

# FACULTY SENATE

## MEETING #607 AGENDA

### CTC Exhibit Hall

### THURSDAY, September 24, 2020

### 12:50 PM to 2:20 PM

#### Call to Order

1. Approve Faculty Senate Meeting #606 Minutes from August 27, 2020
2. Accept FSEC Report from September 10, 2020
3. Administrative Reports

#### 4. Officer and Committee Reports

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<ul style="list-style-type: none"><li>• President Tim Newman</li><li>• President-Elect Carmen Scholz</li><li>• Past-President Laird Burns</li><li>• Parliamentarian</li><li>• Ombudsperson Officer Carolyn Sanders</li><li>• Governance and Operations Committee Chair Kader Frendi</li></ul>	<ul style="list-style-type: none"><li>• Undergraduate Curriculum Committee Chair:<ul style="list-style-type: none"><li>• Azita Amiri 8/20;10/20;12/20;2/21;4/21;6/21;8/21</li><li>• Paul Whitehead 9/20;11/20;1/21;3/21;5/21;7/21</li></ul></li><li>• Finance and Resources Committee Chair Jeff Weimer</li><li>• Undergraduate Scholastic Affairs Committee Chair</li><li>• Faculty and Student Development Committee Chair Kwaku Gyasi</li><li>• Personnel Committee Chair Mike Banish</li></ul>
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- Bill 451 : Technological Methods (Bylaws)
- Bill 452 : Modification of Academic Misconduct Policy
- Bill 447 : Chapter 7 Handbook
- Online Course Policy
- Communicable Disease Policy
- Electronic Signature Policy
- Bill 439 : Bylaws

#### 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)

# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

## ELECTRONIC SIGNATURES

<b><u>Number</u></b>	02.02.XX
<b><u>Division</u></b>	Office of Information Technology (OIT)
<b><u>Date</u></b>	September 2019
<b><u>Purpose</u></b>	The purpose of this policy is to establish proper user practices for electronic signatures.
<b><u>Policy</u></b>	Federal and state law recognizes that an electronic signature has legal effect and is enforceable. To increase the efficiency of transactions that require approval or authorization by signature, the University supports the use of electronic signatures as long as their use meets legal and security requirements.

This policy governs all uses of electronic signatures when conducting business on behalf of the University, including all business units and affiliated foundations. This policy applies to all University persons using electronic signatures.

### **Definitions**

For purposes of this policy, the following definitions apply:

**Authentication.** The assurance that an electronic signature is that of the individual purporting to sign a record or otherwise approving an electronic transaction.

**Electronic Signature.** A computer data compilation of any symbol or sound, or a series of symbols or sounds, attached to, or logically associated with, a record and executed and adopted by an individual with the intent to affix a signature to approve the record.

**Record.** A record created, generated, sent, communicated, received, or stored and signed or approved by electronic means.

**Signature Authority.** Permission given or delegated to an individual to sign a record (electronically or by hand), access specific University services, and/or perform certain University operations, including executing agreements that bind the University.

## **Procedure**

Electronic signatures may be used to conduct University business as provided for by this policy. Electronic signatures may not be used when an applicable law, regulation, or University policy or process specifically requires a handwritten signature.

### **1.0 General**

The University supports and may require the use of electronic signatures when conducting University business. The University, at its discretion, may elect to opt out of conducting business electronically with any party or in any transaction, for any reason or no reason. The University accepts an electronic signature in place of a handwritten signature in University transactions when a signature is required, **except:**

- in instances in which the other contracting party will not accept an electronic signature; or
- where applicable law, regulation, or University policy or process requires a handwritten signature or otherwise does not allow an electronic signature.

To determine if electronic signatures are used in an internal workflow/approval process, contact the applicable systems administrator or University office.

### **2.0 Validity**

To the fullest extent permitted by law, the University accepts electronic signatures as legally binding.

An electronic signature is **not** valid if:

- applicable law, regulation, or University policy or process requires a handwritten signature; or
- the individual does not have signature authority to sign the record to approve the transaction.

The mere fact that an individual signs a record with an electronic signature does not guarantee that the record has been signed by an authorized person with the ability to sign, approve, or bind the University with such record. As defined by The Board of Trustees of The University of Alabama in Board Rule 406, only certain UAH officials have signature authority to sign contracts, agreements, and similar documents, which commit UAH to a course of action and

bind the University on behalf of the Board of Trustees for The University of Alabama. For more information, see Board Rule 406. The individuals that have this authority are named in a Board Resolution and cannot delegate the authority to others.

Appropriate procedures must be used to confirm that the person signing the record has the appropriate authority. Authority to use an electronic signature to sign a document is the same as authority to sign using non-electronic methods.

### **3.0 Authentication**

All electronic signature methods must be approved before use to sign documents. This includes all electronic signatures, whether internal only that do not commit the University or external and commit the University.

#### **3.1 Electronic Signature Method Approval Process**

For an electronic signature method to be approved, it must be approved by the Chief Information Security Officer (CISO) of the Office of Information Technology and the Vice President of the area utilizing the method or the President of the University.

In order to be approved, an electronic signature method must:

- Include the ability to verify the authenticity of the signatory through a secure process that includes an audit trail and a final, tamper-evident digital certificate that is either embedded into the completed signed document, or bound to the document using encryption.
- Support the applicable business purpose and workflow; and
- Permit the information to be retrievable in the future and auditable.

When a method is approved, it will be added to the list described below.

#### **3.2 List of Approved Electronic Signature Methods**

The Chief Information Security Officer (CISO) for the Office of Information Technology will establish and keep an approved list of methods for electronic signatures. The listing will describe how to access the approved method(s). As additional electronic signature methods are approved, each method and how to access the

method will be added to the list. The standard approved method is an Office of Information Technology issued digital certificate.

The Chief Information Security Officer, the Vice President of the area utilizing the method, or the President of the University have the authority to revoke approval of any approved method at any time and for any reason.

#### **4.0 Retention**

Electronic signatures and the associated data to validate the electronic signature are an integral part of the record. Electronically signed documents must follow the same record retention as those using handwritten signatures. The signature and means to verify it need to be maintained for the full records life cycle.

#### **5.0 Responsibilities**

All individuals with signature authority are responsible for activities conducted under their digital signature and are expected to take all precautions to safeguard their password, personal identification number (PIN), and signature files to prevent inappropriate use. Sharing of digital signatures, passwords, pins, accounts or other access tokens is prohibited by the Appropriate Use of IT Resources policy, located at:

<https://www.uah.edu/images/administrative/policies/02.02.03-AA-appropriate-use-of-it-resources.pdf>.

University employees are expected to report any actual or suspected fraudulent activities related to electronic signatures immediately to any manager or supervisor in the appropriate department, school/college, or other applicable unit or through other appropriate channels such as described in the IT Incident Reporting and Breach Notification policy, located at:

<https://www.uah.edu/images/administrative/policies/02.02.07-OIT-IT-incident-reporting-and-breach-notification.pdf>.

#### **6.0 Non-Compliance**

Confirmed violations of this policy will result in consequences commensurate with the offense, up to and including termination of employment, appointment, student status, or other relationships with UAH.

Individuals may also be subject to criminal prosecution under applicable federal and state laws.

## 7.0 Implementation

The Chief Information Security Officer (CISO) of the Office of Information Technology is responsible for the implementation of this policy, including developing and providing training to the University community prior to their authorized use of electronic signatures and developing and maintaining the repository of approved electronic signature methods on the OIT website in MyUAH, <https://my.uah.edu/>.

**Review** The UAH Chief Information Officer (CIO) is responsible for the review of this policy every five years (or whenever circumstances require).

## **Approval**

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Campus Designee

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Date

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University Counsel

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Date

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Provost and Executive Vice President for Academic Affairs

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Date

## **APPROVED:**

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President

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Date

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**ONLINE AND HYBRID EDUCATION POLICY**  
**INTERIM**

<b><u>Number</u></b>	02.01.35
<b><u>Division</u></b>	Academic Affairs
<b><u>Date</u></b>	June 2020
<b><u>Purpose</u></b>	This policy addresses the unique circumstances associated with technology-enabled course delivery, building on the existing academic policies, processes, and procedures of the University.
<b><u>Policy</u></b>	<p>This policy establishes an academic environment that allows students in hybrid, flipped, fully online courses and fully online programs and certificates (collectively, "online" course(s) and programs) to experience, to the extent reasonably practicable, the same level of educational quality and service as those students who receive face-to-face instruction from an instructor in a classroom on the campus of the University (herein, "on-campus students"). This policy is organized to address the general organization of the SACSCOC Guidelines and Principles for Distance and Correspondence Learning (<a href="https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf">https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf</a>). This policy does not apply to exigent, or intermittent, remote teaching of a class that was originally intended to be delivered through face-to-face instruction.</p>

**Procedure**

**General Administrative Principles**

**Policy on privacy protection.** Students who enroll in online courses will be afforded the same level of privacy protection as on-campus students. The University's policy on student records privacy protection is a Student Records Policy, which can be found at <http://www.uah.edu/registrar/ferpa>. The University's Online Privacy Statement is given in Appendix I.

1. **Reporting of accurate headcount enrollment.** The University has a clear, specific method for coding/classifying online and hybrid delivery courses and will report as required.

2. **Identity verification.** The University will ensure that a student who registers for an online course is the same student who participates in and completes course assignments. The University provides a method for secure log-in for submission of assignments and for online test-taking through the Learning Management System (LMS). This level of identity verification is equivalent to that required for on-campus students.

Within each college, faculty will set a policy for managing online/remote test administration, which may include proctors, remote recording of the test-taking in progress, or other methods. The University is committed to adopting new technologies to aid in this process. The University will include this cost in the tuition and fees for the online course.

3. **Intellectual property.** Intellectual property matters for online courses are described in Policy 02.01.68: Determination of Rights in Copyrightable Materials Policy (see Addendum A).
4. **Accommodations.** Federal disability laws apply to students taking online courses and are followed by the University. The University is committed to reasonable accommodations for qualified students with a disability taking online courses. The Disability Support Services (DSS) office provides a broad range of services to make academic life as accessible as reasonably practicable for students with disabilities. The University's Quality Education Practices Online (QEPO) Certification Program provides additional guidance on creating accessible online courses.

**Academic and Accreditation Principles.** All online courses and programs are subject to the same curriculum development, approval, and assessment processes as courses and programs serving on-campus students, thereby assuring that relevant accreditation standards are met. Online courses and programs are not handled differently and are expected to meet all of the same standards in this regard established for programs serving on-campus students (see **Addendum B-Procedure for Establishing an Online Degree Program/Courses and Addendum B-Course Quality Review and Approval Process**). Grading procedures and credit awarded for courses, regardless of the method of delivery, is determined by standard policies and practices of the University. The specifics about these matters are detailed below.

1. **Mission.** At this time, online courses and programs at the University are embedded in the existing programs of the University. UAH's online programs are not so expansive that they warrant specific highlighting in the mission statement, but they are included in the Board-approved degree program mission of the University. Online educational opportunities are typically offered in a comprehensive technological university, and that characteristic of UAH is explicit in the mission statement.



## **2. Curriculum & Instruction.**

- A. Faculty Oversight.** As with all University courses, faculty will be primarily responsible for oversight of online course and program rigor and quality. All online courses and programs will follow the same curriculum approval process as those courses and programs serving on-campus students. All online courses and programs will adhere to the same general guidelines about content, rigor, mission-fit, time commitment, and credit hours used for those programs serving on-campus students. Online courses must also meet quality standards for online course approval that are based on nationally recognized best practices. The standards are used to evaluate the quality of online and hybrid courses, as a guide to design online and hybrid courses, and as a self-evaluation tool to assist instructors with course redesign and improvement. The University's Quality Education Practices Online (QEPO) Certification Program describes and provides guidance on the application of the standards to course design (p. 2).

Existing courses that are proposed to be offered in later terms as online courses will be reviewed and approved by the department chair, in consultation with department faculty and an instructional designer, to determine if the course can be offered as an online course without sacrificing quality or access to essential materials or experiences. If a course requires access to a laboratory or other unique University assets and the course cannot be redesigned to provide the same level of rigor and relevance as the on-campus version, the course will not be approved for online delivery (see **Addendum C- Course Quality Review and Approval Procedure**).

- B. Support Services.** To support online course instruction, the University will provide appropriate and relevant technology and support services to faculty and students in the following areas.
- 1. Technology.** The University will maintain an appropriate investment in technology to support online courses and programs. To facilitate consistent communications with online students about the technology, the University will maintain a common template in the LMS for use with all University online courses. The template will include easy-to-access technology tutorials and access to information technology assistance for both students and faculty.
  - 2. Instructional Design.** The University will maintain an appropriate investment in instructional design resources to support online courses and programs. Numerous resources are available to assist faculty with the design of online courses. To insure quality during the course development process, faculty members are required to work with campus Instructional

Designer to create learning modules, interactive student activities, and other assignments within their online courses. In addition to real-time consultation with campus Instructional Designers, faculty who are teaching online also have access to the QEPO Instructional Design course, which outlines best practices in teaching online, in designing courses online, and in supporting online students. As well, faculty members are encouraged to remain engaged with campus instructional designers in order to receive frequent updates on best practices in the field.

Faculty members are provided with quality standards from the Course Review and Approval Tool (CRAT) during the required QEPO training, on the Enhanced Teaching and Learning (ETL) resource portal, and through ongoing support as needed.

3. **Academic Success Support.** When tutoring is available for on-campus students, tutoring is, to the extent reasonably practicable, also available to students taking online courses through appropriate staffing and use of enabling technologies. Responsibility for this support resides within the Student Success Center. These resources are linked through the common LMS.
4. **Library Resources.** The University maintains a designated online learning librarian, who provides in-line chat support and online training for students who are engaged in online searches. Online training modules may also be made available by faculty through Canvas, our Learning Management System, to coach students through online search methods. These resources are linked through the common LMS.
5. **Dispute Resolution.** Students who have concerns or complaints will follow the same processes and policies as on-campus students. A link to general student support resources for students at the University is provided in the common LMS.

C. **Consortial Arrangements.** In entering into consortial arrangements for online course delivery, all proposed courses and programs developed by consortium partners will be subjected to curriculum review and approval by the relevant University faculty domain experts.

### 3. Faculty

A. **Qualifications.** In support of online courses and programs, the University will determine the qualifications of faculty in two areas: (1) expertise in the content domain, and (2) ability to deliver a high quality online educational experience. Content expertise is determined within departments following current methods employed for courses and programs serving on-campus students. The quality of

the online education teaching experience will be assessed by a faculty certification process, if applicable. Faculty who teach online courses must be certified through the University's QEPO Certification Program unless they otherwise demonstrate mastery of online best practices. Exemptions shall be granted on a case by case basis by the Provost or designee. The QEPO Certification Program will be administered in connection with the University's Enhanced Teaching and Learning.

**B. Assessment:** Faculty teaching online courses will be evaluated using the same methods as for faculty teaching on-campus students. Student evaluations and, when appropriate, pre-test/post-test or assurance of learning assessments will be used to evaluate instructor effectiveness. The Student Instructor Evaluation (SIE) forms for online courses will include questions that pertain directly to the online experience, when appropriate. The SIE Committee and campus Instructional Designers will adopt best practices in online course evaluation as part of the SIE development process. Additionally, student and instructor surveys to evaluate online learning, student engagement and technologies may be conducted separately from the SIE. Data collected will be used for improving services to students. Data collected will also be collated and reported through University reports and for accreditation review where appropriate.

**C. Training.** Faculty who teach online courses must consult with campus Instructional Designers and receive certification through the University's QEPO Certification Program. This certification program will familiarize faculty with the Course Review and Approval Tool (CRAT) and provide best practices for maintaining online learning objectives and outcomes consistent with courses serving on-campus students. Additional faculty training resources, available through online resources and in association with Enhanced Teaching and Learning will provide models for excellence in delivery of online, hybrid, and on-campus instruction.

