked for a lot of data. The data that I am showing is some of what we sent to them. They wanted to know the difference between pell and non pell students. What you can see is we definitely have a difference. We have some work to do with all of our students but particularly our pell students. This information points us to work with our students in their success.
- The President and myself will start our recruitment loops starting in October. The first event will be October 2<sup>nd</sup> in the Student Services Building,



- Member – In the last faculty senate meeting we discussed not having enough classes for our schedule. Have we addressed looking at our class times?
- Provost: Yes, we have discussed this with our Professors.
- Jeff – We have gone above 50% in graduation rate and dropped off US News ranking. Where do we need to go to get back on?
- President – Around 60-70%.
- Carmen – I have a question regarding our phone systems. If the internet goes out, are the phones still working? The school systems in Madison have one red phone left that is a land line.
- Provost – I think if the internet goes down, the phones go down. We will find out. We work hard to make sure we keep the internet up.
- Tim – First, I think sometimes we talk about graduation rates and don't look back at where we have been. Today, we are twice what we were. I think we have made enormous strides. We need to keep doing what we are doing. I think faculty takes it as a faculty failing when they hear this.
- President – You are correct. Progress has been excellent. It is a slow process. The reason isn't just one, it is handful of things. We have 30% of the undergraduate living on campus. That is a lot. The beauty of Executive Plaza is letting the students migrate from dorms on campus to apartments across the street still on campus. The nature of the student is changing and the rate is going up.
- Member – I had a situation within my department, a student needing counseling. No one knew where the counseling center was. Counseling services needs to be communicated better. It wasn't easy and no one could help them.

➤ **Officer/Committee Reports**

- Mike Banish, President
  - You have received a ballot for standing committees. You have received minutes from a FSEC meeting before this meeting today. We presented Bill 424 and it was returned to committee. Motion to introduce minutes. Ayes carry.
- Carmen Scholz, Past President
  - I have two things. One is the preface that is submitted.
- Christina Carmen, Ombudsperson
  - No report.
- Monica Dillihunt, Undergraduate Scholastic Affairs Committee Chair
  - No report.
- David Johnson, Faculty and Student Development Committee Chair
  - Lori and I met last week and are preparing questions regarding retention.
- Tim Newman, Parliamentarian
  - No report.
- Jeff Weimer, Finance and Resources Committee Chair
  - The RCEU proposal RFP is out. We are trying a few new things. I will also take comments and corrections to that. The deadline is October 19<sup>th</sup>. We are looking into Google Forms or Charger Path. We will send out which way you need to send your documents in.
- Gang Wang, Undergraduate Curriculum Committee Chair

- We have received 11 new proposals. We will be reviewing those.
- Vladimir Florinski, Personnel Committee Chair
  - No report.
- Mike Banish
  - I want to thank Carmen and all of you. This is some data off US News and World Report. This is a group of universities that have similar student attributes to us. I asked David's committee combined with Governance and Operations to meet with faculty. Yes, UAH is not in a great position compared to other institutions. I think graduation rate is a symptom not a disease. The disease lies somewhere else. Our predicted graduation rate is 16% below what it is. The reputation among employers is stellar, but it is bad among high school counselors and peers. Are we not interfacing right? What are we doing wrong? This is 20% of our score. Honest question among your department, faculty, within committees, why is this true? Do they remember the 7% graduation rate days? Faculty resources are 20%. We typically do really badly here. A faculty resource is all money spent on academics, athletics, and hospitals. They count a ratio of money. Class sizes are also included. Some schools I compared are ranked with us and some higher. There is only one institute that has a better student, faculty ratio. We are way underperforming in both of these categories. We have sufficient faculty but they aren't in the right place. We could drop our greater than 50 classes pretty easily. Some departments can't teach larger class sizes effectively. Alumni giving, we are pathetic in this area. I have asked that this data be looked at deeper. How do we change our thought?
  - I want to thank the Provost for stepping up. The library was going to cancel Science Direct to save money. The Provost gave the library some emergency funds to save Science Direct. This is a problem among other universities, not just us.
    - Ron – Since we are a system, is there a discount if we go in with other institutes?
    - Provost – There is a state contract. There is more than the three of us.
  - From 2012 -2018, we have \$43M more in tuition. Our state appropriations have dropped subtly. F&A has increased some. Housing has increased. External contracts have gone up \$21M a year. If we look at the total income that UAH has from 2012-2018, minus external grants and contracts, we have \$63M more a year than 12 years ago. Some of the numbers take some explanations. One problem with the library is over the last 6 years, the library has seen a quarter million dollar increase. Go look in the budget books. See what the departments are doing and other areas are doing. We need to look into these numbers. Bob is doing a great job, but he is leaving.
  - The next order of business is the new preface of the faculty handbook. This went through the handbook committee, then the executive committee. It is now before you. I would like to introduce the preface. Carmen moves. Ron seconds.
    - Tim – In the third paragraph, I think you have a wording error. It is in line 3. I think you need "exists" or "occurs".
    - Mike – We talked about it, I thought?
    - Tim - I thought it was there but I am not seeing it.
    - Mike – I will take that as a grammatical correction.
    - Member – Statutes is misspelled.
    - Mike – All in favor. Ayes carry. Passes 2<sup>nd</sup> and 3<sup>rd</sup> reading unanimously.

