FACULTY SENATE

MEETING #596 AGENDA
SST 103
THURSDAY, February 21, 2019
12:50 PM to 2:20 PM

Call to Order

1. **Approve Faculty Senate Meeting #595 Minutes from January 17, 2019**
2. **Accept Special FSEC Report from February 7, 2019**
3. **Accept FSEC Report from February 14, 2019**
4. **Administrative Reports**
5. **Officer and Committee Reports**
    - **Faculty Senate Handbook Chapter 8**
6. **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

FACULTY SENATE EXECUTIVE SPECIAL MEETING
February 7, 2019
12:50 P.M. ENG 117

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

Guests: Dean Greene, Dean Lane, Dean Mahalingam, Associate Provost Wren

- **Faculty Senate President Mike Banish called the meeting to order at 12:52 pm.**
- **Dean Greene**
  - Thank you for giving us the chance to be here today. Our goal is to receive input from the senate in regards to the workshops that we are hosting. Our goal is to improve retention and graduation rates. It started last year; the Provost Office initiated discussions with the faculty. The Provost really asked us to come up with something we could do within the colleges to continue the discussion. Our proposal has been summarized in the handout. The handout captures our vision for the retention workshops. There are some things that we are working with the Provost Office to advance at a university level, advising, etc. The workshop will discuss what is at the faculty level. There are three areas that we identified that faculty are really well positioned to help in. They are promoting class attendance, early notifications/feedback, and student connection with the campus. This is to come up with ideas to help connect students. Research shows that faculty is effective in this area.
    - Carmen – I find this interesting to hear. Our opportunity to advise was taken away from us. Now, you come back and want us to be involved but we can't advise. Small departments would love this, but we don't see the students. In chemistry, in large classes we can't identify chemistry majors because we can't see them. How do you expect a professor to notify students with 200 attending? We have outside obligations aside from teaching.
  - I understand all the points you are making. The goal of these sessions is to share ideas from the faculty. We specifically did this at college level. Our goal is to facilitate discussion among faculty that can share with each other things that are effective in their areas. Where we started with this was benefit from others, there isn't a silver bullet that will fix this. We are trying to set one thing in stone that will work. We need ideas for different actions. Within each of the three areas, we want faculty to identify with what would be successful.
    - Shankar – We have to keep in mind our growth. The approach we took was to promote discussion. We expect thoughts from each college and share across campus. There may be ideas that are limited to large classes. It needs to make sense to you and your class ultimately. It is just a sharing of ideas. Ultimately it's at ground level.
    - Tim – I want to mention that I appreciate these areas identified; I think they are key areas. This group the last 5-10 years has tried to work in these areas. We feel like we are swimming upstream. We aren't allowed to cap our class size and to

accommodate regardless. Not being able to cap, fights against us. I think at the macro level, anything we do will not allow us to move the needle. We have to address the macro issues too. We are told we can't cap class sizes, some have been told to not assign homework. We need change at the faculty level and at the system level.

- Mike – You are aware that chemistry is a good department in regards to retention and graduation rate. Carmen has a 100 level class. Advising was taken out of the department's years ago, against what the faculty said. We have lost 100 level classes in engineering for the departments. Some wanted this that was under resourced. Some departments wanted to keep them and were told no. To be told the faculty needs to do this, I can't interject what is happening in certain classes. You are asking faculty to do these things that are out of area. Education doesn't have 100 or 200 level classes.
- Carmen – When I was Chair, I suggested separating the classes by majors. When I came with this proposal, I felt I had asked for something that was dumb and extreme. I will speak about the issue, but some colleagues don't say anything.
- Mike – They don't want to be bothered because they are told with no with all their ideas.
- Laird – This is an opportunity for windows to open but it doesn't need to be open for a short time. Carmen isn't the only ones complaining about advising. We have a hybrid model that seems to work. This welcomes the students to talk with us and then see advising to make sure their times are working. I think the openness is temporarily here.
- Monica – We don't see out students until they are juniors in education. All the courses they take prior to us are GER's. Once they get to us, we have a flowchart and pattern. In order to be admitted into the program, they have a faculty advisor. They have to be in schools at certain times, so our courses accommodate that. Once they get to us, they stay. Some we do counsel out. Some that is too late because they are juniors.
- Lori – Nursing started to incorporate some language in 200 level courses.
- Monica – We are held by state standards and accrediting agencies.
- Lori – I am really excited because they are putting time towards making a solution.
- Dean Greene – We wanted to share this out. In the pilot session we did, at the end we wrote everything down and recorded it. We tried to get it down to key ideas. Our intent was to circulate that across campus. I think initially we were going to keep it within the college, but realized that needed to go out.
- Shankar – We are also trying to plan a catch all session for those who missed. I learned some things from the business college.
- Dean Greene – We tried to mix people together for the discussion. We had some in there that taught smaller sessions, online, hybrid. We don't have answers we are just trying to facilitate ongoing discussions. This allows a faculty member to here a new idea or share an idea. Some solutions can be too costly. We are looking for ways. Our advisors weren't in our sessions. Faculty knows our advisors and the goal wasn't to replace or change, but to compliment mentorship. Faculty mentors are still critical. Our faculty works well with our advisors. It isn't either or.
- Laird – Is it possible to set up a Google doc location for ideas and best practices? I have ideas for improving attendance and grades. I give them the opportunity to

speak and I give homework. I use these tricks. I am not saying it is best practice but I want to see what others have figured out.

- Shankar – What is the class size?
- Laird – 25 to 75.
- Shankar – We have unique ways on how people integrate attendance.
- Jeff – I will follow on Laird's comment. In regards to my time here, there is a wealth of ideas at the faculty level. It is not as though faculty doesn't confront them or want to solve them. What I see is those ideas when generated get knocked down and go nowhere at a certain level. The statement here is enlisting faculty or empower faculty. I hope the working group would take that sincerely. I would hope that advising is taken serious. We have wonderful resources, but we have no initiatives on this campus for the faculty senate locally. We don't have chat groups just for the faculty on the university. Why are we in a technologically advanced place and we ignoring that? We will help you, we are enthusiastic. I don't remember who the Dean, advising, or the President was when I was going through the school but I knew the faculty.
- Laird – Our Dean pushed us to use online training. It was a human, verbal wiki.
- Mike – If we look at our majors, CPE for example, at one class 83% was retention from 1-2 year, then the third year it was 43%. In Chemical Engineering, we know the primary class that causes our retention problem. That is a critical date point. If I look at education, they don't get them until their juniors, and retention drops. Where was the problem? If we don't know the data point, anything I do in my 200 level class or Laird in his 300/400 level class, makes no difference. Retention is not a standalone topic. For all of us, whether we have influence or not, we need to identify the bottleneck for our students. We then employ things for our students.
- Dean Greene – I think we have common ground in this. I am not disagreeing with what you are saying. There are other grounds we need to push on. When you look at the reason students leave, some can be addressed and some not. There will be some things that are out of our control individually. With these workshops, there may be things that are in our control. If we spread the energy and effort around, try new things, we can be optimistic in the outcome. We are advocating for things that are not best practices for us within the constraints we have.
- Mike – One of the tasks given to Dr. Johnson and Dr. Lioce was to go out to Chairs and Departments to see what they thought. I would suggest they still go ahead with that.
- Dean Greene – If the information gets shared back. I am not sure I understood the purpose of the survey at first. I think the idea was clarified to share ideas. I would say they complement each other. In my previous institution, we moved the needle some.
- Mike – Retention isn't a standalone issue. Some schools thought very highly of a program call Map Works. It is a ten minute survey the students take.
- Monica - The students take it when they first come in as freshman. They found that some of these questions were predictors to show what students need to be watched or what students needed plans developed. It could be used for housing, student services, and faculty. If a student puts any input in that survey, any person related was notified to help the student.
- Laird – Would it have to go through URB?
- Mike – Yes, for what we would use it for.