#### **4. Institutional Effectiveness**

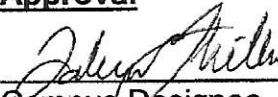
**A. Student Outcomes.** As part of its ongoing program assessments, the University will compare online courses and programs with courses and programs serving on-campus students in the following areas each assessment cycle: student learning outcomes, student retention, and student satisfaction. These assessments will be compared to the University's metrics over time and to peer institutions and/or national benchmarks. These comparisons will be used to make adjustments in methods to ensure that online and in-person educational experiences are comparable.

**B. Support Services.** As part of its ongoing program assessments, the University will compare online courses and programs with courses serving on-

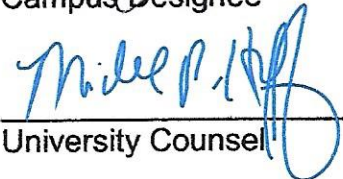
campus students in the following areas each assessment cycle: student support services (para. 3b, 1-5), library resources, and technology support. As with student outcomes, the University will compare the University to peer institutions and national benchmarks in drawing conclusions and making recommendations about changes.

**Review** Academic Affairs will review this policy every five years or sooner as needed.

**Approval**

  
\_\_\_\_\_  
Campus Designee

6/5/2020  
Date

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

6/7/2020  
Date

Christine W Curtis

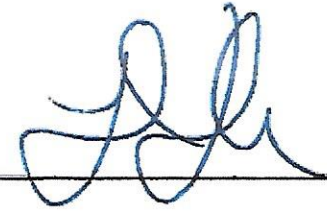
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street=301 Sparkman Drive, st=AL, l=Huntsville, c=US, cn=Christine W  
Curtis, email=cw0011@uahuntsville.edu  
Date: 2020.06.08 07:53:16 -0500

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

6/8/2020

Date

**APPROVED:**

  
\_\_\_\_\_  
President

6/8/20  
Date

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**ONLINE PRIVACY STATEMENT**

The University of Alabama in Huntsville respects student privacy and collects no personally identifiable information about a student unless the student affirmatively chooses to make such information available to the University. The University does not actively share personal information about Web site visitors. Personal information provided by visitors, such as e-mail addresses or information submitted via online forms, is used by the University to assist individual visitors as necessary. This assistance may involve redirecting an inquiry or comment to another University individual or unit better suited to provide resolution.

The University analyzes Web server log files to collect summary information about visitors to its Web sites. The University also subscribes to Google Analytics, which uses cookies to collect anonymous traffic data. This information is analyzed by the University and by Google Analytics to generate summary statistics for purposes such as guiding design considerations, determining successful site segments, and determining problem areas. Because the University is a public institution, some information collected on the University's Web sites may be subject to the Alabama Open Records Act, and in some instances the University may be compelled by law to release information gathered on the University's Web servers. Some Web servers at the University may adopt different privacy statements as their specific needs require that they differ from this statement.

The University is a research institution. At any time, online surveys may be conducted on the University's Web sites. Confidential information gathered in these online surveys is used only for the research purpose indicated in the survey. Unless otherwise noted on the specified survey, the students' answers are confidential and individual responses will not be shared with other parties unless required by law. Aggregate data from surveys may be shared with external third parties.

The University complies with the Family Educational Rights and Privacy Act ("FERPA"), which generally prohibits the release of educational records without student permission. For more details on FERPA, students should consult <http://www.uah.edu/registrar/ferpa>.

## **ADDENDUM A: UAH COPYRIGHT POLICY**

### **THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

#### **DETERMINATION OF RIGHTS IN COPYRIGHTABLE MATERIALS POLICY**

<b><u>Number</u></b>	02.01.68
<b><u>Division</u></b>	Academic Affairs
<b><u>Date</u></b>	February 2019
<b><u>Purpose</u></b>	A clear and up-to-date Rights in Copyrightable Materials Policy is important for the dissemination of creative research; for faculty, staff, and students to receive proper credit and remuneration; and consistency with the University of Alabama system is important so individuals from the three campuses are working within common standards.
<b><u>Policy</u></b>	It is the policy of The University of Alabama in Huntsville to encourage the creation of copyrightable works by its faculty and employees. Such works are an important contribution to the University's pedagogical, scholarly, and public service missions.

#### **Procedures**

##### **A. Ownership of Copyright**

1. Except as provided below, faculty and employees of the University who are the authors of copyrightable works shall own the copyrights in those works, regardless of whether those works constitute "works for hire" as defined in the Copyright Act. "Employees" include students who receive salaries, grants, or other compensation from the University.
2. "Copyrightable works" includes, without limitation, computer software, online course materials, multimedia, films and videotapes, in so far as they fall within the subject matter of copyright. To the extent that such works embody patentable inventions, rights to those inventions shall be determined by The University of Alabama in Huntsville Patent Policy (*Faculty Handbook*, Appendix G).

##### **B. Exceptions**

1. If the University contributes extraordinary resources to the creation of a copyrightable work, the respective rights of the author and University to that work shall be negotiated at the time such resources are provided. "Extraordinary resources" means facilities, equipment, funding, release or re-assigned time or other assistance exceeding the resources normally provided to faculty or employees in a particular department. It shall be the responsibility of the dean at the time such "extraordinary resources" are provided, to notify the faculty member and negotiate the terms. The faculty member's dean (or non-faculty employee's supervisor or designee) must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Those terms may include assignment of copyright, license of rights, or division of royalties. If negotiations do not occur after being initiated, in writing, by the responsible parties or if the negotiations do not come to a mutually agreeable resolution, then the copyright shall be jointly owned by the University and the authors, and the same division of royalties as utilized for patent income shall be used.
2. If a copyrightable work is funded, in whole or in part, by a contract or grant from an agency outside the University, copyright shall be assigned in accordance with the terms of the contract or grant. The individual faculty member or employee who is working on the contract or grant and who is developing the copyrightable works is required to execute any documents necessary to assign copyright ownership in accordance with the contract or grant.
3. If a copyrightable work is commissioned by the University, meaning that a faculty member or employee receives supplemental compensation from the University to prepare a specific copyrightable work, rights to that work shall be according to terms negotiated at the time of the commission. The faculty member's dean (or non-faculty employee's supervisor or designee) must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Those terms may include assignment of copyright, license of rights, or division of royalties. If negotiations do not occur after being initiated, in writing, by the responsible parties or if the negotiations do not come to a mutually agreeable resolution, then the copyright shall be jointly owned by the University and the authors, and the same division of royalties as utilized for patent income shall be used.
4. Copyright in "institutional works" shall be owned by the University. An "institutional work" means either (a) a work prepared at the direction of the University for the use of the University in conducting its own affairs (for example, University handbooks, press releases, and software tools); or (b) a work that cannot be reasonably attributed to a single author or group of authors because it is the result of contributions or revisions by numerous faculty members, employees, or students of the University. Textbooks and other course materials prepared by a faculty member shall not be considered "institutional works".
5. Video or online courses shall not be sold, leased, rented or otherwise used by a current University employee in a manner that competes with the offerings of the

University, unless the transaction has received the prior approval of the Provost or his/her designee.

6. When the University assigns one or more faculty members to create electronic course materials, rights to those materials shall be negotiated at the time of such assignment. Negotiations shall include the faculty member(s), the appropriate dean(s) and any employee who will make a significant contribution of ideas or expression to the materials. The dean must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Terms to be negotiated may include assignment of copyright, license of rights, and division of royalties. If negotiations with all of the individuals who made significant contributions of ideas or expression to the materials do not occur, or if the negotiations do not come to a mutually agreeable resolution with all of the individuals who have made a significant contribution, then the copyright, license of rights, and royalties shall be owned by the University and the same division of royalties as utilized for patent income shall be used.
7. Any copyrightable work of potential commercial value shall be disclosed at the earliest practicable time by the author to the author's department chair or immediate administrative supervisor. For those works that are owned by the University or in which the University has an interest, the author shall cooperate with officials of the University and of any organization to whom the University assigns rights to such works in the registering of copyrights as well as in licensing the works.

### **C. Administration**

1. Except as otherwise set forth, the administration of these policies shall be the responsibility of the Office for Academic Affairs.
2. The Rights in Copyrightable Materials Committee shall be a standing committee composed of six members, equally apportioned between faculty (chosen by the Faculty Senate) and administration (appointed by the President or his/her designee). The committee shall serve as a forum for discussion of University copyright policy and recommend changes as appropriate.
3. Disputes over copyrightable material or agreements dealing with copyright issues should be resolved using the General Grievance Policy given in Appendix E of the Faculty Handbook.

### **Review**

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



## **Determination of Rights in Copyrightable Materials Policy Negotiation Form**

Faculty Member's Name:

College/Department:

Title/Rank:

Date:

Title of Copyrightable Material:

Statement of Negotiated Terms for extraordinary resources for the creation of copyrightable work:

Type of Negotiated Terms:

Statement of Negotiated Terms for copyrightable material commissioned by the University:

Type of Negotiated Terms:

Statement of Negotiated Terms for creation of electronic course materials:

Type of Negotiated Terms:

Period of Negotiated Terms:

**CERTIFICATION:** This request is made pursuant to the Determination of Rights in Copyrightable Materials Policy. I certify that I have read and understand the policy and will abide by it. I understand that it is my responsibility to ensure that I comply with the policy with regard to all copyrightable materials and negotiations.

Faculty Member/Employee Signature

Date

Dean/Supervisor Signature

Date

## **ADDENDUM B: PROCEDURE FOR ESTABLISHING AN ONLINE DEGREE PROGRAM/COURSES**

The development of an online degree program/course will follow a standard process to ensure the program/course meets best practices for online learning. Under the auspices of the Office of the Provost, Online Learning (OL) will work with the Deans, Department Chairs, and faculty of each college to create and maintain high quality online programs/courses.

According to the [Online and Hybrid Education Policy](#), all online courses and programs will be subject to the same curriculum development, approval, and assessment processes as course and programs serving on-campus students, thereby assuring that relevant accreditation standards are met. Online programs and courses at UAH are programs/courses in which 100% of the direct instruction of the course is delivered with no on-campus meeting typically required. Further, hybrid programs/courses are defined as those where 51% to 99% percent of the course material is delivered online with a combination of standard on-campus class meetings.

### **Procedure**

1. Deans and Department Chairs will determine online learning needs for the academic year including which programs need to be offered as online programs and what courses need to be developed. The Office of Online Learning Instructional Designers will meet with the deans and department chairs to provide guidance in the development of the online programs and courses. Factors to be considered include:
  - a. Student need, demand for the program, and/or strategic rationale;
  - b. Key courses to be offered in an online learning format with credit hour requirements and course objectives.
  - c. Resources required (faculty, facilities, equipment) to deliver the course at the required level of quality are sufficient.
  - d. Faculty are able to meet current commitments in addition to commitments to develop a course, or appropriate arrangements are provided to release faculty from these duties.
  - e. Faculty (i.e., "subject matter expert" and "course developer") are available and committed to develop each assigned online learning course.
  - f. Faculty assigned an online or hybrid course have completed technical training and the QEPO certification program unless otherwise demonstrates mastery of online best practices.
2. A timeline with key dates for course development will be updated yearly and posted on the OL resource portal. (See attached timeline.)
3. After the appropriate needs and resources have been assessed, an interested individual or department seeking OL support to deliver an online course or program must first work through the department approval process and submit a [course development form](#) to Online Learning. (Form includes course developer/instructor, contact information, syllabus.)
4. When a course has been approved by the College authority, online course design & development should be coordinated through OL.

5. To give Online Learning time to prepare, plan, and coordinate resources, the initial [course development form](#) must be submitted 4 weeks before course development begins. (See [timeline for course development](#) for deadlines.) Exceptions will be made for special circumstances where the timeline must be adjusted.
6. Online course development begins [15 weeks or one semester](#) before the first course is to be offered to allow time for final course review and approval by an Instructional Designer.
- A. An initial consultation with an OL Instructional Designer will involve the creation of a Master Course Shell, a review of the online course syllabus and current course content, technical requirements, and development of a time table for online course completion.
7. Instructional Designers are responsible for managing the course development process and reporting the status of each course to the College Dean or designee.
8. The faculty member and Instructional Designer using a team approach are responsible for applying quality standards throughout the course development process.

**The course design and development process consist of the following six interrelated phases.**

**1. Analysis**

The course analysis phase is an opportunity for faculty to explore the needs of the students in the class and consider the department curriculum and course content expectations.

- **Faculty member** gets course approved for online delivery format by College Dean or designee makes certain the course is listed as an "O" (Online) in Banner.
- **Faculty member** collects existing course materials: syllabus, textbooks, etc.
- **Faculty member** and **Instructional Designer** review the Online Learning Policies and Course Evaluation Rubric.
- **Faculty member** with help from **Instructional Designer** prepares course syllabus and modules.

**2. Design**

The course design plan is created during the design phase. The course design plan provides a working draft of the course's learning objectives, assessments, and learning activities. During the course design phase, the Instructional Designer will guide faculty through planning their online course and document it using UAH's *course design planning template*. This template allows the faculty member to define critical information.

- **Faculty member** and **Instructional Designer** collaborate to review course goal(s), major course topics, and learning objectives.

- **Instructional Designer** shares the Bloom's taxonomy table and makes suggestions about types of effective online assessments that measure and match the rigor of each module learning objectives.
- **Faculty member** drafts assessments and assessment rubrics (if applicable) for the course.
- **Faculty member**, with help from Instructional Designer, plans weekly supporting materials (reading, videos, multimedia, simulations, etc. and types of effective online activities).

### 3. Development

During the course development phase, the faculty member and the Instructional Designer will gather and create material, finalize and test activities and assignments.

- **Faculty member**, with help from Instructional Designer, produces or acquires content for the activities, supporting materials, and assessments.
- **Faculty member** creates welcome message introduction video.
- **Faculty member**, with help from Instructional Designer, plans and records lecture capture videos (with transcripts).
- **Faculty member**, with help from Instructional Designer, reviews the course development survey and existing materials including course syllabus, program objectives, course objectives, textbooks, etc.

### 4. Implementation/Course Delivery

- Course implementation is the phase in which the course is actually delivered or taught.
- **Faculty member** imports pre-built course shell into the new semester's section in Canvas.
- The process after importing is the following:
  - Click the Course Setup Checklist
  - Click the Publish Course link
- When the class begins, **faculty members** are strongly encouraged to use some of the following best practices:
  - Enable Panopto (if necessary).
  - Arrange navigation.
  - Hide class materials from student view (if necessary).
  - Create a personal information message/announcement and post the first week of class.
  - Monitor and respond to class discussion postings.
  - Monitor the class e-mail for new messages.
  - Send weekly announcements.
  - Post information about office hours.
  - Grade assignments.
  - Update the class schedule, as needed.

### 5. Evaluation

To evaluate course development process:

- **Instructional Designer** sends course development survey to **faculty member**.
- **Faculty member** completes course development process survey.

For academic course evaluation:

- **Faculty member** sends out course evaluation survey to students.
- **Office of Institutional Research** collects course survey data and shares course and program data with Online Learning.

## **6. Maintenance & Revision**

The course analysis phase is an opportunity for the faculty member to improve the course based on formal and informal feedback.

- **Faculty member** (with assistance from Instructional Designer, if needed) will fix any broken links, replace outdated articles and videos, and review navigation.
- **Faculty member** submits a request for meeting with **Instructional Designer** if course goals change to reevaluate course learning outcomes and assessment alignment.
- **Instructional Designer** reviews course learning outcomes and assessment alignment in the event course goals change based on availability.

### **Three Year Periodic Review and Beta Test**

- A review of online programs should be conducted every 3 years and is coordinated with OL, department chair, and the department faculty.