- Member – I want to take a comment from a student in regards to why we aren't getting money. We get a lot of groups coming through the library. I have students stop groups and tell them to not come here, we are too full.
  - Mike – Yes, we are running around campus. I think we fundamentally missed it with class schedules. I think we made a serious error going to 80 minute schedule. I would like you to talk about going back to MWF 55 minute classes for the next two years. That would open up classes.
  - Carolyn – You are suggesting all classes go from two days to three?
  - Mike – TTH can stay two days. Are we tired of running around campus to have a Friday off?
  - Member - It won't work for nursing.
  - Monica – It won't work with education.
  - Carolyn – What is the advantages?
  - Mike – You get two or three more class slots a day and not empty on Friday.
  - Carolyn – We are not empty on Friday's.
  - Mike – Any 80 minute MW would go to 55 MWF.
  - Member – I don't think commuter students will like coming three days. This is more expensive to the university for 5 days?
  - Ron – The schedule optimizer gave us a lot of issues. Did any other departments have issues?
  - Mike – Yes.
  - Ron – We need to have a human double check the classrooms before starting?
  - Carmen – Provost, our department has been informed about export control measures. If you have students take online classes from certain geographical areas, are not in the online class. I don't think this can fall on the faculty.
  - Provost – That is the first I have heard. Who communicated this?
  - Carmen – The chair received it from the dean.
  - Tim – Our department was informed the same.
  - Carmen – So this didn't come from your office?
  - Provost – Not that I know of?
  - Member – Have you crunched numbers to know there would be more classes if we changed the schedule back? Is the motivation to change the student's perception?
  - Mike – Combination of factors.
  - Carolyn – Do you know what our peer institutions are doing in regards to this?
  - Mike – I have no clue.
  - Carolyn – Maybe we should look at some institutions that are doing better than us to see what they are doing.
  - David J. – Provost, will there be an interim Dean of Students?
  - Provost – I have not been told what will happen.
  - Member – There is a direct correlation to the ranking and graduation?
  - Mike – Every way I look at it, it is a symptom. There are a lot of other factors.

- Member – 5 or 10 years ago we were ranked higher with lower graduation rates.
- Mike – I am trying to get back historically.
- Member – Maybe we get to 60% graduation rate and still aren't ranked.
- Jeff – Are we doing something wrong, as a university? What is the sense here?
- Mike – It is optics. You go to the giving webpage and I see little improvement. Students give to their college or department. If we don't have ways for them to do this, they won't give. Until we fix that, I don't see improvement.
- Carmen – Jeff, I think the problem is not so much the webpage. I think we are not engaging with our donors. If I give money I expect a thank you. I think that is the disconnect.
- Member – I met with the alumni services last year. They are building up from scratch. They don't know how to get in touch with alumni. There is a reason why we are struggling.
- Mike – The students have convinced me to enter the 20<sup>th</sup> century.
- Member – The problem with retention is we don't have the full college experience. How do we get that idea?
- Amy – We don't have a student entertainment zone. If the Executive Plaza with the acreage would help build that up as a student friendly zone, that would help.
- Mike – I agree. I do think it is at the departmental level. I think some of this could be mitigated.
- Provost – That is the President's plan. He understands we need that.