- Monica – Charger360 lets you flag something but who sees it?
- Mike – We are going to get a demonstration of this. The parent company is something else. Sky Factor Map Works is who makes it. The people at the workshop said it was the greatest thing.
- Dean Greene – Then on the backend you need ways to help.
- Monica – We used Charger360 but where does it go? We asked the same for this and it flags people automatically.
- Tim – I think someone needs to take a look at Charger360. I think we have to do something else to contact the student.
- Shankar – The interface wasn't very appealing.
- Dean Greene – We need a user friendly alert. It would be costly for you use the system. There are products and solutions out there but on the backside what happens? There are movements to help address that. I think Student Success Center is making strides there.
- Lori – I am really excited that you are doing this. Hopefully this will collect thoughts. Is it possible for you to zoom? It is very easy to do that and those that aren't on campus can be apart.
- Brent – Problem with zoom is some can be done but some can't be because we broke out into smaller group.
- Laird – I have never seen a list of best practices. As a researcher, I think we need to take the time to find best practices within retention and among other colleges.
- Dean Greene – I think we are looking for the sharing of ideas that our faculty have done with our students. I think we know that what works for a 30 person class may not work for a 250 class. I imagine those things exist.
- Laird – Is there someone somewhere that can look some of this up in their extra time?
- Dean Greene – We aren't trying to tell you what to do.
- Laird – As bright as we are here at UAH, we aren't the only ones with this problem. There are things we could do that would help solve these issues.
- Dean Greene – This is feasible for us to do with our faculty.
- Carmen – I agree there is not a silver bullet, but we are unique at UAH because we are engineer heavy. We have a student population that isn't very social with one another. I think community building would help our students. When you watch them they sit in their cars until class starts. We need a community. Some colleges/departments have figured that out. When I have Chemical Engineering students at senior level class they are bonded. That is something we need to create for our large population.
- Monica – The large population of autistic children is the second highest in this area. Those kids that were in K12 are now in our classes. They may be intelligent but haven't worked through their social skills. We have to adjust for those.
- David - I think the Chair level survey didn't focus on the community issue. I think it's just throwing all things at the wall. I think it is consistent engagement.
- Laird – Whatever data we get, I ask that we can see it.
- Mike – One thing that concerns me is you have said more than once that we are resource limited. I have spent the last three years looking at the budget book. I don't believe that statement at all. One thing we don't look at in terms of retention, we gain financially if our retention increases. We refuse to spend to gain that extra. We want the magic bullet without using these resources. That is pretty much the

collective opinion of the faculty. There has to be resources put into this if we are ever going to solve this. At your previous institution where you saw success, I doubt it was resource free.

- Shankar – We are making all the push we can.
- Vladimir – For me, we don't know the disease but all the symptoms. I haven't seen really the problems we have identified.
- Dean Greene – In the sessions we do address those. We do know that lack of attendance is associated with poor performance. The issue of connectedness is not new. These are things that we tried to diagnose first. There are other issues; financial comes out of the Hanover study. We aren't asking faculty to do that. Our effort was to identify some of those things. We don't know all those things. They gave us free responses to those too.
- Laird – Do we have access to that study?
- Brent – Yes, we do.
- Laird – That will help us support these ideas.
- Dean Greene – I am sympathetic to that comment. We don't know that treatment will fix that condition.
- Mike – I really want to highlight what Carmen said. We say attendance/connection. Dr. Scholz gave you a trial solution to you. I am probably one of the most frustrated here. There are solutions that have been put forward for years now, but have been washed under the rug. Retention is not a single variable. There are things that have to come together. If we don't do some of those things, it's pointless.
- Christina – Would your department be able to do that?
- Carmen – We can't do that. They are advised centrally.
- Mike – We don't see them as freshmen.
- Carmen – We connect with those students who seek us out and want to shadow with us. Those who come to me aren't the problem kids. I need to interact with the others that won't come to me. We have no access to them. As a chair, I tried to push that undergrads had to see their advisor once a semester. It failed because it wasn't conveyed.
- Christina – You have motivation to see all your students. With central advising, could there be a mechanism for those who want more direct relationship. I would like to mentor personally. If a particular department wants to do that could there be another line be added that has to be signed by that mentor.
- Tim – Our faculty proposed that same thing and it was turned down.
- Carmen – I am not blaming the advisors, they are overworked.
- Lori – That is why they put FYE's in place. Do you have FYE's in place to do that?
- Mike – I think we need to grab the data and nail down the problem.
- Laird – One area had two departments and one was high in retention and one was low. They didn't even understand their own issues. They thought the opposite of themselves.

➢ Meeting adjourned at 2:15 pm.

FACULTY SENATE EXECUTIVE MEETING
February 14, 2019
12:50 P.M. ENG 117

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

Absent: Vladimir Florinski, David Johnson

Guest: President Bob Altenkirch

Ex-Officio: Provost Christine Curtis

- Faculty Senate President Mike Banish called the meeting to order at 12:56 pm.
- **Meeting Review**
  - **Chapter 8 of the handbook approved for senate meeting agenda.**
- **Administrative Reports**
  - President Bob Altenkirch
    - The planning process on Executive Plaza is underway. A survey will be coming out soon one to students, one to faculty/staff. There will be a webpage that will show the process. They think they can have something finished by April. The sticking point will be implementation. It isn't clear how we will do that. The consultants on the planning team have proposed a different way than what we originally thought. That individual would be responsible to raise the equity. The consultants take is you lose some control. The other way is to set up essentially a corporate entity that we own and they hire a consultant that is just to raise the equity.
      - Jeff – Do we have any experience on the suggestion on setting up a corporation?
      - President – I personally have.
      - Mike – I was emailing our Council Woman about Mid City. She did ask why UAH wasn't involved. What is the relationship with us and them?
      - President – The consultant will interact with them. The land between Wynn and Mid City will eventually fold in.
      - Mike – They are already building, correct?
      - President – The planners won't propose anything that isn't assessed as financially viable or marketable. Everything around us comes into play.
      - Laird – How does potential growth of the university play into that?
      - President – Some of the land will be set aside for future growth.
      - Laird – Will it be close to the university?
      - President – I don't know. We will have to negotiate back and forth.

- The incubator is slated open in April. We have some companies lined up. We need to be careful that they aren't too big.
    - Lori – Are they applying to be in that space?
    - President – Yes, we will start to look at the documents on how they are selected.
- Morton Hall will not be ready for spring. The weather is one thing, but the rocks are the main issue. They are huge boulders. We have to hammer them out. Some will be left and exposed.
- Mike - That is unaccpetable. We were promised the building would be done. The stress on the faculty and students.
- President - There isnt anything you can do about it. It isn't physically possible.
- Provost - I heard there were structural issues also.
- Tim - Do you know if it is possible to occupy some or all of Morton before 2020?
- Provost - We looked into that. We were advised to not do that.