### Timeline for Course Development

Example Dates		
2019		
8/12/2019	<-- TO START: Double click yellow date cell; Choose a date from the calendar for 1ST DAY of Course Offering	
End DATE		Modules/topics
3/25/2019	4 weeks before course development	Last day for Department Chairs/Course Developers to submit course development form (Form includes course developer/instructor, contact information, syllabus)
4/8/2019	2 weeks before course development	Online Learning Department Contacts Course Developers With Welcome and Instructions for Getting Started
4/22/2019	Course development begins (Weeks 1,2, and 3)	Course Development Begins: Kickoff Meetings/Orientations for New Course Developers
5/13/2019	Weeks 4,5, and 6	1st check-in (25% of course developed)/report completed
6/3/2019	Weeks 7, 8 and 9	2nd check-in (50% of course developed)/report completed
6/24/2019	Weeks 10,11, and 12	3rd check-in (75% of course developed)/report completed
7/15/2019	Weeks 13, 14, and 15	Final check-in (100% of course developed/course published)/report completed
7/22/2019	Week 16	Self-review Report Completed
7/29/2019	Week 17	ID Course Review/Final Approval from Department Chair-if a course is conditionally approved, faculty will address the feedback and make necessary changes.
8/12/2019	Week 18	Course Published and Ready for the Semester

## **Addendum C: COURSE QUALITY REVIEW AND APPROVAL PROCEDURE**

The Course Quality Review and Approval process for online programs and courses establishes a university-wide procedure to ensure online courses meet best practices for online learning and quality standards for online course approval. The Office of the Provost is responsible for ensuring the quality of online courses and their compliance with SACSCOC standards and designates Online Learning (OL), a team within Enhanced Teaching and Learning (ETL) as staff charged with overseeing the process and supporting faculty throughout training, course development, and course delivery. OL will work closely with the deans, department chairs, and faculty of each college to create and maintain high quality online programs/courses through training, communication channels for reporting and monitoring, and direct support to faculty course developers and instructors.

### **Background**

According to the [Online and Hybrid Education Policy](#), "faculty will be primarily responsible for oversight of online course and program and quality. All online courses and programs will follow the same processes for approval as those courses and programs serving on-campus students. All online courses and programs will adhere to the same general guidelines about content, rigor, mission-fit, time commitment, and credit hours used for those programs serving on-campus students. Online courses must also meet quality standards for online course approval. The quality standards are adapted from the [Online Learning Consortium's OSCQR Course Design Review Scorecard](#) and serves as the basis for the University's Quality Education Practices Online (QEPO) Certification Program and the course review rubric contained within the [Course Review and Approval Tool \(CRAT\)](#)."

### **Scope**

This procedure applies to courses developed after May 2020. Initially, all existing courses will be reviewed for conformance to quality standards within two years if appropriate staffing exists and then all courses will be placed on a review cycle of every three years.

### **Procedures**

1. Online course development is coordinated through the Office of Online Learning. Faculty will contact the Office of Online Learning to begin course development.
2. Instructional Designers in the Office of Online Learning are responsible for managing the course development process and reporting the status of each course, see the [process for establishing an online degree program/courses](#).
3. The faculty member and Instructional Designer using a team approach are responsible for applying quality standards throughout the course development process.
  - a. Quality standards are identified during the QEPO trainings, if applicable, and are located on the OL resource portal, and through a shared [Course Review and Approval Tool \(CRAT\)](#) used for tracking progress, confirming best practice applied through course design, and quality reviews.

- b. UAH master course template incorporates quality standards and is the preferred format for course development. Colleges and departments may customize course templates with additional College/Department specific standards, but are required to ensure that UAH specific standards are incorporated into the course design.
- c. Each course will be subject to a quality review and approval.
  - A record of reviewed and approved courses shall be maintained by OL, posted online, and shared with the registrar and relevant administrators, as needed.
  - A schedule for course review will be maintained by OL and posted on the OL website. Deans are responsible for ensuring that courses within their colleges are reviewed according to the schedule.
  - Special circumstances (e.g., late hires, courses added after the deadline) may exist that require exceptions to this procedure. Exceptions shall be granted on a case-by-case basis for a limited time period of typically one semester by the Provost or the Provost's designee.
- 4. The course review and approval process includes a self-review and a review by an UAH Instructional Designer.
  - a. Course will be reviewed for the following standards:
    - Course overview and introductory information
    - Learning objectives
    - Assessment and measurement
    - Learning activities and learner interaction
    - Learner support
    - Accessibility and usability
    - Content, rigor, and workload
  - b. **Faculty Self-Review** will be conducted using the Course Review and Approval Tool (CRAT).
  - c. **Internal Review by Instructional Designers in OL:** An Instructional Designer will track course development and review of course materials throughout the process. This includes conducting a quality review via the CRAT and confirming the course reflects the adopted course quality standards in course design.
  - d. **External Reviews** from an outside source may be conducted as requested by and approved by the department chair and/or college dean. This report should be managed by and reside in the academic college.
  - e. If a course is conditionally approved faculty will address feedback from the course review, making suggested changes to the course.
- 5. A master list of reviewed and approved courses dates will be maintained by OL.
- 6. Each course on the master list will be subject to review and approval every three (3) years. OL will maintain a course review schedule with review and approval deadlines calculated from the date listed on the master list.



# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

## COMMUNICABLE DISEASE POLICY

### Interim

**Number** 02.01.51

**Division** Academic Affairs

**Date** October 29, 2014

**Purpose** To establish an organized systematic process and guidelines for the effective and appropriate management of issues relating to communicable diseases affecting members of the campus community at The University of Alabama in Huntsville ("UAH" or the "University") with the goal of providing a safe learning, working, and living environment for all UAH students, employees, and visitors.

### **Policy**

The University recognizes that certain medical threats can jeopardize the health, welfare, and safety of the University community. This policy provides a framework for assessing risks related to communicable diseases and makes recommendations regarding a response to such risk(s), educating the community about such risk(s), and for facilitating other preventive measures.

### **Scope**

This policy applies to all University students (including those enrolled in Continuing Education classes and other non-credit classes), faculty and staff employees (whether full-time, part-time, contractors, or others associated with the university), and all on-site contract workers (i.e., food service workers, hotel staff, etc.) and visitors (as defined under the Definitions section of this policy).

### **Definitions**

**A. 1. Communicable Disease:** Any disease that can be spread (transmitted) directly from one person to another. A disease that can spread very quickly and easily from person to person by means of contact or close proximity is a

communicable disease. An infectious disease is an illness caused by germs or organisms, such as bacteria, viruses, etc. While not every disease is ~~contagious~~ or communicable (e.g. food poisoning), some are (e.g. influenza). This policy is concerned with those infectious diseases that are highly communicable or ~~contagious~~, posing a significant risk of widespread transmission in a university setting and that pose a significant threat to the life or health of others. All references to “communicable diseases” herein are to be understood as having that more restricted meaning.

**A. 2.** Certain communicable diseases such as rubella (German measles), measles, mumps, pertussis (whooping cough), or influenza can be minimized or prevented through vaccination requirements. Other communicable diseases such as tuberculosis (TB), COVID-19, SARS, MERS, and Ebola currently do not have vaccines.

**B. Communicable Diseases: Communicable diseases are spread from person to person.** For example, a communicable disease may be spread through direct physical contact like touching the person who has the infection. Another way is when an infectious microbe travels through the air after somebody nearby sneezes or coughs.

**C. Personal Protective Equipment (PPE):** Protective clothing, helmets, goggles, masks, or other garments or equipment designed to protect the wearer’s body from injury. PPE may also minimize the risk of spread to others around you.

**D. Pandemic: A pandemic is the worldwide spread of a new disease that usually affects a large number of people.** A pandemic occurs when a new virus emerges for which people have little or no immunity and for which there is no vaccine. The disease spreads easily from person-to-person, causes serious illness or fatality and can spread across the country and around the world in a very short time.

**E. Employee:** Any full-time or part-time employee of the University, including, but not limited to: exempt and non-exempt staff, faculty, part-time faculty, graduate assistants (GAs), graduate research assistants (GRAs), graduate teaching (GTAs), J-Scholars, post-doctoral fellows, student workers, and on-call, temporary, leased and contract employees.

**F. Student:** Any individual enrolled at the University in any of the recognized admission categories (undergraduate, graduate, visiting scholars, continuing

education, etc.) and currently taking courses, whether in-person, remote, online, or hybrid, on a full-time or part-time basis.

**G. Visitor:** Any non-employee, visiting trainee, or non-student present on the University campus or at any University-controlled location for any purpose, business or personal. This includes both invited and uninvited guests. All invited international visitors to campus should have an International Visitor Form on file with the Office of International Services or Office of Research Security per State and Federal Regulations and outlined in the International Visitor Memo dated 09/03/2019.

**H. Medically-confirmed diagnosis:** A medical diagnosis performed by a licensed health care provider based on information from sources including but not limited to a physical examination, interview with the individual or family or both, medical history of the individual and family, and/or clinical findings as reported by laboratory tests and radiologic studies.

### **General Policies**

**A. Basis for University Actions.** In dealing with the presence of a communicable disease on campus, the University will seek to protect the rights, safety, and well-being of the University community at large as well as individuals within that community. In its actions, the University will be guided by medical advice that is current and well-informed and by the circumstances presented by each case; including the campus population that is already protected via vaccination. The University is also committed to complying with federal and state laws, such as the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Family and Medical Leave Act, etc., regarding rights of individuals with a communicable disease, including the right not to be subjected to unlawful discrimination.

**B. Other University Policies.** This policy will be interpreted and implemented in a manner that is consistent with applicable University student and employment policies regarding illness and disability.

**C. Outreach.** When a communicable disease threat has been identified, the University will develop and maintain educational programs and outreach to provide students and employees information about communicable diseases to which they may be at risk. These programs and outreach efforts will endeavor to utilize the most current medical and scientific information available, and they will address both contagion information and prevention measures, such as

vaccinations. When circumstances require it, the University will work with state and local public health and other local authorities to institute community containment measures, such as closing and re-opening the University.

**D. Testing and Medical Care Resources.** The University will identify and provide information to students and employees about sources of competent and confidential testing for communicable diseases. The University will further identify sources of qualified medical care for communicable diseases and encourage those with such diseases to utilize such sources. In the event of a pandemic, the University will work with the local health department, health care facilities, and testing laboratories to meet the needs of the University community.

**E. Individualized Approach.** Decisions involving students, employees, or visitors with communicable diseases will be made on a case-by-case basis, taking into account the medical facts presented as well as the need to maintain confidentiality and to serve the best interests of all parties involved.

**F. Implementation Responsibility.** The UAH Communicable Diseases Management Team (CDMT), in consultation with the Office of Dean of Students (for student concerns), Office of Academic Affairs (for faculty concerns) and/or Human Resources (for staff concerns), with guidance from the Office of Counsel, shall officially interpret and implement this policy and shall revise or modify it as necessary to meet the changing needs of the University. (See Section G for CDMT Composition).

**G. CDMT Membership.** The CDMT will be composed of regular members who will participate on an ongoing basis with respect to general committee activities and functions, and ad hoc members who will be added to the committee as needed to assist with committee functions and activities in addressing a specific communicable disease case.

1. Regular members (12 members):

- Provost and Executive Vice President for Academic Affairs, co-chair
- Vice President for Student Affairs, co-chair
- Director, Faculty/Staff Clinic
- Director, Student Health Clinic
- Director, Risk Management
- Chief of Police
- Associate Vice President for Human Resources
- Representative from SGA

- Representative from Staff Senate
- Representative from Faculty Senate
- Director, Counseling Center
- Director, Environmental Health and Safety

### **Specific Policies**

**A. Personal Protection.** In the event of possible exposure to blood and other body fluids and to sources of contagion, students and employees must use appropriate PPE to prevent contact with blood and other body fluids and to prevent exposure in contagious environments in accordance with guidelines and universal precautions established by the U.S. Public Health Service, in accordance with requirements established by the Occupational Safety and Health Administration (OSHA) as published in 29 CFR 1910.1030, and in accordance with the University's Bloodborne Pathogen Exposure Plan. In the event of a pandemic, the Faculty and Staff Clinic and Student Health Services will identify critical PPE needed to support a surge in demand and take steps to have those supplies at hand.

**B. Immunization.** The University requires students, certain employees, and visitors to have completed immunizations in accordance with the University's Immunization Policy. The University's Immunization Policy delineates all required vaccinations. The University will further publicize and, where feasible, assist with the administration of optional immunizations and vaccines for members of the campus community.

**C. International Travel.** Any student, employee, visitor, J1 Scholar, post-doctoral fellow, or invited guest who travels on a University-related business trip to an area identified by the Centers for Disease Control (CDC) as being impacted by the transmission of a communicable disease may be required to submit to appropriate screening or other more restrictive measures such as self-quarantine for the disease(s) in accordance with CDC recommended guidelines. Any student or employee traveling on non-University related trips to an area identified by the CDC as impacted by the transmission of a communicable disease may be required to self-report to the Student Health Clinic and submit to appropriate screening or other more restrictive measures such as self-quarantine prior to returning to campus. The decision for testing will be made following CDC guidelines and the Policies on Heightened Risk for Faculty and Staff and Heightened Risk for Students. The CDMT will assist in helping faculty and staff understand the guidelines.

**D. Confidentiality.** All medical information and records about an individual will be treated as private and confidential and will be handled in compliance with legal requirements, including those set forth in the Health Insurance and Portability Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), with applicable University policies, and with professional ethical standards.

1. The University will implement and maintain procedural safeguards to protect the privacy interests of persons in the campus community who have a communicable disease.
2. The University will not disclose the identity of any employee or student who has a communicable disease, except as authorized or required by law; except as may be necessary, on a “need to know” basis, for the administration of this policy; and except as is consistent with University policy.
3. The University’s Office of Counsel shall be the custodian of CDMT records, both electronic and hardcopy. Records shall be maintained in accordance with applicable state and federal records retention requirements and with existing University records retention policies.

**E. Pandemic.** To prepare for the most severe health scenario to affect the campus community – that of a highly infectious and fatal virus entering the United States – the University may do as follows:

1. The University may need to suspend in-person classes and close the campus for some number of weeks or months until the rate of transmission of the virus begins to reasonably subside.
2. The University shall follow guidelines from the Alabama Department of Public Health (ADPH) and from the CDC.
3. The decision to suspend in-person classes and close the campus will be made by the President in conjunction with the Chancellor of The University of Alabama System and the Board of Trustees of The University of Alabama and based on the recommendation of the Alabama Department of Public Health, Emergency Management Team, and other appropriate entities.

## **Procedures**

**A. Reporting Requirements.** The University will comply with legal requirements regarding the reporting of communicable diseases. See § 22-11A-1 et seq., Alabama Code (1975, as amended) (reporting of notifiable diseases and health conditions) and Alabama Department of Public Health, Rule 420-4-1 Appendix I - Alabama Notifiable Diseases/Conditions.

### **B. Notification.**

1. Any person who has a reasonable basis to believe that a member of the campus community (a student or a faculty or staff employee, or a visitor) has a communicable disease that could potentially pose a significant threat (serious illness or death) to the health of others will report that information to the CDT. This duty to report applies to the infected individual as well.
2. Upon receiving such a report, the CDMT will meet as soon as is practicable.

**C. Infected Individual - Responsible Action.** A University individual who knows, or has reason to believe, he or she has a communicable disease is expected to obtain expert advice from a licensed health care provider about the known or suspected health condition and, if indicated, to obtain follow-up treatment. Such individual is obligated, ethically and legally, to conduct himself/herself responsibly in light of such knowledge, so as to protect other members of the University community.

**D. Restrictions – Authorities to Impose and Rescind.** This policy authorizes the Vice President for Finance and Administration (for staff-related incidents and incidents involving visitors), the Provost and Executive Vice President for Academic Affairs, the Vice President for Research and Economic Development, and the Vice President for Student Affairs (for faculty-, research staff- and student-related incidents) to impose health-related restrictions and to remove such restrictions when an infected individual meets the requirements set forth in the section below. Such restrictions may be based upon recommendations from the CDMT and collaborating entities based upon the location of the individuals and the collaborating organization.