➤ Jeff motions to adjourn 2:02 pm.

Faculty Senate Bill 426 – Faculty Senate Response to the UAH President and Provost Response to Faculty Senate Resolution 17/18/12

**Whereas**, the President and Provost of UAH rejected Faculty Senate Resolution 17/18-12.

**Therefore, be it resolved**, that the UAH Faculty Senate ask for a re-evaluation of the rejection.

Dear President Altenkirch,

As a Faculty Senate response to your response to Faculty Senate Resolution 17/18-12, Compensation of Faculty with Increased Teaching Levels. It is our opinion that several of your responses and concerns are not correct and do not follow the intention of the Faculty Senate Resolution.

In your response, under 2) Incremental Compensation for Increased Teaching Levels of 35, 45, 55, and 80 students, you list three areas of concern: Fairness, Detrimental Consequences, and Legal Issues.

Fairness: In your response, you state, correctly, that some programs do not have much opportunity to teach large classes. You also state that “while not having the opportunity for extra compensation”. The Resolution that was voted on by the Senate has a provision to take these situations into account. The submitted resolution contains a provision, that if the retention rate of the course is 90% or greater, then the faculty member will receive compensation equivalent to teaching a 35 student class. As has been pointed out in many discussions in the Faculty Senate, Faculty who support and encourage the performance of students so that they achieve passing grades and are retained, should be acknowledged. Other concerns in your response as to whether or not faculty who teach two or three, depending on faculty load, courses of 34 students are recognition and financially disadvantaged compared to faculty to teach one course with 30 students, and another course with 38 students. This should be a non-issue that could be rectified by the Department Chairman and Dean of the College that recognizes a faculty member in the former situation. Another of your concerns is for a faculty member who teaches a 5-credit hour course with 30 students versus a 3-credit hour course with 50 students. Any potential problems with this scenario can be rectified by either the retention rate of 90% recognition, or again by recommendations of the Department Chair or the Dean, that the faculty members service falls within the “intent” of the Resolution, but due to mitigating circumstance does not meet the specified values. The last two examples that are include can readily be rectified by fair application of the intent of the Resolution, rather than a strict legal interpretation. There is nothing in the submitted Faculty Senate Resolution that denied compensation and recognition under other circumstances that conform to the intent of the Resolution.

Detrimental Consequences. In your response, you suppose that assistant professors will sign up to teach large classes just so that they can receive the extra compensation. A survey of several departments at UAH clearly show that nearly-all, or all, of the Assistant Professors in Departments are teaching courses that would give them the opportunity for compensation and recognition. These Assistant Professors are currently performing to the specifications in the Resolution, which may therefore be affecting their research performance, without any recognition of compensation. The Resolution does not specify what the compensation or recognition for teaching large classes will be. While there are some historical compensation values, these were not included in the Resolution, as they were left for the President, Provost, Deans, and Department Chairs to decide. The Faculty Senate do not believe that Assistant Professors are going to request large classes strictly for fiscal compensation; Faculty generally agree to teach courses that are more in their area of expertise. Furthermore, the decision on which classes are taught by which professors is the decision of the Department Chair and College, not an individual faculty member's decision. Faculty who offer to teach a course out of their area of expertise risk lower SIE evaluations which would be detrimental to the faculty member's Departmental Evaluations. If this situation were to develop, the Faculty Senate hopes that the Department Chair and senior Department members would counsel the Faculty Member.

Legal Issues. The response to the Resolution includes the concern that faculty members will "recruit" students to certain classes or sections in order to receive the compensation or recognition. A survey of courses at UAH show that the larger, and largest, classes are courses required by the Programs of Study for Degree completion. As you point out your response "Whether such extra compensation would lead to abuse at UAH is known." You state in our response that faculty have recruited students to courses. However, as there is currently no extra compensation for large classes, compensation does not appear to be the dominate reason for such "recruiting" efforts. Often, Faculty will suggest that students take certain or "extra" courses to increase their preparation for the workforce, or to increase their skills in areas where the student's abilities are lacking. Faculty should be cautioned on the Federal law issues with recruiting students just for extra compensation. However, as UAH is more typically struggling to clear waitlists for classes, it is difficult to justify this an excuse for not recognizing or compensating faculty for extra efforts.