- Provost Christine Curtis
    - The UA System is working with international systems has selected a new insurance company to handle international travel. It is called International SOS. It is an alert system. Joy is being trained on entering time and places. It has to be documented so that we receive alerts to contact faculty if they are in danger. It also provides the opportunity to call in and receive information about any issues. We are just learning all the aspects of the services. It is a system wide insurance policy. It sounds good so far. It is for today's students and faculty. We are still working out the internal kinks to make sure that everyone who travels internationally is on the system.
        - Laird - What happens to those faculty/students with clearances? There are some that don't want to be tracked.
        - Tim - Is this a replacement to BlueCross? Is this to cover in their health?
        - Provost - No this doesn't cover.
    - We are all in different stages for hiring faculty. There has been a lot of activity. There has been a lot engaged. Thanks to Monica and the URB they finished on the TIP. Thank you for taking that on.
    - John Caites accepted all the changes on the Copyright Policy. The Academic Appeals Policy went to the system office. They had a few minor comments. It has been accepted. The Academic Misconduct Policy has gone to the VPs and awaiting their review. The Appendix B was sent to Mike this morning. Chapter 5 will be coming back with comments.
    - The VP for Student Affairs brought to my attention the Policy on Student Labor states that students cannot receive student labor after they graduate. Part of that policy has been violated. She suggested that it be changed to allow students to work on student labor after they graduate. I suggested a term, not have it open ended. The Deans felt strongly that a statement needed to state how long they can keep working. I am seeking your input. Should we allow a student to work? Or a limited time?
    - Mike - I highly support your opinion. What happens is research centers will pick up graduating students and not convert them to GRAs and pay them so they don't have to pay their tuition.
    - Provost - If they are on call that is different.
    - Mike - This is an excellent idea to stop that practice.
    - Tim - We have had students like that and were notified to terminate the student.

- Laird - Why do they need to continue?
- Provost - What typically happens is they graduate in May and work until their new job starts.
- Jeff - I am focusing on liability issues. If they are no longer students, but we show them as a student, we are facing the same situation. I require them to take a one credit course so that handles the liability issue.
- Tim - I think legally we could dodge it because we didn't have to do the background checks.
- Lori - I like them getting an extension so they can complete projects. I agree on liability.
- Jeff - We could require them to enroll in a one hour course that is specific for employments.
- Laird - Would you allow the sponsor to pay the tuition?
- Jeff - I am just trying to cover the liability.
- Carmen - That opens another door. If they can't find a job, they just keep staying on. There is a new group that comes in when they graduate. I support the labor idea to finish projects; there must be a firm end point.
- Jeff - You can say that you can only do this course once.
- Mike - I think there has been some allowance for graduating students. I think there has been a process. I think we just need to know how to do it formally. We don't want to disadvantage incoming students or graduating students.
- Monica- I had a student work on a research paper. It was accepted for her to go to a conference, but because she wasn't a student we couldn't pay.
- Mike - I think we could look at them in a specific situation.
- Provost - These are all good points. I will take with legal counsel.

- **Officer/Committee Reports**
  - Mike Banish, President
    - We had the BOTs meeting last week. It was a very nice meeting. The Presidential search is starting to get going. We are meeting the 25th of February to down select. Plans are in place for airport interviews.
    - Tim - Where was the opening publicized?
    - Lori - They sent some links with the advertisement.
    - Mike - We did submit to the search firm and they have reached out to those names.
    - Laird - Airport interviews with the 12 and then they will have campus interviews.
  - At the BOT meeting, I followed up on my job with the Science Direct Bill. We are going to get a telecom between other Presidents and Clay Ryan. He will work on this. We did also discuss the prescription pharmacy manager bill. We will probably get some traction on that also. Recently UA and UAB have switched managers. UAB said they received back money.
    - Tim - If this is the case, we may have a problem at UAH. There is a particular drug that was covered last year for $15 copay. The manager has changed the cost and the lowest generic is $1,100. The one changed for us is $2,200. This is all out of my pocket. If there are rebates, I feel like I am being discriminated. I am paying the $2,200, and different tiers are paying $65. We were told that the high deductible individuals weren't going to see this change. This isn't a transparent package. I am paying the higher amount to cover the other. I object to the fact that I have to subsidize on a personal basis.
    - Lori - I know you are subsidizing the system somewhere. I think it is fraudulent on the backend. I think it is a violation on the ethical side.

- Mike - I would like to know. I am not on the UAH health program. Was there some intentional choice on these drugs for larger kick backs?
- Christina - There isn't an advocate at UAH that looks at cases like this?
- Provost - Would it be wise to invite Todd Burre to come to the senate? I think the VP needs to be here.
- Carmen - I think he should be accompanied by Sandra Parton.
- Mike - Do you want to have a special faculty senate meeting or a regular one?
- Laird - Do you want to do that with us first or straight to the senate? We have good examples.
- Carmen - I think that would go off on several different avenues. I think they just need to come to the executive committee.
- Monica - I remembering Tim bringing this up, it was on the news this week. It is a big issue.
- Christina - Thank you for sharing this. Have you shared it with anyone else?
- Tim - Yes, I have met with Sandra, Todd, and Loreal.
- Provost - I am going to suggest if you could have multiple examples. We need several different solid examples.
- Laird - I don't know how to improve that sample size. You don't want people to reveal things.
- Christina - Do they have other cases they are dealing with?
- Tim - They said they haven't heard anything to this great.
- Christina - I think you speaking courageously helps.
- Laird - I didn't think I could go back and argue something that has already been decided. I guess we would like to hear what the process is. We need to know what UAB is using.
- Provost - My personal experience wasn't benefits, it was time.
- Laird - We will reach out to faculty members for specific anonymous examples.
- Christina - I do feel there will be some privacy issues.
- Mike - I am going to do this by paper at the senate. You will just put yes or no and let it be anonymous.
- Jeff - There are specific examples here, but there may be some other examples that just confirm several others have medicine come off the list and increase in price.
- Laird - I would suggest starting with meeting with HR in the executive and aware them of what the issue is.
- Christina - Can there be a more immediate process and it be university wide? I am sure there are staff members that are experiencing this.
- Laird - Having worked in HR, they may not be logging data. We may want to reach out to the staff senate side.

- Chapter 8 of the Faculty handbook
  - Mike -This has been out there for a while now. I think I am the only one that has suggested changes for the chapter.
    - Tim - Should this be on the senate agenda?
    - Mike - I think we should. No one commented on my changes.
    - Provost - We asked for it back by the 22nd.
    - Laird - Send the modified track change version and clean version. I read through it and didn't see any big issues. I probably should have told you that.
    - Lori - Can you send the most current version?