### **E. Infected Individuals - Restrictions.**

1. A University employee who, based on a medically confirmed

diagnosis, is known to have or, based on reasonable evidence, is suspected of having a communicable disease may be excluded from the workplace and will be granted emergency leave in accordance with UAH employee leave policies and CDC guidelines until the requirements stated in Paragraph F below are satisfied.

2. A University student who, based on a medically confirmed diagnosis, is known to have or, based on reasonable evidence, is suspected of having a communicable disease may be subjected to certain limitations until the requirements stated in Paragraph F below are satisfied. Such limitations may include restricting the student from attending classes and obtaining meals in UAH dining facilities, assigning the student to a different campus residence facility or, if a commuter student, asking the student to remain off-campus.

3. A visitor to the UAH campus, who, based on a medically confirmed diagnosis, is known to have, or, based on reasonable evidence, is suspected of having a communicable disease may be subjected to certain limitations until the requirements stated in Paragraph F below are satisfied. Such limitations may include restricting an individual from attending University-sanctioned functions, restricting entry to campus residential and food service areas, etc.

4. Such limitations must be based on a medically confirmed diagnosis of a communicable disease and a medical judgment that the limitations are necessary or appropriate for the health or welfare of the infected individual (e.g., a student requires care that cannot reasonably be provided in the University housing setting) and/or the health or welfare of other members of the University community (e.g., an employee is contagious or is demonstrating behaviors that place others at risk). Such limitations should also be included in the recommendations developed by the CDMT after its review of the circumstances involved in a specific communicable disease case.

**F. Return to Work or School.** Before limitations imposed on an individual student, employee, or visitor who has been diagnosed as having a communicable disease can be removed, the individual must present a written statement from the attending physician or a qualified care provider indicating that the individual is no longer contagious and, as of a specified date, is able to return to work and carry out the essential functions of the job (in the case of an employee) or is able to return to classes and carry out normal academic and campus activities (in the case of a student). In the event of a pandemic, the



decision to resume in-person classes and open campus will be made by the President in conjunction with the Chancellor of The University of Alabama System based on the recommendations of the ADPH, and/or as directed by local, state, or federal authorities.

**G. Reporting Line.** The CDMT will have an administrative reporting line to the President of the University during normal University operations. The CDMT will report to the designated University Incident Commander in the event the University's Emergency Management Operations Group has been activated as a result of a community-wide communicable disease threat.

**H.** The CDMT will direct its recommendations regarding restrictions to the following University administrators: Vice President for Finance and Administration for recommendations affecting staff employees and Provost and Executive Vice President for Academic Affairs for recommendations affecting faculty and/or students. These officials have the authority to impose the recommendations of and restrictions from the CDMT on University staff, faculty and students for the health and welfare of the individuals and of the community.

**I. Co-Chairs.** The Co-Chairs will together and in coordination with the President serve as the University spokespersons to the public for all matters relating to the management of a campus situation involving a communicable disease.

**J. Authority.** In the interest of campus public health and safety, the CDMT is vested with authority to investigate communicable disease reports and recommend courses of action relating to the prevention and/or containment of reported communicable disease threats. Based on this responsibility, it has a recognized interest in and right to know about employee and/or student health information pertaining to a communicable disease. In the event of a pandemic, the President will lead and assemble a team to make decisions on behalf of the University and the University community.

The CDMT does not prescribe medical treatment nor shall it have authority to act outside of established University chains of command.

**K. Duties.** The objective of the CDMT is to help prevent or contain a communicable disease outbreak and reduce the risk of future, adverse health-related occurrences resulting from a communicable disease. To carry out that objective, the CDMT will use a case-management based approach, defined as meeting an individual's comprehensive health needs through communication

and available resources to promote patient safety, quality of care, and cost-effective outcomes, to respond to reports of communicable diseases affecting the University. That approach shall guide the process from the initial information gathering stage to the making of assessments and to the planning and recommending of actions, strategies, policies, and practices. These duties will be carried out without delay.

The CDMT will have the following specific functions and responsibilities:

1. Receive information about individuals within the UAH community who have, or who are suspected of having, a communicable disease, or about a situation in which there is a significant risk of infection of members of the campus community such as in the case of a highly contagious disease or pandemic.
2. The CDMT will evaluate immunization status of faculty, staff, and students.
3. If appropriate under the circumstances, investigate the potential source of the disease, so as to identify campus members who may have been or may be exposed.
4. Be informed about developments concerning the particular communicable disease and the medical, biological, legal, financial, and public relations facts and issues that are pertinent to the disease and the situation presented to the University.
5. Obtain the most current recommendations about the management and prevention of the spread of the disease and, if appropriate, request vaccines and/or medications. Request additional professional and clerical assistance if deemed necessary.
6. Advise and make recommendations to the University, as appropriate and as outlined in this policy, concerning educational programs and prevention measures relating to the communicable disease that may be undertaken by the University for the benefit of the campus community. If deemed appropriate under the circumstances, provide education to the campus community about how to identify and report any signs and symptoms of the disease.
7. Advise and make recommendations to the University, as necessary and appropriate and where legally permitted, to protect the health of

other members of the University community who may be at risk from the infected individual and to protect the legal rights of the known or suspected infected individual. This may include the identification of recommended restrictions to be imposed on the known or suspected infected individual and the removal of such restrictions.

8. Provide information and education about the disease, to the extent deemed necessary and consistent with confidentiality considerations, to co-workers, roommates, classmates, etc. of the infected individual. When it is appropriate, provide information and education to the wider University community about the communicable disease and provide instruction on how to prevent the contagion and how to protect against the communicable disease.

9. Encourage a person known or suspected to have a communicable disease to seek appropriate medical treatment and counseling.

10. Notify the ADPH about the disease, if it is listed in ADPH, Rule 420-4-1 Appendix I - Alabama Notifiable Diseases/Conditions.

11. Advise and make recommendations to the University regarding the communication of information to the public and the media. Ensure that CMDT makes those recommendations for communication as soon as possible so that the larger University community can take necessary precautions

12. Coordinate with appropriate city, county, and state officials regarding screening for and the reporting and management of communicable diseases. With respect to a specific case, the committee may seek the latest recommendation about ways to manage and prevent the spread of the communicable disease, may request appropriate vaccines and/or medications, and may request additional professional and clerical assistance, if deemed necessary.

13. For pandemics, follow the guidance and controls placed upon the University by the ADPH and The University of Alabama System for returning faculty, staff, and students to campus.

14. Provide to the University President, through the Office of Counsel, an annual summary report of CMDT activities and incidences of communicable diseases affecting the University. This report will be made available to the UAH community upon request.

**L. Related Policies and Resources.** This policy will be interpreted and implemented in a manner that is consistent with applicable University student and employee policies and applicable government directives regarding illness and disability. Related documents include:

- UAH Campus Safety Guide – <http://safety.uah.edu>
- UAH Faculty Handbook – <http://www.uah.edu/faculty-senate/resources/164-facsen/2212-faculty-handbook>
- UAH Staff Handbook –Policy 06.02.01, <http://www.uah.edu/images/administrative/human-resources/StaffHandbook.pdf>
- UAH Student Handbook –Policy 03.03.04, <http://www.uah.edu/student-support/student-conduct/handbook>
- UAH Emergency Procedures Handbook –Policy 06.06.02, <http://www.uah.edu/facilities-and-operations/oep/plans>
- UAH Emergency Management Plan –Policy 06.06.01, <http://www.uah.edu/facilities-and-operations/oep/plans>
- UAH Student Health Center Immunization Information – <http://www.uah.edu/health-and-wellness/student-health-center/immunizations>
- UAH Immunization Policy –Policy 03.03.02, <http://www.uah.edu/health-and-wellness/student-health-center/immunizations>
- UAH Bloodborne Pathogen Exposure Control Plan: Policy 06.06.20, (<http://www.uah.edu/oehs?id=7692>)
- Centers for Disease Control and Prevention [www.cdc.gov](http://www.cdc.gov)
- Alabama Department of Public Health [www.adph.org](http://www.adph.org)

**M. Contacts.**

- Human Resources: 256-824-6545
- Academic Affairs Office: 256-824-6337
- Office of Dean of Students: 256-824-6700
- Faculty & Staff Clinic: 256-824-2100
- Student Health Center: 256-824-6775

## Review

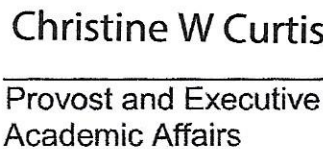
This policy will be reviewed annually by the CDMT, or more frequently if organization or situational changes warrant.

## Approval

 6/30/2020  
\_\_\_\_\_  
Campus Designee Date

 7/1/20  
\_\_\_\_\_  
University Counsel Date

 07/01/2020  
\_\_\_\_\_  
Vice President for Student Affairs Date

 7/01/2020  
\_\_\_\_\_  
Provost and Executive Vice President for Academic Affairs Date

 07/01/2020  
\_\_\_\_\_  
Vice President for Finance and Administration Date

## **APPROVED:**

 07/02/2020  
\_\_\_\_\_  
President Date

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**FACULTY SENATE MEETING**

**August 27, 2020**

**12:50 P.M.**

**CTC Exhibit Hall**

***Present: Tobias Mendelson, Jose Betancourt, Candice Lanius, Kwaku Gyasi, Andrei Gandila, Kristin Weger, Mike Banish, Bryan Mesmer, George Nelson, Kader Frendi, Susan Alexander, Elizabeth Barnby, Azita Amiri, Donna Guerra, Amy Hunter, Darlene Showalter, Mark Reynolds, Jerome Baudry, Carmen Scholz, Jeff Weimer, Harry Delugach, Seyed Sadeghi, Sarah Roller, Ron Schwertfeger, Tim Newman, Laird Burns, Carolyn Sanders***

***Absent with Proxy: Christina Steidl, Melissa Foster***

***Absent without Proxy: Sophia Marinova, Kevin Bao, David Allen, Dilcu Barnes, Jeremy Fischer, Abdul Salman, Seong-Moo Yoo, Leiqui Hu, John Mecikalski, Gang Li, Andrea Word***

***Zoom Remote Participants: Ex-Officio: Provost Christine Curtis, Guest: President Darren Dawson, Christina Carmen, Huaming Zhang, Sivaguru Ravindran, Paul Whitehead***

- **Faculty Senate President Tim Newman called the meeting to order at 12:56 pm.**
- **Meeting Review:**
  - **Bill 451 passed second reading unanimously.**
  - **Academic Misconduct Interim Policy passes unanimously.**
  - **Safety and Health Requirements for Presence on UAH Campus During COVID-19 passes by majority vote.**
  - **NCSARA passed unanimously to be tabled.**
  - **Bill 452 passed on second reading.**
- **Approve senate minutes from senate meeting 605.**
  - **Kader Frendi motions to approve. Carmen Scholz seconds.**
    - **Jerome – I was not on the senate at the time, should I vote?**
    - **Tim – You can abstain.**
    - **Ron – I would suggest amending the minutes to reflect the correct date in the footer.**
    - **Harry moves to make correction. Kader seconds. All in favor. Ayes carry.**
    - **Tim – Any further discussion. All in favor of accepting minutes as amended. Ayes carry.**
- **Accept FSEC Report from March 12.**
  - **Beth Barnby moves to accept. Carmen Scholz seconds. All in favor of accepting report. Ayes carry.**
- **Accept FSEC Report from August 20.**
  - **Kader Frendi moves. Kwaku Gyasi seconds. All in favor of accepting report. Ayes in carry.**

- Tim -I would like to add an item to the agenda. There was a special FSEC meeting done on August 24. Mike moves to receive. Kader seconds. All in favor of receiving minutes. Ayes carry.
- There was a series of town hall meetings done not in official business. We did supply those for your reading pleasure.
- We need to recognize our staff assistant for taking minutes at all these extra meetings. Also, we want to recognize Peggy Bower. She has done a lot of work to carry the senate and her support as the assistant. She is retiring and we are in great appreciation of her service to the senate.
  - Mike – Can I make a motion that everyone chip in a couple of bucks for a gift card for Peggy?
  - Tim – Sure, I make Mike the volunteer in this effort. Jerome moves to motion this. Carmen seconds. Ayes carry.
- **Administrative Reports**
  - President Darren Dawson
    - **Morton Hall Addition & Renovations** – the University and the State Department of Construction Management accepted substantial completion of the interior on June 22, 2020. User move-in, as well as installation of furniture and furnishings has been completed. Assuming agreeable weather, the Contractor will be completing minor site work, landscaping and punch list items through the end of the month. As intended, the building is fully accessible and functional for the start of the Fall Semester.
    - **Spragins Hall Exterior Renovations** – Pearce Construction Company is still completing roof flashing installation, exterior sealant installation and modification of exterior metal trim details. Anticipated final inspection should be conducted by the end of the month. Pearce Construction Company was also the successful low-bidder for the Exterior Column Wrap project. Therefore, all exterior renovations on Spragins Hall will be completed and warrantied by a single General Contractor. Construction is tentatively scheduled for completion by the end of the year.
    - **Shelby Center Investigative Demolition** – The Contractor, EMW Construction, completed construction on August 9, 2020. The Contractor is scheduled to have most of the punch list items complete on or before August 17th. As intended, the building is fully accessible and functional for the start of the Fall Semester.
    - **Wilson Hall Brick Repair** – H&H Waterproofing remobilized on July 13, 2020. They initially focused on corrective work above the main building entryways and canopies. Due to clear weather and the efforts of multiple masonry crews, they are currently well ahead of their original schedule and anticipate to be complete with all work by September 1, 2020. The temporary safety provisions will be removed by the first week of September, returning Wilson Hall back to normal service conditions.

#### **New Projects for September Board Meeting**

- **Shelby Center Exterior Renovations** – Upon completion of the Site Investigative Demolition project, the design professionals have submitted a revised project scope of work and budget with the additional exterior renovations necessary to alleviate the concerns of the subsurface water conditions that caused flooding in the building in 2019. We have prepared a Revised Stage II Submittal for approval at the September Board of Trustees Meeting.
- **Altenkirch Lawn “Greenway” Phase III** - Facilities and Operations received approval of the proposed design and scope of work from UAH Administration. We have prepared a Stage III Submittal for approval at the September Board of Trustees Meeting.



- **Campus IT Data Center Hardening Upgrades** – Facilities and Operations received approval of the proposed \$2.6 million stand-alone data center from UAH Administration. We have prepared a Stage I Submittal and Stage II Waiver for approval at the September Board of Trustees Meeting.

#### **Interim Title IX Policy (Effective - August 14, 2020)**

- New Definition: Sexual Harassment : “severe, and pervasive, and objectively offensive”
- Formal Complaints: Mandatory dismissal if complaint does not meet certain requirements
- Live Hearings
  - Formal Complaints go to live hearings and allow cross-examination when adjudicating sexual-misconduct complaints
  - Both parties will have an adviser who will pose questions on their behalf
  - UA System Office of Counsel is working on a pool of Attorneys to serve as advisors
  - We will create a recording of any live hearing.

#### **Academic Affairs Dean Search and Dean Reviews**

- Dean of Science. Search suspended because of budget uncertainties, resulting from COVID-19 pandemic. We are looking at budget, enrollment to see if we can continue.
- Dean of Engineering, Dean of Education, and Dean of Professional and Continuing Studies in final stages of the review. I will be submitting letters to the colleges and any additional letters.

#### **Policies**

- **Interim Policies – Due December 1, 2020**

02.01.35—Online and Hybrid Education Policy (interim) (was under review by Faculty Senate during fall and early spring semester 2019-2020)

02.01.51—Communicable Disease Policy (interim) This was revamped based on the request from Dr. Dawson.

02.01.52—Summer School Operations Policy (interim). We tried to get more flexibility in having small classes and prorate the pay. We need the small classes to help our students graduate or make progress towards graduation. We have made changes and it is for your review.