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**REGISTRATION AND SCHEDULE ADJUSTMENTS**  
**INTERIM**

<b><u>Number</u></b>	02.01.13
<b><u>Division</u></b>	Academic Affairs
<b><u>Date</u></b>	October, 2002
<b><u>Purpose</u></b>	To establish a policy and set of procedures governing the dates, priority, and parameters of registration, as well as the adjustment of student schedules after the beginning of an academic term.
<b><u>Policy</u></b>	UAH publishes dates for registration and schedule adjustment in the academic calendar for each term. Students are allowed to register based on a prioritization schedule and the student's academic standing. Students are allowed to make unlimited changes to their schedules during the regular enrollment period preceding an academic term without assistance, and without seeking permission or approval. After the term begins, students requesting schedule adjustments must complete appropriate forms as defined in the following policy and procedures.
<b><u>Procedures</u></b>	<p><i>Registration prior to a term:</i></p> <p><b>A. Dates</b> Dates for the beginning of registration shall be determined by the Office of the Provost based upon the first day of classes for each term. Exact dates for each academic term are posted on the Registrar's website and academic calendar.</p> <p><b>B. Priority order for registration</b> The following groups of students will be allowed to register on the first and second days of official registration (and on all subsequent days):</p> <ol style="list-style-type: none"><li>1. Seniors (students with 91 or more credit hours)</li><li>2. Student Athletes</li><li>3. Students currently active in the Honors College</li><li>4. Students with disabilities.</li><li>5. PASS Program Leaders and equivalent</li></ol>

6. Other groups may be granted priority upon approval by the Office of the Provost.

After that, students will be allowed to register in the following order:

Third and fourth days of official registration (and on all subsequent days): Juniors (students with 61-90 credit hours)

Fifth day of official registration (and on all subsequent days):  
Sophomores (students with 31-60 credit hours).

Returning Freshmen (students with 0-30 credit hours) are allowed to register on the sixth business day of registration.

Priority Registration will remain limited to returning students for two weeks. After that time, the period of Open Registration begins for incoming students (those admitted who have not previously enrolled at UAH), readmitted students, and students returning from academic dismissal.

### **C. Regular Registration**

Regular registration for all terms continues until classes begin for that term. Deadlines for schedule adjustments are defined in the academic calendar.

#### *Schedule adjustments after the beginning of a term:*

After the beginning of an academic term, students seeking to change their course schedules must follow the Schedule Adjustment Process. Schedule adjustments fall into seven categories: Drop/Add, Late Addition, Credit/Audit, Withdrawal, Late Withdrawal, Retroactive Withdrawal, and Medical Withdrawal. The following definitions and procedures will govern the Schedule Adjustment Process.

#### **A. Drop/Add**

After classes have begun, students should consult with their academic advisor and other university officials for advice and approval before making any schedule changes. Students are advised to check the impact of dropping courses on things like financial aid, athletics eligibility, visa status, etc.

Through the fifth day of a ten-week or fifteen-week semester, the third day of a seven-week semester, or second day of a six-week or shorter semester, a student may Add a course through the web-



registration process, by meeting with their advisor, or by submitting a Registration/Schedule Adjustment form to the Registrar's Office.

Through the tenth day of classes for a ten- or fifteen-week semester, seventh day of a seven-week semester, fifth day of a five-week semester, or third day of a three- or four-week semester, students may Drop any or all courses from their schedule and receive a refund of tuition and fees associated with the dropped courses.

#### **B. Late Addition**

In rare circumstances a student may have a legitimate and substantial need to register, add a class or change a class section after the deadline (i.e., Last Day to Add a Class). In these instances the student must complete the Registration/Schedule Adjustment form, with recommendations (approval/non-approval) from the instructor and the chair of the department that offers the course. The Office of the Registrar will process the request once approvals are obtained.