- Laird - We have got the new bill that Carmen and Jeff worked on. When are the nominations due for the new officers?
    - Tim - Election has to be done before the end of spring. We want to department elections first. Only current senators, ongoing senators, first time senators, or ending senators are eligible to serve. We want department ones earlier.
    - Lori - I think it should be done by the 1st of April.
    - Tim - You don't want to go to departments but you want to go to Peggy. Peggy ensures that those with multiple standings aren't double counted.
    - Lori - I have reviewed the bylaws and called the committee together. I realized there are no processes for elections.
    - Monica - I sent it to Peggy. Once we received nominations, Joy sent it or collected it.
    - Lori - Joy has helped with ballots before.
    - Tim - Governance Operations have contacted chairs to let them know who is rolling off. You contact the department and ask that you conduct elections. When all those are done, then you will do officer elections.
    - Monica - I went back and cleaned up the list.
    - Christina - Last year we assigned different committee members to departments. Each member had maybe 3-4 last year that really spread out the workload.
- Carmen - Since we were talking about policy. Christine you may remember when PAR closed, they are auctioning off lots of their pieces. Our department scrambled to see what pieces we want to bid on. First, it was yes you can do that. Then it was no followed by issues. There is no policy in place on how to deal with getting equipment by auctions. We ended up getting nothing. One issue was the university could only bid up to $15K. Other issues were warranty, electrical disconnection. We need a way that is quick and efficient to exploit these options. Something needs to be put into place to allow a department to jump on this.
    - Provost - That is another issue for Todd. You could use a credit card up to the limit procurement sets.
    - Carmen - No one said go for it. It needs to be a process that is quick.
    - Lori - There are processes in place with PCards. We have been cleaning out our departments and we have old hard drives. I send it out for surplus and they just dump it. Is there anything we can do so that it can be resourced out to schools?
    - Jeff - If it has a UAH tag, you have to go through the formal process. I think the connection for the outside community is missing.
    - Mike - If they are going into the dumpster that can be an environmental issue.
- Tim Newman, Parliamentarian
    - No report.
- Christina Carmen, Ombudsperson
    - No report.
- Gang Wang, Undergraduate Curriculum Committee Chair
    - We are reviewing 50 requests forms.
- Jeff Weimer, Finance & Resources Committee Chair
    - We met and we have taken the 56 proposals that were submitted. It appears that we will have 35 or so to fund. We have made the first cut on the ones to remove. I anticipate at faculty senate next week this will be finalized.
    - Mike - The student wanted me to come speak with them and I gave full credit for RCEU.
    - Carmen - Have you coordinated with Honors Program?

- Mike - Motion to extend five minutes. Tim seconds. Ayes carry.
- Monica Dillihunt, Undergraduate Scholastic Affairs Committee Chair
  - No report.
- Lori - Chancellor Hayes wife is coming to speak on March 5th on the opiod crisis.

- Approve agenda for Faculty Senate Meeting
  - Add Chapter 8.
  - Mike – Motion to approve. Tim seconds. Ayes carry.
- Meeting adjourned at 2:30 pm.

FACULTY SENATE MEETING
January 17, 2019
12:50 P.M. SST 103

Present: ***Chris Allport, Milton Shen, Sophia Marinova, Laird Burns, Kevin Bao, Amy Guerin, Joe Conway, David Johnson, Andrei Gandila, Deborah Heikes, Shuang Zhao, Mike Banish, Yu Lei, Meong-Moo Yoo, Earl Wells, Gabe Xu, Gang Wang, Christina Carmen, Francis Wessling, Elizabeth Barnby, Ron Bolen, Lori Lioce, Carmen Scholz, Jeff Weimer, Tim Newman, Seyed Sadeghi, Vladimir Florinski, Paul Whitehead, Ron Schwertfeger, Harry Delugach***

Absent with Proxy: Dilcu Barnes, Holly Jones, Carolyn Sanders, Sherri Messimer, Angela Hollingsworth, Jennifer Palmer, Katherine Morrison, Robert Griffin, Robert McFeeters, Monica Dillihunt

Absent without Proxy: Jeff Neuschatz, Christina Steidl, Kirolos Harleem, Eric Mendenhall, Thomas Sever, Shangbing Ai

Ex-Officio: Provost Christine Curtis

- Faculty Senate President Mike Banish called the meeting to order at 12:52 pm.
- **Meeting Review:**
  - **Bill 429 passed second and third reading.**
  - **Determination of Copyrights Policy passed.**
- **Approve FS minutes from January.**
  - **Tim – We should add bullets to show that the FS minutes and FSEC are approved from last meeting. All in favor. Ayes carry. 1 abstains.**
- **Accept FSEC Report. Laird moves. Tim seconds. All in favor. Ayes carry.**
- As you know, Dr. Nash could not make it today. There was a horrific accident south of Birmingham. We have already rescheduled for the 28th of March.
- **Administrative Reports:**
  - Provost Christine Curtis
    - The President is talking with Senator Ore this afternoon. He asked me to update you on Executive Plaza. The planners have been on campus the last two days. They are starting the planning. He mentioned to me about putting in a bridge over Sparkman to allow ease of access across campus. Since there is a rise near Beville Center, they are looking at the elevation and see if it is doable. There are a lot of decisions to made, and input to be received. They will be sending out surveys to the campus, and notices of town meetings. If you are interested in the plaza and its development, I encourage you to answer surveys and meetings. We want to get some revenue from this also. This could be an opportunity for upper classman/graduate housing. We could use the space for some of our programs. They are looking at demolishing some of the buildings. Some are in a horrible

shape. We are losing money because we have to have security due to theft. The buildings not occupied will be demolished.

- Right now, there has been discussion ongoing about Cyber Security and Technology School for grades 7-12. They will start housing students in a year or two. The plan is to use Beville Center for a year or two. They will then build a building on a separate campus from ours.
- The I2C building between Wilson and Business building will be finished sometime this spring. They are a bit delayed because of the rain. It is already connected to the business building. The classrooms that were merged are in use. There are about a half of dozen or more entities that will be moving from Executive Plaza to I2C.
- The URB met and will be going through 24 files. They will be working on lecture promotions. Several years ago we established the policy for lecturers. We are going through the first promotional process. In the future, they will be simultaneous with tenure and promotion. We decided it would be and more reasonable to spread it out some the first year. The files will be completed March 15th. I will send them out April 15th.
- The faculty hiring is moving forward. Every college is working diligently. Thank you all for your efforts on the search committee. I commend you for seeking excellent candidates and a diverse pool.
    - Carmen – How many new hires do we expect?
    - Provost – Probably around 15, I would have to count them up.
- The Academic Misconduct Policy will be coming your way soon. We have worked on it within the Provost Office. We sent this out to Deans/Associate Deans. We thought their input would be valuable. You will receive it along with SGA and Staff Senate. I hope that it will be done by the end of this semester and in place for fall. It goes through Student Affairs currently. They do their very best in being fair, but in Academic Affairs, we know our values.
- Last time we talked about the reception at commencement. Peggy Bower had also decided independently that it would be a good idea. She is making arrangements for another room for this coming commencement. We are working also to make that a continuing thing.
- We have all been working with Canvas for about four years now. Most faculty has complied in posting their syllabus and grades on Canvas. I am asking now that you post your syllabus, grades, and assignments. The students are coming in use to using learning management systems. They need it active in every course.
- There are eight large classrooms in Morton plus some in the addition. We have to get through fall. I am asking the Deans/Associate Deans to schedule more throughout the day. For whatever reason, 9:40 and 1:00 are the two most desired hours of the day. We are going to have to use the whole day. With the projections for enrollment, we won't fit everyone in. Next Wednesday, the Associate Deans and Associate Provost are going to work through the schedule and try to spread it out. I extend my thanks for doing this because it is necessary. The exact classroom you will be in for fall, you won't know until right before it starts. We allow students to be admitted until the very start of class and register to that point.
    - Mike – I am going to recommend that you have some from Undergraduate or Finance committee to come to that meeting.
    - Provost – Anyone is welcome.