02.01.70—NC SARA Professional Licensure Notification (interim). This is a federal requirement. We had to have this in place by July 1.

02.01.71—Safety and Health Requirements for Presence on UAH Campus During the COVID-19 Pandemic (interim). This was a requirement based on the UA System Health and Safety Task Force.

- **Outstanding Policies -- Due October 15, 2020**

These policies were sent to the Faculty Senate in December 2019 with return comments and recommendations due in the late spring 2019.

02.01.xx—Authorship and Classroom Material Selection Policy

02.01.xx—Electronic Signatures

- **Under Discussion – Between Faculty Senate and Academic Affairs**

02.01.67—Academic Misconduct

#### **Faculty Tenure and Promotion and First-Year Reappointments for 2020**

I wanted you to know the following information.

AWARD OF TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:

- Tingting Wu Civil and Environmental Engineering
- Bryan Mesmer Industrial and Systems Engineering and Engineering Management



- Azita Amiri Nursing
- Vinny Argentina Art, Art History, and Design
- Chris Taylor Art, Art History, and Design
- Jeremy Fischer Philosophy
- Yeolan Lee Marketing/Management and Information Systems

#### PROMOTION TO PROFESSOR

- Sampson Gholston Industrial and Systems Engineering and Engineering Management
- Shangbing Ai Mathematical Sciences
- Lingze Duan Physics and Astronomy
- David Harwell Theater
- Pavica Sheldon Communication Arts
- Electra Gilchrist-Petty Communication Arts
- Jodi Price Psychology
- Eric Fong Marketing/Management and Information Systems

#### TENURED

- Yongchuan (Kevin) Bao Marketing/Management and Information Systems

#### New Faculty

In March, we had a hiring freeze. The Assistant Professors were hired prior to March. The Clinical Instructors are in the College of Nursing. We have a turnover of 3-6 a year. We were able to hire some lecturers.

<b>Business</b>	<b>Department</b>	<b>Rank</b>
Junjun Liu	Accounting	Assistant Professor
Yi Tan	Management	Assistant Professor
<b>Nursing</b>	<b>Department</b>	<b>Rank</b>
Jennifer Bail	Nursing	Assistant Professor
Charles Reynolds	Nursing	Clinical Instructor
Amelia Shrader	Nursing	Clinical Instructor
Amy Darnell	Nursing	Clinical Instructor
<b>Science</b>	<b>Department</b>	<b>Rank</b>
Joshua Booth	Computer Science	Assistant Professor
Jacob Hauenstein	Computer Science	Assistant Professor
Cynthia Jones	Mathematics	Lecturer
Tobin Jackson	Mathematics	Lecturer
<b>Professional Studies</b>		
Alisa Henrie	Professional Studies	Clinical Assistant Professor
<b>Arts, Humanities, and Social Sciences</b>	<b>Department</b>	<b>Rank</b>
Laura Smith	Art, Art History, & Design	Assistant Professor
Kristin Scroggin	Communication Arts	Lecturer
Elizabeth Hardin	English	Lecturer
David St. John	English	Lecturer
William Ryan Brown	English	Lecturer
<b>Engineering</b>	<b>Department</b>	<b>Rank</b>

Nicholas Ginga	Mechanical and Aerospace Engineering	Lecturer
Timothy Carver	Electrical and Computer Engineering	Lecturer
Elias Ali	Civil and Environmental Engineering	Lecturer

#### **Fall 2020 Student Enrollment and Data**

We have some really good news in terms of enrollment. This was updated this morning. Graduation rate is still tentative. The retention rate isn't up to what it has been in the past. Our freshman class is down. A number of freshman want the full experience. A number of universities are feeling the effect of COVID-19. Some are staying away or deferring for a year. Our average ACT is down. Continue to work on retention and progression toward graduation. We are down in terms of international students. I assume that is why our graduate student number is low.

<b>Fall 2019</b>	<b>Fall 2020 (as of 8/27/2020)</b>
Undergraduate Enrollment: 7,989	Undergraduate Enrollment: 8,030
Graduate Enrollment: 1,999	Graduate Enrollment: 1,983
Total Enrollment: 9,988	Total Enrollment: 10,013
2019 Graduation Rate: 58%	Preliminary 2020 Graduation Rate: 57.6%
2018 Retention Rate: 82.9%	Preliminary 2020 Retention Rate: 81.3% (FTFT only)
Freshman Class: (FT/PT-1,497)	Freshman Class: (FT/PT-1,350)
Average ACT: 28.4	Average ACT (full and part-time): 27.6

#### **Enrollment as of 8/27/2020**

<b>Enrollment by Classification for</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Diff</b>	<b>% Diff</b>
College Academy	93	76	-17	-18.28%
Dual Enrolled	37	50	13	35.14%
FT & PT Freshmen -First-time	1498	1350	-148	-9.88%
Undergraduate Transfer	793	737	-56	-7.06%
Continuing Freshmen	351	364	13	3.70%
Sophomore	1267	1237	-30	-2.37%
Junior	1469	1644	175	11.91%
Senior	2470	2572	102	4.13%
Graduate Masters	1513	1519	6	0.40%
Graduate Doctoral	483	464	-19	-3.93%
Total	9974	10013	39	0.39%
Data as of	8/29/2019	8/27/2020 5:35AM		

#### **Incoming Freshmen**

- **Preliminary First-time, full-time and Part-time Freshmen**
  - Overall Average GPA: 3.76
  - Percent Scoring 30 or Higher on ACT: 39.1%
  - Percent with GPA 4.0 or Higher: 53.5%

- **Preliminary First-time, full-time Freshmen Only**
  - Retention fall 2019, FTFT returning fall 2020: 81.3%

Data as of August 12, 2020

### **Honors College**

Last year, we had over 300. It is down but still a very strong class.

Incoming freshmen: 262

Average GPA: 4.23 (estimated)

Average ACT: 31.50 (estimated)

Out-of-state: 123 (47%)

Outside Southeast region: 32 (12%)

Honors College as a whole:

Total Honors enrollment: 1,013

Total graduates (2019-20): 96

Average UAH GPA of Honors Students: 3.74

Honors courses:

- 85 Honors sections in 30+ subjects
- 12 Honors special seminars in 2019-20

### **Academic Programs**

- NISP for Ph.D. in Chemistry approved by the Board of Trustees—April 2020
- NISP for M.S. in Kinesiology approved by the Board of Trustees—June 2020
- NISP for Ph.D. in Applied Experimental Psychology to be presented to the Board of Trustees—September 2020
- NISP for B.S. in Engineering Technology to be presented to Board of Trustees—September 2020

### **Strategic Plan 2028**

- Will be restarted in January 2021
- A new schedule will be forthcoming later in the fall

### **Faculty Awards**

- The Faculty Awards Committee will meet soon via zoom to determine the faculty awards for 2019-2020.
- Faculty Awards will be distributed this fall.
  - Tim – The floor is open for question.
  - Mike – Do you have the individual college numbers?
  - Provost – Yes, I can definitely send you that. We also have it in term of programs.
  - Member – We are in good standing with enrollment, will the contribution to retirement continue to be canceled?
  - President – We will get clarification on that during the board meeting in September.
  - Andrei – When will the sabbatical program be reinstated?
  - Provost – It will be at some point. We will make that decision a little later. We have to maintain in enrollment for spring semester.
  - Tim – Thank you for your report and willingness to answer questions.

### **➤ Officer/Committee Reports**

- Tim Newman, President
  - I am President this year. Welcome to senate! We appreciate your willingness to work for the betterment of UAH.
  - I would like to start out with an overview of our business here in senate. I would like to introduce our officers.
    - President-Elect: Carmen Scholz,
    - Ombudsperson: Carolyn Sanders
  - Five of our six committee chairs are here. Thank you for serving and all committee members.
  - We are meeting in the large room and spread out. Our attendance will be handled differently and you will have to show your passport. This is campus policy. You must wear your mask. If you speak at the mic, you can use the shield, but then must place the mask back on. I would like let you know that this is my second time as President. I served nine years ago. During that time, we encountered issues with tornadoes. I think you need to be looking for someone else to serve this role in the future. I am afraid I am plagued. There are a lot more logistics we have to take care of here now. I am sure you all are facing the same. With that, I am asking that you be patient with us.
  - I want to do the orientation that I mentioned. I want to walk you through how we do business. Let's say you have business. We write that up in a form of a bill. That bill is submitted to the President-Elect. She will be the custodian of that. As soon as the FSEC meets next, your bill will be considered. The FSEC meets on Thursdays. Our schedule is posted on the main FS page. We really need to get your bills about five days in advance from a meeting. The FSEC has two choices with a bill. One is to pass it on first reading. That means it will come to the agenda for the next senate meeting. Second is to send something to committee. If we have an ad-hoc committee, it could go there as well. If a bill goes to committee, then one committee will take that up as a business item. We ideally would like for committees to meet during the week after senate meeting. However, you can meet at any point. When that committee is done, they send it back to FSEC. They can also choose to let it die in committee. If it passes that, it passes second reading. If a bill passes unanimously at second reading, it becomes a senate resolution. The President or President-Elect will transmit that to administration. We do expect a speedy response. If it doesn't pass unanimously, it goes to third reading. If it passes there, it is official. If it doesn't get majority vote at second or third reading, it becomes a rejected bill. You can table items. You can also send something back to committee at the floor of senate. You can also have an emergency bill introduced at floor of senate. The only way you can introduce a bill on the floor, you have to bring everyone a copy and introduce a motion as an emergency bill. I hope that gives an overview. Give me some feedback on that.
  - I need to talk about where we stand on senate business. This is a list of our pending business. We had a March FSEC meeting and we received four more bills. We have several bills we have to act on. We have two bills today and three policies. There are two more policies that we need to consider that we didn't get to during the FSEC meeting. I want to apologize to you because we had logistic issues with February and March bills. I am going to blame this on COVID. I would beg the senate forgiveness because those outstanding bills

should be on agenda. All in favor of suspending rules to allow us to move to current business. Carmen seconds. Kader seconds. Ayes carry.

- The Chancellor was very responsive to a request of having a dashboard in regards to COVID. You can look there for our health information on our campus. One issue that came on faculty was the logistic concerns of testing done on campus. We felt our concerns weren't really addressed; however, it seemed to run smoothly. It's great it worked out but we felt we could see some of those logistics beforehand. One issue was the samples would only be used for COVID and destroyed when finished. That is one thing that should be addressed.
- I want to talk about my goals. I view my role as one to empower you. The presiding officer doesn't have a lot of power. The priority is to get your concerns addressed. I think academic freedoms should be guarded. LQEP and QEPO processes seemed to be stepping on these rights. I think there may be some justification for those concerns. We need to determine the reason for those and document the freedom rights being stepped on. I am hopeful that the Scholastic Affairs committee and Student Development will take this on. I am really pleased that President Dawson has promised increased transparency. I think we need to keep an eye of Faculty Development and Equity. We need to keep an eye on what others are doing for development. Also, positional equity, we need to look at those who are serving on summer committees. I think you all have worked hard to allow your class to transfer to online. I am thankful the personnel issue has agreed to look into this.
- I would like to ask Laird Burns to come forward. We would like to show our former President our appreciation by handing them as plaque. Thanks for all you did for faculty. We had so many conversations.
- Carmen Scholz, President-Elect
  - No report. I am trying to keep my head above water with bills and policies. Hopefully, I have everything in order next meeting.
- Carolyn Sanders, Ombudsperson
  - No report.
- Mike Banish, Personnel Committee Chair
  - No report. We have two bills we will get back too and untangle one. Our goal is to work through the handbook. If you have anything in the faculty handbook that you think is important, please let your college committee know.
    - Laird – What chapter are you looking at?
    - Mike – 4,5, and 6. Six is tabled. Four was sent back to us. We will start back with 7, 8, and 9.
- Kader Frendi, Governance and Operations Committee Chair
  - Tim has put on the screen a list of our university committees. We need volunteers. It is senators and faculty at large. Send names for which committee you want to serve on.
    - Tim – The plan is to vote on that during the September committee.
    - Carolyn – Will this be distributed to us?
    - Kader – Yes.
- Kwaku Gyasi, Faculty and Student Development Committee Chair
  - No report.
- Azita Amiri, Undergraduate Curriculum Committee Chair

- No report.
  - Jeff Weimer, Finance and Resources Committee Chair
    - We met. I would like to give a brief background. We help oversee RCEU and Distinguished Speakers. There will be a poster session. I will have to see how that will transpire. Joey Taylor is overseeing the speakers. The Provost is recommending tabling that for this year. If you have any recommendations please send to me.
- Bill 451:
  - Motion to accept on second reading. Kader Frendi moves. Mike Banish seconds.
    - Harry – The purpose of the bill is the senate requires you to be in person. The idea is that we need to meet in person twice so that we can approve a bill to allow us to meet virtual if required.
    - Tim – This is a change to our bylaws. They have to be posted for 30 days. This will be second reading today. If it passes unanimously, it doesn't go into effect as a bylaw. We have to vote in 30 days.
    - Beth- I think we should say yes. The health and welfare of our faculty is priority.
    - Jeff – I know there were some reservations in the spring. I believe Harry took a major role looking into this. I want to make sure that it was setup in a robust way.
    - Tim – All in favor of adopting Bill 451. 29 in favor. 0 opposed. Passes unanimously.
- Academic Misconduct Policy:
  - Mike – I make a motion to accept this policy. Jeff seconds.
  - Tim – I am going to work to stay neutral on every business. Interim policies remain in plan for six months. A new one was brought forward after the six months.
  - Laird- I want to clarify. If we want to pass this interim policy, we are saying that we support this policy for six months until renewal or we vote on a permanent policy and administration process a permanent policy and get it into place. We want to make sure the students are covered but they have their penalties if they cheat. I think we want to work on the permanent.
  - Jerome – What would this achieve if we pass it? Will it go back into the student guide? Are we allowed to discuss on policies on students?
  - Tim –The decision is made at the highest level that this won't be in the student code of conduct. This will be under academic affairs.
  - Mike – Every policy that the administration wants to put forward various bodies have the place to comment, senate is one of those bodies. We can agree on it or say we would like to changes done on it. When they make a new policy, they are to inform us. We are given a certain number of days to comment. Interim policies are only enforced for six months. We could come back and request a new policy even if it isn't at the six months.
  - Jeff – As a point of procedure, we are looking at the replacement policy for this hopefully today. For those who haven't tracked the long history, I suggest we approve this and bring forward the replacement. I think getting to the full replacement is the better strategy.
  - Tim – All in favor of accepting as interim policy. Ayes carry. 1 abstain.
- Safety and Health Requirements for Presence on UAH Campus During COVID-19
  - Mike – I move that we accept the safety and health policy. Carolyn seconds.

- Mike – This policy mirrors what the UA System has down for campus level requirements. I am going to add something. The current Chancellor has been very responsive.
- Beth – We are doing better than UA Tuscaloosa.
- Jerome – Is there anything in the policy that addresses not following rules? We know that some policies lead to termination in regards to not following COVID protocol.
- Mike – It is laid out as steps. If you have a violation of a policy, your Chair or Dean is supposed to talk with you. You may ask if it is a formal warning. There is a procedure to this. There is a suspension without pay while your appeal is being processed. Y
- Jerome – If we vote yes, are we saying that we agree with paid suspension?
- Mike – Yes.
- Laird- We weren't a fan of immediate four step process. The Provost went to bat for us at the system level but they pushed it anyway. We can go back and argue with the Chancellor.
- Tim – This four step was imposed at system level. Send me your comments if you aren't happy with it.
- Laird- This is an interim policy, right?
- Harry – If I understand, whether we approve or not, it is superseded by board rules. The policy has nothing to do with sanctions. The sanctions and enforcement are not in the policy and are imposed by another body. Have I missed anything? Am I correct? We should approve it since it doesn't matter.
- Jerome- Is this contradictory?
- Tim –I didn't think they were in this policy. The penalties are not part of this. I do believe we need to discuss the penalties.
- Candice – One issue I have had is the public website is not up to date.
- Laird – I don't know if President Dawson has been able to stay on the meeting. He has been very responsive on these issues.
- Tim – If you accept, do you want the transmitting officers to convey that we are concerned with some of the punishments? Could I hear an amendment that we add these concerns? Jerome motions. Kader seconds. Ayes carry. All in favor of accepting as amended. Ayes carry. Accepted by majority vote.