New international students who want to register after the deadline must obtain approval from the International Student Advisor, and in the case of graduate students, the Graduate Dean. Approvals for late registration for new international students will include the respective academic units.

#### **C. Credit to Audit**

A student is permitted to change a course from credit to audit through the fourth week of a fifteen-week semester, the third week of a seven- or ten-week semester, and the second week of a five-week or shorter semester. The instructor is not required to grade any written assignments that may be submitted by an auditing student. A student who elects to audit a course may not at any point after electing to audit, change to "for-credit", i.e., graded status. Any student failing to follow established procedure for change to audit will continue to be enrolled in the class for credit and may receive a failing grade in that course.

#### **D. Withdrawal**

After the Drop/Add period a student may Withdraw from any course and receive a grade of W. The deadline for Withdrawal is the end of the tenth week of a fifteen-semester, end of the seventh-week of a ten-week session, the end of the fifth week of a seven-week

session, the end of the third week of a five-week semester, or the end of the second week of a semester shorter than five weeks.

Withdrawal is accomplished by either 1) executing a withdrawal on the registration website or 2) by submitting a Registration/Schedule Adjustment form to the Registrar's Office. No signatures or approvals are required for a Withdrawal, but students should consult with appropriate officials to determine the impact that withdrawing from a course may have on financial aid, athletics eligibility, visa status, etc.

Class non-attendance does not constitute withdrawal nor does notification to the instructor. Any student failing to follow the established procedure for withdrawal will continue to be enrolled in the class and may receive a failing grade in that course.

#### **E. Late Withdrawal**

After the Withdrawal period, a student may request a Late Withdrawal from a course under extenuating circumstances and with the approval of the dean of the college in which the student is enrolled. Avoidance of an undesirable grade does not justify withdrawal.

Students requesting a Late Withdrawal must submit the Late Withdrawal Form, along a written explanation of the extenuating circumstances and any appropriate documentation, to the Dean of Students for review. If the Dean of Students believes sufficient evidence exists to warrant a Late Withdrawal, the withdrawal request is forwarded to the Dean of the college in which the student is enrolled (minus personal documentation) for consideration.

Class non-attendance does not constitute withdrawal nor does notification to the instructor. Any student failing to follow the established procedure for withdrawal will continue to be enrolled in the class and may receive a failing grade in that course.

#### **F. Retroactive Withdrawal**

Undergraduate students may at times experience extraordinary problems during an academic semester. Within two years of having completed such a semester, a student may petition the Dean of Students to withdraw retroactively from ALL classes taken during that semester. A retroactive withdrawal is granted only under exceptional circumstances, such as extraordinary medical or

personal problems. The petition should use the Retroactive Withdrawal form, and include clear and documented evidence whenever possible. The Dean of Students verifies the documentation and forwards the petition to the Associate Provost, who approves or denies the request. If the Associate Provost grants a retroactive withdrawal, the grades for ALL courses taken during the semester in question will be changed to W's. Petitions for Retroactive Withdrawals are considered after final grades are posted. Students should be aware that retroactive withdrawals may have an impact on their ability to receive or retain financial aid and timely completion of their degree.

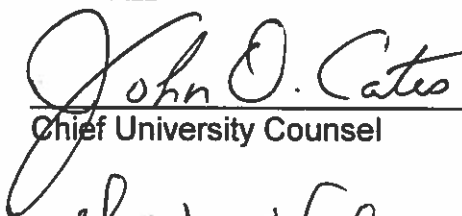
#### **G. Medical Withdrawal**


Students may at times experience medical hardships that prevent them from attending class and necessitate a withdrawal. Decisions on whether to award a Drop, Withdrawal, Refund, etc. must include sufficient documentation to justify the request. In such cases the student should contact the Dean of Students office for assistance.

#### **Review**

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

#### **Approval**

  
\_\_\_\_\_  
Chief University Counsel

  
\_\_\_\_\_  
Provost and Executive Vice President for Academic Affairs

3/12/2017

5/12/2017

#### **APPROVED:**

  
\_\_\_\_\_  
President

5/15/2017