- The Budget and Planning Advisory Council has scheduled their first meeting. It is February 5th from 2-4. The President set up that group.
- The President is also working on setting up the Indirect Cost Recovery task force.
    - Jeff – You mentioned the I2C opening in the spring. Will there be a welcome tour of the facilities?
    - Provost - I would assume so. There was for the residence hall. I am sure there will be a ribbon cutting.
    - Tim – I would ask the President, but he isn't here. A colleague asked me to bring up the new health plan. The pharmacy may submit the claim and insurance will say you haven't met the deductible. They make you pay out of pocket, so you aren't working to meet your deductible.
    - Provost – I will make the President aware of it. If the colleague would contact Sandra Parton in HR, that would make a statement.
    - Harry – Did I hear the unoccupied parts of the Executive Plaza will demolished? Where I2C is housed there now, will it be demolished?
    - Provost – I don't know for sure.

- **Officer/Committee Reports:**
    - Christina Carmen, Ombudsperson
        - No report.
    - Gang Wang, Undergraduate Curriculum Committee Chair
        - No report.
    - Laird Burns, President-Elect
        - I had a chance to meet with the President and Provost on the progress of the faculty handbook. We will be revising a response to those. If you have budget issues, please let Jeff or Mike know. As we are growing, what are we doing with our money? How do we allocate our priorities? Please share your thoughts.
        - Mike – I will try to finish something up with the budget numbers.
    - Tim Newman, Parliamentarian
        - No report.
    - Jeff Weimer, Finance and Resources Committee Chair
        - We have 56 RCEU proposals. They have been divided and sent out for review. I want to thank the F&R committee members who were at the meeting. We hope within the next two weeks to meet again.
    - Mike – Dr. Curtis, would you send the telecommunications policy to Dr. Burns.
        - Provost – The telecommunications manual has been revised since going to VoIP. I want to make an interim policy. It has useful information about VoIP.
        - Carmen – Whoever works with the telephone system, could you please push the issue that the telemarketer calls could be screened out?
        - Provost – I doubt if they can do much, but I will ask.
    - Carmen Scholz, Past President
        - No report.
        - Mike – Historically, we have had issues getting RCEU students paid, are you working on that still?
        - Carmen – I was told that the Provost had a small group working on that issue.
    - Vladimir Florinksi, Personnel Committee Chair
        - We are reviewing the survey for the five year renewal for the library.
    - David Johnson, Faculty and Student Development Committee Chair

        - No report.
    - Lori Lioce, Governance and Operations Committee Chair
        - No report.
        - Mike – To remind you that Dr. Lioce will be starting to work on new faculty senator member elections.
    - Mike – I asked Dr. Nash for an update on the Chancellor search. The committee, which is just the BOT, has identified several candidates from a wide area and backgrounds. The Presidential search for UAH, we plan to meet on the 25th of February. I have been communicating with the search firm and asked her to reach out to some people asking them to apply.
        - Carmen – It seems the process takes longer than before. The road map I was told, we would get the Chancellor and then hire the President. Are we deviating from that? We are waiting for the Chancellor first?
        - Mike – The memo came out late December/early January. The Chancellor would be in place March/April. I would imagine we would go through the first round of resumes in February. Then we will start airport interviews. These occur over the process of a week. I would say we would be lucky to have a President by first of May or June.
        - David – Have you confirmed the date we are meeting with Jason Green?
        - Mike – No, remind me.
    - Mike - I would like a motion to introduce Bill 429. Laird moves. Tim seconds.
        - Mike – One of the problems with the healthcare system is that 15-20 years ago stock exchanges got in trouble for getting kickbacks for pushing certain stocks. These kickbacks were hidden. There has been some reports in the newspaper that a lot of these pharmacy benefit management companies are getting paid by drug manufacturers to put their drug in the portfolio. This allows them to get paid rather them evaluating the effectiveness of the cost. This causes impacts on us. It seems as you change providers, the drugs available to us suddenly change by orders of magnitude. The point of the bill is to ask the President and BOT to please clarify whether our pharmacy management companies are getting kickbacks.
            - Harry – Do we have any evidence before this bill that this particular company has engaged in these practices?
            - Mike – I think their name was listed.
            - Harry – I would like to make a friendly amendment to change the word "kickback". No company will ever admit to that.
            - Mike - Second to that amendment. Jeff seconds. Ayes carry. 3 opposed. 1 abstains. Motion carries and we will take out "kickbacks".
            - Laird – I motion that it is changed to "other monetary or non monetary benefits".
            - Mike – Is there a second? Carmen seconds. All in favor. 1 abstains.
            - Jeff – I have never liked "etc." that means anything in a document. I might propose that if we didn't cover what we wanted, take that out.
            - Liard –I second that.
            - Mike – All in favor. Ayes carry. 1 opposes.
            - Tim – The CEO has admitted publicly that they accept for drug flow. We have a new manager. Nationwide the question is why are my drugs changing? The reason for the word "etc" to be there is there is a process

that lacks transparency. There seems to be an effort to disguise how the incentives are coming. This word is used to close the loopholes. I voted no because it needs a catch all phrase. If we want this to be consumer oriented health system, we need more transparency.

- Harry – I agree with the sentiments of Tim. Either they want to be transparent, or they won't. They will find another loophole.
- Member – From a language standpoint, I thought we took out the kickback.
- Laird – Etc doesn't mean anything in contract law.
- Jeff – Is it possible to put the language there that we are voting on?
- Mike – I can make those changes.
- Mike – All those in favor of Bill 429. Ayes carry. Bill passes second and third reading.

- Determination of Copyrights:
  - Mike – There is still some heartburn on a particular sentence. My opinion was to put that negotiations have been reasonably scheduled and documented.
  - Laird – I am wondering if we can avoid the whole conversation about scheduling. If we change "negotiated terms will be agreed upon (name of form)".
  - Tim – If there is no form, then there is no signed agreement.
  - Jeff – That still leaves open when you say negotiations have occurred.
  - Laird – If the Dean assigns someone to do something, it should be documented on a signed form. If the faculty member doesn't agree, the work isn't done.
  - David – That is the problem. Negotiations in good faith, but lawyers wouldn't like that term. We can schedule negotiations but nothing really happens.
  - Jeff – Can I ask the Provost a question? How hard are the legal offices going to be on this sentence? If negotiations do not occur, after the responsible party initiated it, may be an option.
  - Provost – I think they would take that.
  - Jeff – I motion, "if negotiations do not occur after being initiated by the responsible parties".
  - Laird – I would say that the negotiations are put into writing. So it covers the Dean in saying I did initiate.
  - Tim – I don't think this wording captures what we are trying to do.
  - Jeff – Do we want to put a time frame on when the negotiations would occur?
  - Mike – The effort cannot begin until the end of negotiations.
  - Jeff – There are two parts to this. There is a part of setting the time, also setting a specific time. This could be handled by listing a specific time metric.
  - Laird – When does the clock starts?
  - Jeff – When the negotiations are initiated.
  - Carmen – I appreciate what you are saying, Laird. I have a problem bringing corporate lingo into academics. This is not a business world. We have a total different motivation to do something. I don't want corporatization drug into this.
  - Laird – It is contract law, not corporations. If you are negotiating, you are negotiating a contract. I will negotiate before it starts. I am trying to help other faculty members.
  - Mike – Somebody has asked a faculty member to do something, and you received time to do that. We would make the assumption that at that point in time, the faculty member should be owed a certain percentage of that work. This defaults to

the position the faculty doesn't own any of that work. You could put in there that the copyright would be jointly owned.