➤ NCSARA:

- Tim – Is there a motion to accept?
  - Mike – Motion to table.
  - Harry – Explain your reasoning.
  - Mike – There is a federal requirement that we do it. There isn't much that impacts faculty. We have a different way of handling things like this. We have a standing rule for non-governance. We can't vote it down due to federal requirement. It has very little to do with faculty. It is administrative procedure.
  - Carolyn – I have been in the faculty senate a long time. Three of four years ago all policies were funneled through the senate. We wasted a lot of time on policies that should have went elsewhere. We shouldn't use our time on policies that should go in a different direction.
  - Laird – Mike, when it goes to non-governance, what does that mean?
  - Mike – When it goes to non-governance, it gets voted on non-governance at FSEC, the committee chairs have to pass it out to committee members, the chair announces that the committees looked at it and doesn't matter.
  - Tim – Motion to table this. Is there any further discussion. All in favor of tabling. Passed unanimously with numerous abstains.

- Bill 452:
- Tim – Mike moves to accept bill 452. Carolyn seconds. Shall this be the new academic misconduct?
  - Jeff – I strongly support the intent of the language. I would like a period of time to make a final review of this. At the end of spring, and faculty going online over summer. I strongly support this but strategically vote against it. I strongly encourage every senate member to bring it before your faculty and receive comments. We want to put a bill forward that we all stand behind. I applaud Carolyn and Mike on their long and enduring effort.
  - Carolyn – Has chair of undergraduate scholastic affairs our charge was to add to the interim policy to lengthen deadline for the process of these cases. Also to bring an impartial person into play, an academic monitor. It came back to us this summer that there was problems with repeat offenders. They have one in an college and move to another college. We suggest a monitor board so that these can be reviewed. That is the largest and most important change from the interim.
  - Mike motions to suspend rules and extend. Jerome seconds. Ayes carry.
  - Laird- We were not able to do senate business in late spring and summer, the biggest difference was administration didn't want monitors, we did. We compromised that if we had one, the Associate Dean would be that person or appoint someone to serve. If you have any changes, we can introduce that before the senate meeting.
  - Jeff – Make motion to call the question.
  - Tim – This is a motion to end debate. Harry seconds. Ayes carry. Should Bill 452 be adopted on second reading? 15 in favor. 2 oppose. 1 abstain.
- Motion to adjourn. 2:34



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**FACULTY SENATE EXECUTIVE MEETING**  
**September 10, 2020**  
**12:50 P.M. OKT N142**

***Present: Jeff Weimer, Mike Banish, Tim Newman, Carmen Scholz, Kader Frendi, Kwaku Gyasi,***

***Zoom Remote Participants: Ex-Officio: Provost Christine Curtis; Paul Whitehead: President  
Darren Dawson, Laird Burns***

- **Faculty Senate President Tim Newman called the meeting to order at 12:59 pm.**
- **Meeting Review:**
  - **Online Course Policy was voted to send to Faculty Senate.**
  - **Communicable Disease Policy was voted to send to Personnel Committee.**
  - **Summer School Operations Policy was voted to send to Finance and Resource Committee and Undergraduate Curriculum Committee.**
  - **Electronic Signature Policy was voted to send to Faculty Senate.**
  - **Title IX Policy was voted to send to committees for review.**
- **Administrative Report:**
  - President Darren Dawson
    - Most items on the administrative report haven't changed. We have lost about 15 students. We are right at 10,000. Our safety measures seem to be working. Our numbers are staying around 10 a week.
      - Paul – I was selected for sentinel testing. When I went in to select a date and time, my only options were off campus. Can I forego testing?
      - President – Yes, that was the issue with this process. No one should have to test off campus. My apologies on that and we will try to get that straightened out.
      - Paul – Should I come to SSB to test?
      - President – No, if you don't have a date and time selected for testing, do not come for testing. We will work through that.
    - Kader – When I look at the dashboard on that UA System, UAH's quarantine room rate is the lowest of the three. Why is that?
      - President – I will pull that. Quarantine space is 13%. We had ten or twelve in quarantine. This shouldn't be a big issue for us, but we have 200 other rooms available.
    - Mike – Are you aware that health check went down on Wednesday?
      - President – Yes, I am. No, violations were tracked during that time.
      - Mike – It didn't display for students. So I couldn't check for class. We do get these notifications that our students are not in compliance and that's independent from the health check not working. The information is not useful. It just says they are not in compliance. We don't know if that means

they didn't do it, they have COVID, or they just had symptoms? It is really confusing on what are response should be to this. I don't want to ask them to do the health check if they are really sick. There needs to be an interface.

- Carolyn – One challenge is getting students to check their UAH email on a daily basis. I don't know how to get the word out especially to freshman students.
- President- I was under the impression you get an email and text. The only thing we know is if the passport has been enabled. I think the only thing the IT people know is if the passport is green.
- Mike – Since you talk to the health check people, maybe you can pass on getting more information conveyed to us. Also, maybe we can encourage the students to check their email.
- President – I think the problem is the information is considered confidential. If they would write out if they tested positive or flagged something in the question, it wouldn't enable the passport.
- Carolyn – I think when we did our very initial health check, we could include our cell number. If you haven't responded to the email, you then get a text. I get better luck by communication via text rather than email. Maybe some students are getting the text prompt.
- President – I will see if IT can send something out to get the students set up for text messages.
- Jeff – I think the UA Alert System has all the cell numbers. Maybe we can send something to the students through that.
- President – That is a great idea.
- Mike – I want to be hesitant about saying this. I understand our IT people are trying to survive. One thing that would be useful is if we had another monitor in the classroom to see who is participating via Zoom. You have a small meeting going and you can see all participants. When you have seventy, you have no idea to see what they are doing. If you want to scan them, you lose focus on the lecture.
  - President – You are saying you want another monitor to see the Zoom participants?
  - Mike – Yes, no other programs loaded.
- Carmen – I have a comment. I noticed with the split class and half are supposed to watch from home, I gave a pop quiz and participation was poor. Most of our students take jobs and most Chemistry students are employed. They take that as a pass to take a 40 hour job. I am not sure how to convey the message, that student is enough work.
- Mike – I have a question about the Electronic Signature Policy. In that, when I look at section six, non-compliance. This is so undefined. What are the consequences of the offense?
  - President – I don't know exactly what that is talking about. I will find out. Obviously, we will have to look at that and fix it. It's hard to say what someone meant by that.

➤ **Officer/Committee Reports**

- Laird Burns, President
  - I have a few items on today. Title IX Policy issue. I know some committees have started to look at this. There's a policy that is on our policy website. Some

confusion is the one today the same as the one on the web? Is the one in the past the one on the web? The one in the packet today is on the UAH Policy website. The prior policy is not on the website. There could have been something that happened over the summer that should have been taken under that policy. This wasn't presented the way usually how policies are presented. There wasn't a cover page or signature page. It is in effect even though the signatures weren't up there. It is in effect as an interim policy. Is there a redline version to see difference from prior policy? The answer is no because it is very different from the original. We are supposed to be getting a highlight of the changes.

- Mike – Who made the changes to the new policy?
- Tim – From what I am told, Department of Education has formulated new guidelines that necessitated new guidelines. Therefore, we needed a new policy in place very quickly.
- Mike – So Laterrica put those changes in place?
- Tim – I don't have a precise answer to that. That was my impression. As I am looking through the actual language that was not specifically stated.
- Kader – The interim policy should show at the top who originated the policy.
- Tim – That is stated on the cover page, but I haven't seen that. Laterrica wrote the new regulations are more prescriptive to the prior ones so there isn't a lot of room for change. The framework for the policy doesn't originate from us.
- Mike – Is this the same policy being put down at all three campuses?
- Kader – I would assume that is the case. They want uniformity among the campuses.
- Tim – I will ask how similar this is to sister institutions.
- An issue as come up with faculty regarding final exam times. There was no published final exam time for asynchronous class time. I was told you can't do that. The strong recommendation is that you will give your students 24-48 hours. You cannot insist on a specific time that they take the final.
  - Carmen – We have seen what happened in Physics during the summer. You think giving 24 hours will not lead to more cheating? This needs to be condensed. They organize Zoom meetings during exam times to help each other.
  - Kader – One suggestion was to pick three window times to take test and maybe make a new test for each window.
  - Tim – In my college, it wasn't a command, but you must allow a 24-48 hour window. There may be some variation between colleges. I think this is something that we need to contend too. I don't know if there is time to do something about this for this semester, but for spring, it should be possible. I was talking to a classmate from grad school. His spouse have international participants. They show up at designated times even during the middle of the night. I would think if they can, our students can do the same. I suggest we give faculty members more academic freedom. Personally, I don't think it's asking the student to take a test during a two hour window.
  - Carolyn – I am going to fill Rolf's shoes. I am not teaching an asynchronous class. If I was, I feel like Carmen does, less time is better. I would be up in

arms if I was told I had to allow a large window. I can't understand why this should change. I am sure some situations need large times but I would not.

- Gwaku – The Provost stated that there may be internet issues, so this allows them to take the exam any time.
- Carmen – How many cases have we heard of students having connectivity issue?
- Mike – I have had some.
- Carmen – The freshman chemistry class during the summer average exam was 95. It is usually 80.
- Jeff – Tim, did I understand that it may vary from college to college?
- Tim – I read the direction from my college.
- Jeff – I would rail against it.
- Kader – I am now nervous in who is actually taking the test.
- Mike – You can do the lockdown browser.
- Kader – They can bring in a former student and sign them in. You don't know who they are. It isn't a Zoom session.
- Paul – Are you familiar with Respondus? It is connected with LockDown. It features the webcam. I used that and only one had a webcam issue.
- Carmen- We are talking 200 kids in a class.
- Paul - It does take time. It highlights questionable areas. It color codes who is high priority.
- Carmen – A student told me his friend always has a second computer at his desk.
- Tim – I think this has been a good discussion. Probably one committee needs to bring this forward.
- Carmen – I think we need to bring forth academic freedom for the faculty members.
- Mike – We need to implement policies that treat all students equally and equitably. Those students who choose not to cheat doesn't need to be penalized against those who are. I would prefer we not use academic freedom and use equity. There is a much larger problem that can't be addressed in this body.
- Tim – Hopefully we can get some recommendations on this.
- Carolyn – I think Undergraduate Scholastic Affairs.
- Tim – Me too, but I don't have a chair. I think I am going to drop it in Personnel as well. My bias is to allow a faculty member to establish a time. I don't think it is fair to tie faculty member's hands.
- Mike – You could also shove it to Faculty and Student Development.
- Carolyn – Let's keep in mind that the more committees we are sending them too, the longer it will be for it to come forward.
- Tim – If committees can just come up with some ideas.
- We have this issue with backlogs of bills. The way our bylaws read says that third readings come first. Bill 451 and 452 will be on the agenda. We also have another one, 447. That was about the pace of Chapter 7. That also must be one we attend too. Then we have a postponed policy and five new policies today. There is another policy 445 that we didn't get to in February. The question is how to order things. What will the agenda be? I would like for the committee to determine how we

order these items. Let me give you one piece of advice of our current items, the Summer School Operations Policy, this is one that we could wait on. NCSARA, the Provost would like to get going but could wait. The other ones should be moved on.

- Mike – We need to do bylaws first, then Academic Misconduct, then Chapter 7.
- Tim – Can I have a motion on third reading order? Mike moves. Carmen seconds.
- Jeff – I looked at the Academic Misconduct Policy. I don't want to hold it up. There are one or two things I may want to bring forward. I want to ask in strategy, in terms of the best way forward. I appreciate Mike and Carolyn. I would propose an amendment to the policy and get the changes to the senate before the meeting. I want to pass it through protocol to not override your efforts.
- Tim – All in favor of 451, 452, 447 for third reading. Passes unanimously. Let's defer on the second reading order.
- NCSARA – I tried to ask and see if it effects any discipline. The College of Education is the prime beneficiary and maybe nursing. My impression was that no one was aware before the senate meeting. We may have found there is some value to this. It is postponed. My plan is to distribute that with the senate packet.
- Carmen Scholz, President-Elect
  - No report.
- Laird Burns, Past President
  - I support what you are doing with the order of bills.
- Carolyn Sanders, Ombudsperson
  - Carmen has brought me up to speed on current cases. I hesitant to say this, I really wonder how many faculty know there is an ombudsperson. We need to figure out the best way to get that word out.
- Kader Frendi, Governance and Operations Committee Chair
  - We had a meeting last week. The first order of business was the election of committees. We did dive into other issues with academic freedom in addition to shared governance. A big thanks goes to those who sent volunteers to run for committees. Campus wide voting is for the Appeals Committee. The Provost seems to agree with the process.
    - Carolyn – Is there anything stated with the two versions you have seen is that it is a two year appointment? Is there anything stating that someone can't serve if served the previous two years.
    - Tim – It doesn't say that.
    - Carolyn – I think it is critical.
- Paul Whitehead, Undergraduate Curriculum Committee Chair
  - We have one form under review. We plan to meet in person on Monday to vote.
- Jeff Weimer, Finance and Resource Committee Chair
  - No report.
- Gwaku Gyasi, Faculty and Student Development Committee Chair
  - Something that came up in last discussion with faculty teaching online and face to face, we want to make sure we are doing the right thing. We felt some young faculty are being forced to do what they don't want to do.

- Kader – I think the decision for going hybrid versus asynchronous was the size of class. There was no way in my case to go hybrid. The big classes are all online.
- Carolyn – I assumed faculty could ask to teach remotely.
- Gwaku – We don't think they Dean forced but we want to make sure that some weren't forced to teach face to face. Does the Chair have the right to force that?
- Carmen – That is interesting to hear. I hear most were forced to go online and didn't want too. I think it should be the Professor's decision.
- Tim - I think a resolution on this issue would be welcomed to be debated.
- Carmen – With online teaching, students are not taking school serious anymore. The longer we are in this situation, we lose our standard.
- Kader – I spent the morning talking with students who haven't logged into Canvas and its three weeks in.
- Carolyn – We have thrown a lot at our freshman.
- Mike – I think even sophomores are suffering too.
- Mike Banish, Personnel Committee Chair
  - Can we pull Chapter 6 back to get done?
  - Tim – My understanding is that it is tabled. Was it for a reason?
  - Mike – I can untable it at this upcoming meeting. We will look at it this coming week.
  - Tim – I can't control what anyone does. I don't know what our members will do. If one of you are planning to do that, please give me a heads up and we will distribute it in the meeting packet.
  - Mike – Do you want me to write up a response to Electronic Signatures to formally say we are delaying?
  - Tim – Why don't you have that ready? Carmen and I meet with him next week and maybe he will have an answer.
- Agenda Items:
  - Approve FS Meeting Minutes:
    - Page 7," I served nine years ago."
- Online Course Policy
  - Tim - Do I have a motion to send to committee or senate floor? Kader moves. Carmen seconds. All in favor. Ayes carry.
- Communicable Disease Policy
  - Laird – It was stated that it didn't apply to a pandemic, but I thought yes, it could. They didn't enforce the Communicable Disease Policy but came out with a mandate from the System Office. We have 389 faculty and equivalent number of part time faculty. We only had one faculty member on that policy. I think we are underrepresented. They finally revised this policy. I am not sure where we are other than we have an interim policy in place.
  - Tim – We may have some change bars on this, but I would compare them side by side.
  - Laird – We should have more than one faculty member on the committee.
  - Tim – Where do you want to send this?
  - Kader – I say committee. Personnel.
  - Mike – I don't mind to look at it. We need more than one faculty representative on this. The thing that has come out of all this is that the communication is very horrible. We need clear and concise communication.
  - Tim – I heard a motion to send to Personnel. Carolyn seconds.