- Tim – The language in three in close to one the changes need to be made there as well.
- Mike – Anyone in favor of the language stating the material is jointly owned?
- Member – As it stands, there is no motivation for the Dean to do any negotiations.
- Mike – "The copyright shall be jointly owned by the University and the authors, and the". I think we have hashed this out. I would like to put forth a motion that the language modified here is the language submitted back. Member motions. Jeff seconds. All in favor. Ayes carry. 2 abstain.
- Mike – All those in favor of amended copyright policy. Ayes carry. 3 abstain.

- Motion to adjourn at 1:58.

CHAPTER 8

8. INSTRUCTIONAL AND STUDENT POLICIES

8.1. Curriculum

8.1.1. University Catalogs

Course descriptions and degree requirements are specified in the undergraduate and graduate catalogs, which are published annually online. Instructors should be familiar with the catalog descriptions and prerequisites for the courses they are teaching.

8.1.2. Course Numbering System

Range of Numbers Level of Course

001-099 Noncredit
100-199 Freshman
200-299 Sophomore
300-399 Junior (upper level)
400-499 Senior (upper level)
500-599 Graduate credit, with undergraduate credit awarded in some departments
600-699 Graduate
700-above Graduate, Ph.D. level

8.1.3. Changes in Catalog

A change that originates in an academic department or program that involves undergraduate programs and that affects catalog copy will become effective and may be implemented only when the following procedure has been completed: the proposed change has been recommended by the academic department or program, reviewed and approved by the department chair, reviewed and recommended by the college curriculum committee, reviewed and approved the dean of the college, reviewed and recommended by the Faculty Senate Undergraduate Curriculum Committee, and approved by the Provost. Changes affecting the graduate program originate in an academic department or program and are reviewed and approved by the department chair. Such changes are reviewed by the college curriculum committee which forwards its recommendations to the dean of the college, who reviews and approves the changes. The dean of the college forwards the changes to the Graduate School Dean who refers the changes to the Graduate Council, The Graduate Council reviews the changes and gives its recommendations to the Graduate School Dean who reviews, approves, and forwards the recommendations to the Provost for review and approval.

Changes that do not originate within an academic department or program but that do affect undergraduate degree requirements can be proposed to the Undergraduate Curriculum Committee of the Faculty Senate for its review and recommendation and then to the Provost for approval.

8.1.4. Changes in Curriculum

Proposals for undergraduate curriculum changes or new undergraduate programs are initiated in the department or program and approved by the department chair. The proposals are reviewed and approved by the college curriculum committee and college dean, then forwarded to the provost with recommendations. Proposals then are referred to the Undergraduate Curriculum Committee of the Faculty Senate for review and recommendations. The Undergraduate Curriculum Committee submits its recommendations to the Provost for approval. Proposals for graduate curriculum changes or new graduate programs are initiated in the department or program and approved by the department chair. The proposals are reviewed by the college curriculum committee and college dean and then forwarded to the Graduate School Dean for consideration by the Graduate Council. The Graduate Council reviews and makes recommendations regarding the proposals to the Graduate School Dean. The Graduate School Dean reviews the proposals, approves, and makes recommendations to the Provost. The Provost should be notified if a proposal for a new program, degree, concentration or certificate is being contemplated. All curriculum changes are approved by the Provost.

8.1.5. Exceptions to Academic Requirements

For specific general education requirements identified with academic departments (e.g., English composition, world history, mathematics, foreign language), refer to the chair of the department responsible for required courses that are involved (e.g., English composition to English Department, world history to History Department).

For requirements that are less well-specified or involve combinations of disciplines (e.g., mathematics/science, social sciences, mixed language options), refer recommendations of the student's advisor (and/or department chair) to the appropriate dean. For an exception to be granted, all the deans of colleges involved must concur with the recommendation of the student's advisor and/or department chair.

For exceptions to University-wide regulations applicable to all students such as residence requirements, 30 percent upper-level rule, total hours, grade-point average, etc., recommendations must be made by the chair of the student's major department or college for non-departmentalized colleges, concurred with by the dean of the college, and approved by the Provost.

8.2. Classes

8.2.1. Scheduling of Classes

A timetable of classes for fall and spring semesters is made available prior to early registration. Schedule timetables typically include the time, room assignment, and instructor for each course. The schedule for each department or program is prepared by the chair or coordinator and forwarded to the dean of the college to allow for resolution of class conflicts between departments. The timetable is then reviewed in the Office of Provost to resolve scheduling problems among colleges, to assure scheduling patterns convenient to students, and to spread classes appropriately across the day and the week. Deviations from the published schedule (additions, deletions, time changes, etc.) are recommended by the chair or coordinator, with approval of the dean, and notice to the Provost.

8.2.2. Academic Advising

Faculty members may be expected to perform advising duties at registration and throughout the academic year. Faculty advising assignments are made by the department or program chair.

Faculty members who serve as academic advisors should be familiar with current University requirements and policies. Basic information can be found in the University catalog.

8.2.3. Faculty Class Attendance

Faculty members are expected to conduct each of their classes as scheduled. Faculty members are required to notify the department chair before missing scheduled classes, in advance, where practicable. Faculty members are expected to make prior arrangements for the conduct of a missed class if possible. Classroom work missed because of a faculty member's absence has to be made up as soon as possible and in the manner deemed most appropriate by the instructor in consultation with the chair or coordinator. Faculty members are encouraged to make full use of the learning management system to provide students instructional material, class assignments, supplemental learning material, etc. to continue the teaching and learning process while the faculty member is absent or when the University is closed because of unforeseen circumstances. Planned cancellation of classes requires the prior written approval of the department chair and dean (for non-departmentalized colleges).

8.2.4. Student Class Attendance

The University does not have a mandatory attendance policy. Students are responsible for all work missed when absent, and no makeup work should be given unless the student provides an acceptable excuse to the instructor. An instructor may impose an attendance requirement, especially if a significant portion of the course depends on class participation. If imposed, such an attendance policy must be included in the course syllabus.

8.2.5 Missed Classes for Official University Activities

Students who participate in official University sanctioned student activities (such as Higher Education Day, music tours, student design competitions, intercollegiate athletic competitions, and other similar extracurricular activities), must be allowed to make up, without penalty, any work missed as the result of participating in these activities. It is the responsibility of the student to present to his or her instructors notice and verification of authorized participation in such activities and to make arrangements, no later than one week in advance, to complete any work that will be missed. Individual instructors retain the authority to determine how students in their classes will avoid academic penalties for the resulting absences.

Only activities approved by the Office of the Provost will be considered to be official University sanctioned activities. Any activity that is not expressly approved by the Office of the Provost will not be considered a University sanctioned activity. Faculty or University employees in charge of such activities shall file, with the Office of the Provost, a list of students and the dates they request the students be exempted from class. Athletic practice sessions and other practices, which are sometimes scheduled at the same time as a course that a student must take, are not officially sanctioned. Deans, department chairs, directors and faculty may check any names against the list by contacting the Office of the Provost.

8.2.6.Schedule Adjustments

After the beginning of an academic term, students seeking to change their course schedules must follow the Schedule Adjustment Process. Schedule adjustments fall into six categories: Drop/Add, Late Addition, Credit/Audit, Withdrawal, Late Withdrawal, and Retroactive Withdrawal. The definitions and procedures that govern the Schedule Adjustment Process are given Policy 02.01.13 Registration and Schedule Adjustments. In some cases, the instructor’s and chair’s approval is required such as changing a class section after the sixth day of class for regular

semesters and shorter times for shorter terms and approval for a student to add a class section after the deadline for the given term, which also needs approval from the Office of the Provost. When graduate students are involved, the Graduate School Dean must also approve late class additions. 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 School Dean. Approvals for late registration for new international students will include the respective academic units.

8.2. 7. Syllabi

During the first week of a class, the instructor must provide each student with a written outline of the administrative information for the course. Such an outline should include: goals/objectives of the course, course content, text or other materials required or recommended, methods of evaluation (including values of each assignment and mechanisms for determining final course grades), any modifications of student code of conduct, a statement that the University follows the standards of the Americans with Disabilities Act Amendments Act (ADAAA, 2008) and the Association for Higher Education and Disabilities (AHEAD) and fully supports providing access to all students with documented disabilities, faculty office location and scheduled office hours and location. For the student code of conduct, consult the *Student Handbook* (http://www.uah.edu/dos/student-conduct/handbook). Syllabi for all courses are required to be posted on the UAH learning management system.

8.2. 8. Office Hours

A faculty member is expected to maintain office hours in order to be available to students, other faculty members, and administrative officers at regular places and times. A regular schedule of office hours and electronic availability (email, discussion boards, chat rooms, etc.) should be established for each course taught and the times known to students, advisees, and the departmental office. Office hours should be posted in the departmental office and outside the faculty office.

Faculty should consult with the department chair, program coordinator, or dean for building use policy and availability of keys, locks, lights, office equipment and off-hours heating and cooling.

8.2.9. Copyrighted Materials

The University's policy on copyrighted materials is given in Appendix H of the UAH Faculty Handbook and as 02.01.68. Determination of Rights in Copyrightable Materials Policy. The bookstore will assist faculty members in securing copyright clearance for classroom materials to be included in course packs. Questions regarding the Copyright Policy should be directed to the Office of the Provost.

8.2.10. Field Trips

Certain courses lend themselves to field trips for demonstration purposes. In general, such trips are permissible if they do not interfere with attendance in other classes. The proposed trip must be cleared with the department chair (or equivalent) and the dean of the college. Travel authorizations must be submitted and approved by the department chair and dean for all individuals who are involved in the field trip. For assistance regarding the need for signed releases for participating students, contact the College's Dean's Office or the Office of the Provost. Such contact should be made as soon as possible to facilitate timely preparation and completion of releases, if required. All due caution should be taken on such trips to safeguard the students. If car pools are used for transportation, they should be required to return to the campus at the completion of the trip.

8.3. Grading Policies and Examinations

8.3.1. Grading System

The grading system at UAH includes grades of (A, B, C, D, F, I, X, W, S, U, P, AU, and N). Instructors have the option of augmenting the course grades of A, B, C, and D with the symbols "+" and "-" signifying, respectively, high and low achievement within the assigned letter grade. These augmented letter grades become part of the student's permanent record and appear on transcripts, but augmentation of a letter grade does not affect its value for the purposes of GPA computation. Faculty should be aware that many graduate schools and professional schools recalculate the student's GPA to include +/- grades which can impact the student's competitiveness. Course grades should be posted for each course in the learning management system so that the students have access to their grades during the semester.

A Superior achievement: Four quality points given per semester hour.

B Above average achievement: Three quality points given per semester hour.

C Average achievement: Two quality points given per semester hour.

D Passing work: One quality point given per semester hour.

F Failing work: No credit given; no quality points assigned.

I Incomplete: Assigned by the instructor when a student, because of extenuating circumstances, has not satisfied a course requirement. The deadline for a student to remedy a grade I is the last day of class of the next term enrolled or one calendar year from the date of the grade, whichever occurs first. If the grade of I is on a student's record past the deadline or at the time of graduation, it is treated as an F.

X Excused absence from Examination: Assigned by the instructor when a student completes all course requirements except the final examination. This grade becomes an F unless the examination is completed by the time of the announced deferred examination date given on the University's Academic Calendar at the beginning of the semester of the next regular enrollment of the student of the last day of the next term enrolled whichever occurs first. If the grade is of X is on a student's record at the time of graduation, it is treated as an F.

W Withdrawal. Recorded by the Office of the Registrar when a student withdraws from a course.

S Satisfactory work: Applicable to noncredit courses and to some specified credit courses. Will not be counted in the GPA.

U Unsatisfactory work: Applicable to noncredit courses and to some specified credit courses. It will be counted as an F and computed in the GPA for undergraduates, but not graduate students.

P Passing work: Assigned in some courses. See Pass-Fail Option in the Catalog.

AU Audit: No credit given; no quality points assigned.

N No grade: Assigned by the Office of Student Records when a grade is not reported by the instructor.

8.3.2 Mid-term Grades

Faculty teaching freshman and sophomore level courses (except Co-operative Education) are required to report on student progress at mid-semester. Mid-term grading is accomplished via the Banner system. The Registrar turns on the mid-term grading system about the fifth week of class and asks instructors to enter grades by the seventh week of the regular semester. (Instructors should assign and evaluate a sufficient amount of class work early enough to provide meaningful reports). Reports are electronically distributed to students and to the student's advising office after the seventh week of class. For maximum benefit to students, faculty should schedule adequate exams and assignments well in advance of the mid-semester reports.

8.3.2. Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the confidentiality of student educational records. To implement this law, the University has formulated and adopted a written institutional policy governing the handling of these records. A student's privacy interest in his or her records is further protected by FERPA against unauthorized disclosure. The University may not, without the student's written consent, release educational records or any personally identifiable information contained in them to other individuals or agencies. Disclosure to the following parties, however, is specifically excepted by the Privacy Act from this rule: (a) administrative and academic personnel within an institution who have a legitimate educational interest; (b) officials of institutions in which the student seeks to enroll; (c) persons or organizations to whom the student is applying for financial aid; (d) accrediting agencies; (e) organizations conducting studies relating to tests, student-aid programs or instruction; (f) certain federal and state government officials; (g) any person where the disclosure is required for compliance with a judicial order or proper subpoena; (h) appropriate persons where a health or safety emergency affecting the student exists; and (i) parents of a dependent student if dependency is proven. As to some of these parties, additional conditions must be met in order for the disclosure to be allowable in the absence of a written consent from the student. Personally identifiable information will be transmitted by the University to a third party only on the condition that the recipient not permit any other party to have access to it without the student's consent. The University may release directory information to others without the necessity of obtaining permission from the student. For a description of what constitutes directory information, see the *Student Handbook* (http://www.uah.edu/dos/student-conduct/handbook). Questions about the Family Educational Rights and Privacy Act should be directed to the appropriate dean or to the Office of the Provost.