- Laird – When this first started I was the lone voice to the President to involve us. Tim and Carmen joined me later. We have some direct prospective to support you on this. I think we need to make time to support.
- Tim – All in favor to sending to committee. Ayes carry.
- Mike – I am also wondering if there is any in response to finance and resource.
- Jeff- I think there is a need for communication and representation of the faculty. I don't see where finance and resource comes in to this.
- Summer School Operations Policy:
  - Carolyn – This scares me. This is a huge change to summer school compensation. I think it grants the Dean and Provost the power to make decisions. I don't know how the policy read before. I am concerned that whoever the Dean and Provost is may decide all engineering is taught during summer and none of my. I would submit that my amount of course prep is the same regardless if the student enrollment. I could potentially be paid off. This from my faculty standpoint have a lot of red flags.
  - Tim – Don't presume I am speaking for or against. Some say we only have X number of students, some faculty say they will teach for less. I don't know where I stand on it.
  - Gwaku – Either a class goes or it doesn't. I have the same amount of preparation and teaching regardless of the number.
  - Kader – We need a policy. We need it to be fair to faculty.
  - Mike – This is actually somewhat illegal. This is an illegal policy. If you go by the OMB Circular A21, if you have research grants or federal, you are certifying a certain amount of time. It is illegal for someone doing research. This needs to be squashed.
  - Tim – I think you are wanting this to go to committee?
  - Carmen – This opens all doors to force tenure earning to teach classes they get paid half for.
  - Laird – I want you to understand.
  - Jeff – Motions to send to committee.
  - Mike – Faculty and Student Development
  - Jeff – I will volunteer my committee. I don't to be the only one.
  - Tim – Jeff's motion is to send to his committee and Undergraduate Curriculum Committee. Carolyn seconds. All in favor. Ayes carry.
- Electronic Signature Policy:
  - Carolyn – Motions to send to senate. Jeff seconds.
- Title IX Policy:
  - Tim – We will take this up at our next meeting.
  - Jeff - Motions to send out as item to committee. Carolyn seconds. All in favor. Ayes carry.
- Meeting adjourned at 2:27 PM.

## **Senate Bill 451: Technological Methods for Meetings**

History: At FSEC Aug. 20, 2020; Passed First Reading at FSEC that day  
On Faculty Senate Agenda for Aug. 27, 2020; Passed Second Reading that day  
On Faculty Senate Agenda for Sept. 24, 2020 for Third Reading

WHEREAS, the Faculty Senate of the University of Alabama in Huntsville (UAH) conducts its meetings according to Section VI of Appendix L of the Faculty Handbook (By-Laws Of The Faculty Senate), and

WHEREAS, the rules in Section VI of the By-Laws are construed as requiring in-person attendance wherever “attendance” is mentioned in the By-Laws, and

WHEREAS, recent circumstances have highlighted the need to conduct business when in-person attendance is unsafe, prohibited, or otherwise restricted, and

WHEREAS, video technological methods exist for hosting groups of attendees where they are not physically co-located,

THEREFORE, BE IT RESOLVED that the By-Laws of the Faculty Senate be amended to include the following as Section VI, paragraphs H and I:

H. It is the intent that Senate regular and called meetings take place in-person, face-to-face, and co-located whenever possible. If conducting such in-person, face-to-face and co-located meetings is difficult or impossible due to governmental or university limitations to face-to-face meetings, then the Senate President may choose to instead employ technological methods to conduct the Senate meeting as though it were held in-person (“online attendance”), as long as the following conditions are met: 1) Online attendees can be reasonably expected to have access to the technology for this purpose, 2) Potential attendees are informed of the method to be used at least 24 hours beforehand, 3) The method has means to ensure that the identity of each online attendee can be known to all attendees for purposes of a roll call, 4) The method has means to ensure that all attendees (whether in-person or online) can hear what is said by each other, see whatever is displayed, make motions, speak in debate, and vote such that an accurate tally can be made. If only some members are “online” then every effort will be made to ensure their equal participation in the meeting. Rules concerning quorum and proxies are not affected. Online participation under the terms of this paragraph will be considered “attendance” as it is used in these By-Laws.

I. Senate committees, including Executive Committee, may elect to choose the technological meeting option upon at either the decision of committee’s Chair or upon written petition of the majority of the voting members of the committee, in either case, though, the same 4 conditions listed in VI.H (above) must be satisfied to have a meeting employing technological methods. However, if any member of such Committee objects to the technological option, such Committee shall meet in person. However, no such



objection shall be in order if in-person meeting is impossible due to governmental or university restrictions.

AND BE IT FURTHER RESOLVED, that these by-laws changes be effective upon passage on Third Reading, with Third Reading to occur no earlier than 30 days from their First Reading of August 20, 2020;

AND BE IT FINALLY RESOLVED, that upon taking effect, these by-laws changes shall be shown in the official, published Senate By-Laws at the Senate's web site.

**(Senate Bill 452): Modification of Interim Policy on Academic Misconduct**

History: Sub. to FSEC Aug. 18, 2020; Passed First Reading by FSEC on Aug. 24, 2020  
At Faculty Senate Aug. 27, 2020; Passed Second Reading Aug. 27, 2020  
At Faculty Senate Sept. 24, 2020 for Third Reading

WHEREAS, as a result of discussions over Summer 2020 about the role of an Academic Misconduct Monitor it has become necessary for Senate to bring forward proposed language for a permanent Academic Misconduct Policy,

**NOW THEREFORE BE IT RESOLVED:**

That the Faculty Senate requests that the below version of the Policy on Academic Misconduct be accepted as the current and permanent policy at the University of Alabama in Huntsville:

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**ACADEMIC MISCONDUCT POLICY**

~~INTERIM~~

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<b><u>Number</u></b>	02.01.67
<b><u>Division</u></b>	Academic Affairs
<b><u>Date</u></b>	August 2019
<b><u>Purpose</u></b>	The purpose of the Academic Misconduct Policy is to state our expectations for academic integrity, to define and describe different types of academic misconduct, and to establish due process procedures for handling student academic misconduct cases within the Division of Academic Affairs.
<b><u>Policy</u></b>	As an academic community of scholars and students, the University of Alabama in Huntsville values learning, discovery, freedom, opportunity, and responsibility. UAH seeks to develop students into independent thinkers and global citizens. In addition, the University has standards of behavior in which it believes strongly. In their academic endeavors, UAH students are expected to embrace and uphold such principles as integrity, respect, diligence, excellence, inclusiveness, and diversity. Academic misconduct infringes upon these principles and inhibits the flourishing of academic discussion and inquiry. UAH will not tolerate academic misconduct by

students. Any form of academic misconduct explained in the following provisions may result in academic sanctions up to indefinite suspension or expulsion from the University.

## **Definitions**

### **A. Forms of Academic Misconduct**

Academic misconduct includes all forms of activity by students that aim to deceive, coerce, or disrupt instructors and staff and/or fellow students in matters of academic course sessions, coursework, capstones, projects, theses, dissertations, and university-related research.

#### **1. Academic Dishonesty**

Academic misconduct includes **academic dishonesty**, defined, here, as any activity that attempts to deceive instructors and staff and/or students relative to academic coursework, capstones, projects, theses, dissertations, and university-related research, and includes, but is not restricted to, the following:

- a. Cheating:** copying from another student's work on an assignment or exam; engaging in activities or using materials not authorized by the person administering the assignment or exam; colluding or knowingly failing to prevent collusion on an assignment or exam with any other person by receiving information without authorization; buying, stealing, or otherwise obtaining all or part of an assignment or exam; bribing any other person to obtain an assignment or exam or information about an assignment or exam; permitting any other person to substitute for oneself, to take an exam or do the work on an assignment.
- b. Abetting cheating:** collaborating or knowingly failing to prevent collusion during an assignment or exam with any other person by giving information without authorization; selling or giving away all or part of an assignment or exam; selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements any theme, report, term paper, essay, or other written work; any speech or other oral presentation; any painting, drawing, sculpture, musical composition or performance, or other aesthetic work; any computer program; any scientific experiment, laboratory work, project, protocol, or the results thereof, etc.; substituting for another student to take an exam.
- c. Plagiarism:** the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered in fulfillment

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of academic requirements. Plagiarism includes the use and incorporation, without acknowledgement, of the wording or expressions (even if paraphrased), information, facts, arguments, analysis, or ideas of another.

- d. **Misrepresentation:** submitting in fulfillment of academic requirements, if contrary to course regulations, any work previously presented, submitted, or used in any other course; submitting as one's own, in fulfillment of academic requirements, any theme, report, term paper, essay, or other written work; any speech or other oral presentation; any painting, drawing, sculpture, musical composition or performance, or other aesthetic work; any computer program; any scientific experiment, laboratory work, project, protocol, or the results thereof, etc., prepared totally or in part by another.
- e. **Fabrication:** falsifying records including grades, laboratory results, or other data associated with a course for oneself or any other person.

## 2. **In-Course Disruptive Activity and Academically Disruptive**

**Activity:** Academic misconduct includes **in-course disruptive activity** and **academically disruptive activity**. In-course disruptive activity is action by a student in course or lab session(s) and/or in any university-sanctioned study sessions, tutoring and PASS sessions, etc., that inhibits instruction in-class or online and that interferes with facilitation of course materials in-class or online. Academically disruptive activity includes physical or electronic tampering with instructor-produced or student-produced course material in-class or online and, further, includes any action by a student that physically or electronically interferes with, or tampers with, student research, such as that pertaining to capstones, projects, theses, dissertations, and university-related research. Academically disruptive activity also comprises of any actions aimed at copying, stealing, or compromising instructors and students' electronic data or intellectual property relative to academic and research activity at the University. Any in-course disruptive or academically disruptive activity perceived by instructors or students as threatening should be reported to UAH Police and the UAH Provost Office immediately. Note that in-course disruptive activity or academically disruptive activity differs from the more general, non-academically related behaviors defined in the UAH Code of Student Conduct policy.

- ## 3. **Coercive Activity:** Academic misconduct includes **coercive activity**, including *quid pro quo* (this for that), by a student that seeks to positively or negatively affect student grades relative to any

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coursework, student coursework loads, or student work--or instructors' review of that work--relative to capstones, projects, theses and/or dissertations. Coercion occurs when a student puts pressure on another student, instructor, or staff member to act in a particular way, or attempts to do so, with the intention of gaining an academic advantage. Examples include, but are not limited to, using intimidation or favors to have others complete work, threats designed to have an instructor change a grade or assign a higher grade, or attempts to bribe an instructor or student to gain academic advantage. Any coercive activity perceived by instructors or students as threatening should be reported to UAH Police immediately. Any coercive activity perceived as sexual harassment should be reported to the Title IX Coordinator ([see UAH Title IX explanation](#)).

#### **B. Sanctions for Academic Misconduct**

Sanctions for academic misconduct are intended to be developmental, educational, preventative, or restorative. Academic sanctions range from verbal reprimand and assignment grade-reduction, dismissal from an academic program, to suspension and/or expulsion from the University. The case of any student who is found guilty of one or more repeated offenses will be forwarded by the Academic Misconduct Monitor of the impacted college(s) to the Academic Misconduct Monitor Board, as a means to levy equitable and consistent sanctions within and between colleges. A student found guilty of academic misconduct a second time may face suspension or expulsion from the University. Suspension requires a minimum of one academic semester, after which a student may appeal for reinstatement. For any student facing academic misconduct charges in her/his final semester, the awarding of a degree may be contingent on the resolution of the case.

#### **C. Course Withdrawal in Cases of Academic Misconduct**

When an accusation of academic misconduct is made prior to the course withdrawal date for the semester of the course in which academic misconduct has occurred, the student will not be allowed to withdraw from this course until the academic misconduct resolution process is complete. If it is determined that the student did not engage in academic misconduct, then the student will be allowed to withdraw from that course even if the drop period has expired. If the student does not respond within ten business days to notifications of accusation of academic misconduct from the accusing instructors, then a hold will be placed on the student's university transactions. If the student does not respond to a notice of the accusation before the end of the semester in which the alleged academic misconduct occurred, then the instructor will assign a grade of "F" to the student.

#### **D. Records of Academic Misconduct**

In order to maintain confidentiality, the name, A-number, academic department and college of any student who admits to, or is found guilty of, academic

misconduct shall be forwarded to the Office of Academic Affairs together with a brief description of the offense and the penalty imposed. The records in Academic Affairs will serve as a central repository for tracking of repeat offenses by a student. In cases that involve suspension as a sanction, the Office of the Registrar will be notified immediately of the suspension and a hold will be placed on the student's record to prevent further enrollment. In cases of successful appeals, the record and all supporting documentation shall be removed from the student's file after one semester. All documents removed will be destroyed.

#### **E. Burden of Proof in Misconduct Procedures**

The "preponderance of the evidence" standard is used in all academic misconduct cases. This means that one must prove that it is more likely than not that the accused student committed the misconduct for which she or he is accused.

#### **Procedures**

Cases of academic misconduct shall be resolved by instructors or by academic misconduct monitors appointed by the deans of each college. The instructor for the course in which the alleged incident occurred, and/or an academic misconduct monitor will determine based on "preponderance of the evidence" standard whether an academic sanction is appropriate.

##### **1. Reporting and Facilitating Cases of Academic Dishonesty**

Academic misconduct cases shall be resolved by each college in which the alleged incident took place. Faculty members possess the well-established prerogative to deal with academic misconduct committed by a student in a course by applying an academic penalty within the context of that course. Faculty members may also at their discretion report a case of academic misconduct to an academic misconduct monitor within each college. The academic misconduct monitor will be a tenured faculty member at the rank of Associate Professor or above or a Clinical Associate Professor or higher rank, appointed by the dean of the college, with concurrence of the faculty of the college. The academic misconduct monitor will determine whether an academic sanction is appropriate and what academic sanction shall be assessed. Documentation of the incident must be kept on file for a period of four years. Documentation will be kept with either the instructor, department chair, academic monitor, or dean of the academic college, determined by where the resolution took place. For any student who admits to or is found guilty of academic misconduct, the record of the academic misconduct must be sent to the Office of Academic Affairs as stated in D. Records of Academic Misconduct. Students and instructors may appeal the department chair's decision, the academic monitor's decision, and/or the dean's decision. Appeals of the department

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chair's decision or the academic monitor's decision may be made to the dean. Appeals of a dean's decision will be heard by the Associate Provost in the Office of Academic Affairs, who will conclude the case with her/his decision.

An Academic Misconduct Monitor Board, made up of academic misconduct monitors from each college, will be charged with the responsibility of reviewing cases and recommending sanctions for students who are found guilty of one or more repeated offenses within the same college or between different colleges. These cases will be forwarded to the Academic Misconduct Board on a per-semester basis. The inclusion of the board will serve as a means to levy equitable and consistent sanctions within and between colleges. The board will meet on a consistent, periodic basis-one time each semester-and will self-appoint a chair on a yearly basis to preside over the proceedings.

**a. Members of the University Community Reporting Academic Dishonesty**

- i. **Instructors** may report academic dishonesty pertaining to a student in her/his course or under her/his supervision to the academic misconduct monitor for the college. Upon suspicion, using the evidentiary standard of "preponderance of the evidence" that academic dishonesty has occurred, the course instructor must report suspicion to both the student and her/his department chair within ~~ten~~ business days. If a report cannot be filed within ~~ten~~ business days, there must be an explanation for the delay. The delay does not imply that there has not been a case of academic dishonesty. The report must be in a written format and contain the student name, date of alleged infraction, and type of alleged infraction. This report will be sent to ~~both~~ the student ~~and,~~ the chair of the department within which the course is offered at the discretion of the instructor, to the academic misconduct monitor.
- ii. **Any member of the university community, including students**, may report academic dishonesty. Upon suspicion of academic dishonesty and using "preponderance of the evidence standard," a member of the university community must report her/his concern to the instructor of the relevant course in which academic dishonesty took place, or to the chair of the department within which the course is offered, within ~~five-ten~~ business days. The report must contain the name of the student alleged to have committed academic dishonesty, date of alleged infraction, type of alleged infraction and the name of the individual who is reporting the

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suspicion of academic dishonesty. This report will be provided to the instructor of the relevant course and must be treated confidentially to avoid reprisal toward the reporting party. The instructor then will contact the chair of the department within which the course is offered. At the discretion of the instructor, the report may be forwarded to the academic misconduct monitor for that college.