8.3.3. Students with Disabilities

Under the Americans with Disabilities Act, the Americans with Disabilities Amendments Act, and Section 504 of the Rehabilitation Act of 1973, the University must provide reasonable academic accommodations for qualified students with disabilities. Any student who has a documented condition that substantially limits his or her learning activities can request coordination of appropriate academic support services through the University's Disability Support Services

(DSS) office. The function of DSS is to collaborate with students, faculty, and staff to ensure appropriate services are provided to students registered with the DSS office. If a student self-identifies to a member of the campus community, the student must be given a referral to DSS.

The University relies on faculty to provide access to all of its programs and activities to students with disabilities. As members of the campus community, faculty members are required to adhere to relevant disability laws. The University accepts only those students who are qualified for admission regardless of their disabilities. Accommodations are provided for eligible students in order to provide equitable access so that students with disabilities have an equal opportunity to succeed in their academic pursuits. Students must register with the DSS Office and provide appropriate medical documentation of disability to be eligible for services. Faculty members are not legally allowed to ask students if they have a disability. For those students registered with the DSS office, faculty are not legally allowed to ask about the nature of the disability. If students choose to disclose their disability, this information should be treated confidentially.

Instructors are to announce procedures for arranging academic accommodations at the beginning of each semester and include the information in the course syllabus. DSS is available to provide consultations via email or phone to any faculty member. The “Information for Faculty” section of the DSS website has been developed to support faculty as they work with students with disabilities https://www.uah.edu/dss/faculty-resources/faculty-guidelines (Questions about compliance to policies related to students with disabilities should be directed to the Disability Support Services Office.)

8.3.4. Make-up Exams

Students who are unable to take announced quizzes and examinations because of illness or extenuating circumstances should report to their instructor. The faculty member may require verification of the illness or extenuating circumstance before administering a make-up examination. Absences from a scheduled final examination without prior arrangement with the course instructor (except in extenuating circumstances) will be classified unexcused, and a failing grade may be assigned. An X is to be assigned as a temporary grade in a course in which the student has an excused absence from a final exam. If the faculty member does not wish personally to conduct the makeup of the final examination, he or she should contact Instructional Testing Services and provide a copy of the makeup final examination which will be administered by that office. The date of the makeup exam is normally the first Saturday following the beginning of the next semester/term or summer term and is noted as the Deferred Exam Date on the official calendar.

8.3.5. Final Exam Policy

The University expects each faculty member to give a final examination unless the nature of a particular course precludes the administering of a final examination. The semester/term calendars distributed specifies the schedule of final exams. For fall and spring regular semesters, there is a separate final exam date. For shorter terms (e.g., 5 or 7 week semesters) the final exam date is the last day of class. Any change to the final exam schedule must be approved in writing and in advance (where practical) by the department chair. If changes are approved, the department chair will notify the Office of the Registrar of the schedule change.

Students have the right to review their final examinations with faculty members. For this reason, final examination papers must be kept on file for one calendar year. Continuing full-time faculty and graduate teaching assistants may keep these papers in their offices. Part-time faculty should turn in exam papers to the departmental office. In addition to the final examination, other examinations are administered and outside work assigned in a manner deemed appropriate by

the instructor. Sufficient work should be assigned and evaluated prior to midterm to permit students to assess clearly their progress in the course.

8.3.6. Final Exam Rescheduling for Students

Any student whose final examination schedule is such that he or she is scheduled to take three or more examinations during a single day has the right to have one examination, typically the middle one, rescheduled. The date and time of the rescheduled examination must be by mutual agreement between the student and the affected faculty member and must be agreed upon by the end of the thirteenth week of classes. It is the student's responsibility to notify his or her instructor of the conflict, and it is the instructor's responsibility to verify that the conflict actually exists. If a student is scheduled to take four examinations during a single day, then the same procedure applies except that the student then has to right to have both the second and the third examinations rescheduled.

8.3.7. Reporting of Grades

Final grades are filed electronically by faculty members or designee, as required by FERPA. Faculty must meet the grade report deadline, which is posted in the semester/term academic calendar. Faculty are required to submit mid-term grades for 100-and 200-level courses in the current Banner grading system.

8.3.8. Changing of Grades

A student who believes the grade received in a course is inaccurate is permitted to request a change of course grade by utilizing the Academic Appeals process (Policy 02.01.12). Appeals of grades must be submitted within 30 days of the completion of the semester/term in which the course in question was offered. As a rule, grades may be changed only by submission by the instructor of a Change of Grade form containing a written explanation of the error. Grade changes for X or I to a letter grade are also submitted on a Change of Grade Form. The Change of Grade form must be approved by the chair of the department or equivalent and received in the Office of the Registrar no later than two semesters from the date the original grade was assigned.

The Academic Appeals Policy 02.01.12 establishes a consistent procedure for graduate and undergraduate academic appeals. An academic appeal may be filed by a student against University personnel including instructional personnel, administrators, or staff members at the University. Resolution of a student’s appeals, unless otherwise specified, shall begin with the University official whose decision is being appealed. If the problem cannot be resolved at this level, the matter may be pursued through the appropriate administrative chain. Appeals related to course grades must be filed within 30 days of the end of the semester/term in which the grade was earned.

Appeals of a final course grade or other final comprehensive evaluations must be based upon one or more of the following:

1. Arithmetic or clerical error.
2. The course grade was assigned on a basis other than performance in the course.
3. The instructor used standards that were different from those allowed for other students in the same class, or different from those allowed in departmental/college/school policies if specific departmental/college/school grading policies exist.
4. Changes in course requirements or grading components as defined in the course syllabus.
5. A substantial or unannounced departure from the instructor’s previously articulated standards was used in assigning the grade.

8.3.9. Public Posting of Grades

Instructors are neither required nor encouraged to post grades publicly. If they choose to do so, FERPA guidelines must be followed.

8.3.10.Class Records

Faculty members must maintain grade records for one year after the completion of a course. Faculty members are encouraged to keep multiple copies of grades in separate locations during a term, and to double check final grades once they are entered and submitted in Banner. Upon termination of services with the university, the faculty member is to turn in grade records to the department chair or program coordinator, who maintains such records in accordance with institutional policy and the federal Family Educational Rights and Privacy Act (FERPA).

8.4. Policy Formation

The University must preserve the primacy of shared academic governance in planning, development, and implementation of policies. Faculty should have input into departmental and institutional priorities as well as the institutional mission. The faculty, subject to review and approval by the Provost, President and Board of Trustees, has responsibility for the conduct of faculty affairs, curriculum planning, and scholarly activities.