**b. Facilitating Cases of Academic Dishonesty**

- i. Instructors possess the prerogative to address academic dishonesty committed by a student in a course by applying an academic sanction within the context of that course and with notice to the accused student. The alleged academic misconduct by the student may also be reported to the academic misconduct monitor within the college in which the course is offered. Using the “preponderance of the evidence” standard, the instructor must report suspicion that academic misconduct has occurred to the student as soon as reasonably possible, but not more than five business days. The instructor will meet with the student, explain their suspicion, share any evidence of misconduct in the instructor’s possession, and hear the student’s response. Based on the student’s response, the instructor will determine whether an academic sanction is appropriate and what academic sanction shall be assessed. The instructor must inform the student of the academic sanction within five business days after meeting with the student. The instructor will produce a brief written document that includes the student’s name, the infraction, and the terms of resolution. The instructor will send the document to the chair of the department within which the course is offered as a record of the resolution. The chair will keep a copy of the document and send copies to the academic misconduct monitor, dean and Office of Academic Affairs.

- ii. If the student wishes to dispute the charge or the academic sanction, then the student may file a written appeal by contacting the department chair within ~~five~~three business days of receiving notice of the academic sanction. Upon request from the department chair, the instructor must explain the case, the charge, the evidence, the proposed academic sanction, and a response to the student’s appeal via letter within five business days. Within ten business days of receiving the appeal materials, the department chair will examine the case to determine whether the charge of



academic dishonesty and/or the academic sanction holds or whether a new academic sanction, or no academic sanction, shall be assessed. The department chair will notify the student and the instructor of the decision and send copies of the decision to the academic misconduct monitor, dean and the Office of Academic Affairs.

- iii. If the student or instructor wishes to dispute the determination of the department chair, then she/he must file a written appeal by contacting the academic misconduct monitor of the college within ~~three business~~ 5 business days of receiving the department chair's letter. Upon request from the ~~academic misconduct monitor~~dean, the department chair must provide to the ~~academic misconduct monitor~~dean all information and materials regarding the case and a response to the appeal within five business days. Within ten business days of receipt of the case, ~~the academic misconduct monitor~~ the dean or dean's designee will examine the case to determine whether the charge of academic dishonesty and/or the academic sanction holds or whether a new academic sanction, or no academic sanction, shall be assessed. The ~~academic misconduct monitor~~dean will notify the student, instructor, and department chair of the decision and send a copy of the decision to the Office of Academic Affairs.
- iv. If the student or instructor wishes to dispute the decision of the ~~academic misconduct monitor~~dean, she/he must file a written appeal to the ~~dean of the college~~ Associate Provost within ~~three~~ five business days of receiving the ~~academic misconduct monitor's~~dean's decision. Upon request from the ~~dean~~Associate Provost, the ~~academic misconduct monitor~~dean must provide the ~~dean~~ Associate Provost with all information and materials regarding the case and a response to the appeal within five business days. Within ten business days of receiving the appeal, the ~~dean~~ Associate Provost will determine the outcome of the case, including any academic or other sanctions. If the student is a graduate student, the ~~dean of the college in which the alleged incident occurred~~ Associate Provost will consult with the Graduate School dean prior to making a decision. ~~The decision made by the Associate Provost is final.~~
- v. If the student or instructor wishes to dispute the decision of the dean, she/he must file a written appeal to the Associate Provost within the Office of Academic Affairs within five

business days of receiving the dean's decision. Upon request from the Associate Provost, the dean must provide the Associate Provost with all information and materials regarding the case and a response to the appeal. Within ten business days of receiving the appeal, the Associate Provost will determine the outcome of the case, including any academic or other sanctions. If the student is a graduate student, the Associate Provost will consult with the Graduate School dean prior to making a decision. The decision made by the Associate Provost is final.

**v-vi.** If a student is **charged with academic dishonesty in an online learning course**, then the aforementioned procedures must be facilitated via telephone (conference call) or online visual communication (such as Zoom, ~~SKYPE~~ or FACETIME). Before proceeding via teleconference or video conference, the student's identification must be verified by members of the university community facilitating the case. Materials concerning the case, including evidence against the student, should be distributed electronically to all parties. The procedures should continue, otherwise, as with on-campus students.

**vi-vii.** Cases that involve fabrication or falsification of student academic records (e.g., fraudulently changing one's own grades or the grades of others, unlawful access to accounts, hacking into University record systems, etc.) or that involved multiple courses, shall be reported directly the Office of Academic Affairs. The Office of Academic Affairs will conduct the investigation and administer appropriate sanctions.

## **2. Reporting and Facilitating Cases of Disruptive or Coercive Academic Misconduct**

### **a. Members of the University Community Reporting Disruptive or Coercive Academic Misconduct**

- i. Instructors may report academic misconduct of a coercive or disruptive nature pertaining to a student in her/his course or under her/his supervision. Upon suspicion that disruptive or coercive academic misconduct has occurred the course instructor must report suspicion to both the student and her/his department chair within five business days. The report must contain the student name, date(s) of alleged behavior, type of alleged behavior, and the name of the individual reporting the behavior. This report will be provided

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to the chair of the department within which the course is offered.

- ii. **Any member of the university community, including students**, may report disruptive or coercive academic misconduct. Upon suspicion of such academic misconduct, a member of the university community must report her/his concern to the instructor of the relevant course in which disruptive or coercive academic misconduct took place, or to the chair of the department within which the course is offered, within five business days. The report must contain the student's name, date(s) of alleged behavior, type of alleged behavior, and the name of the individual reporting the behavior. This report will be provided to the instructor of the relevant course. The instructor, then, will contact the chair of the department within which the course is offered. The report must be treated confidentially to avoid reprisal toward the reporting party.

**b. Threatening Disruptive or Coercive Behavior**

- i. If an instructor thinks that a student's disruptive or coercive behavior poses a threat to the instructor, to other students, or to the disruptive student, and then she/he must report this behavior immediately to UAH Police, adhering to the [Behavior Evaluation Threat Assessment \(BETA\) Policy](#).

**c. Facilitating Cases of Disruptive or Coercive Academic Misconduct**

- i. Instructors possess the prerogative to address disruptive or coercive academic misconduct committed by a student in a course in an unofficial manner. After meeting with the student to attempt resolution, instructors may elect to apply a sanction within the context of that course.
- ii. If informal resolution is not achieved or if the student persists in the disruptive or coercive behavior, instructors shall report the behavior to the chair of the department within which the course is offered and through which the student is registered (in the case of cross-listed courses). A conference will be held within ten business days between the student, instructor, and chair in order to resolve the case. The instructor and/or the student may wish to solicit testimony from other students in the course in which misconduct is alleged. Academic sanctions may be suggested by either the instructor or department chair. The department chair will determine whether misconduct has occurred and contact

both instructor and student within three business days. When the department chair issues a determination, the instructor will produce a brief report of the charge and the conference, including clarification on any academic sanctions. The instructor and department chair must sign this report, and the student must have an opportunity to sign this report. ~~Resolution of the case requires instructors and student agreement in the form of each person's signature on the report.~~ The report will be sent to the department who will send copies of the document to the dean of the college and the Office of Academic Affairs.

1. If the student or instructor wishes to dispute the determination of the department chair, then she/he must file a written appeal by contacting the dean of the college within three business days of receiving the department chair's letter. Upon request from the dean, the department chair must provide to the dean all information and materials regarding the case and a response to the appeal. Within ten business days of receiving the report, the dean/associate dean will hold a conference with the instructor and the student. The dean/associate dean will determine whether academic misconduct has occurred and contact the instructor, student, and department chair within three business days. The dean/associate dean may choose to keep the original report, amend the previous report, or produce her/his own new report on the case of academic misconduct. The dean must report the resolution and send documentation to the Office of Academic Affairs.
2. If the student or instructor wishes to dispute the decision of the dean, she/he must file a written appeal to the Associate Provost within the Office of Academic Affairs within three business days of receiving the dean's decision. Upon request from the Associate Provost, the dean must provide the Associate Provost with all information and materials regarding the case and a response to the appeal. Within a period determined by the Associate Provost, she/he will determine the outcome of the case, including any academic or other sanctions. The decision of the Associate Provost is final.

- iii. If a student is charged with in-course disruptive academic misconduct in a distance learning course, then the aforementioned procedures must be facilitated via telephone (conference call) or online visual communication (such as Zoom, SKYPE or FACETIME). Before proceeding via teleconference or video, the student's identification should be verified by members of the university community facilitating the case. Materials concerning the case, including evidence against the student, should be distributed electronically to all parties. The procedures should continue, otherwise, as with on-campus students.
- iv. If the instructor does not feel the student an immediate threat to other students, but, nevertheless, requests that the student be removed permanently from in-course activity because of disruptive or coercive behavior, then the case will be referred immediately to the Associate Provost in the Office of Academic Affairs. A student may appeal the decision to remove her/him from in-course activity by submitting a letter of appeal to the Associate Provost.
- v. Due to the gravity of **coercive academic misconduct** and due to the potential for cross-course and extra-course disruption, cases of academically coercive or disruptive activity that require a student to be removed from the classroom or occur in multiple instances will be facilitated at the level of the Associate Provost and the Office of Academic Affairs.
  - 1. The Associate Provost will convene a panel to resolve cases of coercive or academically disruptive academic misconduct. The panel will consist of a person designated by the Vice President for Student Affairs, a person designated by the Provost (not the official convening the panel), one student (appointed by the President of the SGA), and one course instructor (appointed by the President of the Faculty Senate or by the Provost Office in the case of lecturers); both the student and the instructor will come from the college holding jurisdiction for resolving the alleged misconduct if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the instructors and student members of the appeal panel should hold graduate faculty or graduate student status, respectively. The person designated by the

Provost will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic misconduct appeal. The hearing by a panel is an administrative hearing and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence, which is of probative value in determining the issues, subject to the panel's judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses.

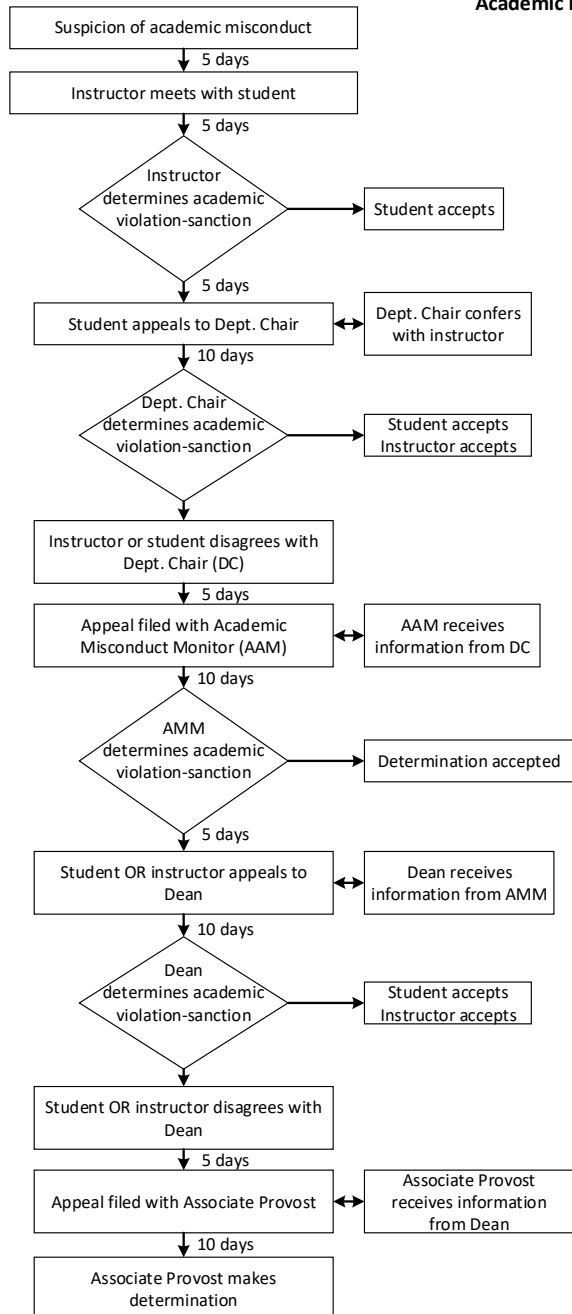
Both the student and the instructor have the right to be advised during the proceedings. The advisor may assist in the preparation of any written presentation of their respective cases. The faculty member and the charged student may choose one advisor to be present at the hearing. The faculty member and the student may choose any university or non-university person as his/her own advisor or may select, at his or her own expense, an attorney to serve as his/her advisor. The advisor or attorney cannot present statements, arguments, or question witnesses or participate directly in the panel hearing. If the advisor disregards the rule of not speaking and decides to speak at the hearing, the administrator will ask the advisor to leave the proceedings.

2. Each party will have the right to question and cross-examine all opposing witnesses. The panel will review each of the issues raised in the appeal and make recommendations in writing to the Associate Provost. Recommendations contrary to the student's position must be supported by the votes of at least three of the four panel members. The Associate Provost will issue a decision on each issue within the appeal and give written notice to the student, the course instructor, the dean/associate dean, the Vice President for Student Affairs and the panel.
3. If the student is found responsible and wishes to appeal the panel's decision, she/he may do so in writing to the Provost or her/his designee within 10 business days of receipt of the findings. The decision of the Provost is final.

**3. Student Rights for Conferences, Meetings, and Hearings Pertaining to Academic Misconduct Cases**

- a. The student is not required to make any statement at all regarding the matter under investigation.
- b. The student may make a voluntary statement if she/he chooses.
- c. The student has a right to present any evidence, supporting witnesses, and other information to support her or his case.
- d. The student has the right to request a delay in order to seek the advice or to allow the presence of an advisor.

### Academic Misconduct Timeline







# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

## FACULTY SENATE

### Senate Bill 439: Faculty Senate Bylaw Updates

History: From the Faculty Senate Governance & Operations Committee

FSEC Feb. 13, 2020 First Reading, passed with amendment

Before Faculty Senate, Feb. 20, 2020, for Second Reading; ran out of time, back before Senate Sept. 24, 2020

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#### WHEREAS,

The UAH Faculty Senate Governance & Operations Committee is charged with annual review of the bylaws, and

#### WHEREAS,

one bylaw revision of record was made in 2015, brought forward by the Office of the Provost to update the changed names and addition of new colleges and

#### WHEREAS,

the Faculty Senate's Governance & Operations Committee has carefully considered the Bylaws for a full year

#### WHEREAS,

the committee has completed a review, voted and now recommends the changes in the attached table.

#### NOW THEREFORE BE IT RESOLVED

That the below proposed updates to the indicated sections of the bylaws, as they follow on the next pages, be adopted as the new the replacements to the indicated sections of the bylaws of the UAH Faculty Senate 2020 and become incorporated into the new Appendix L of the Faculty Handbook upon final Senate approval, (i.e., any section not listed below is not changed by this bill) and

#### BE IT ALSO RESOLVED

That the Senate officers shall update the Faculty Senate web page with the revised Appendix L upon final Senate approval of this item

(Proposed, updating replacement to Appendix L of the Faculty Handbook, arising from 2019's ANNUAL REVIEW OF THE FACULTY SENATE BYLAWS, as recommended from the Faculty Senate Governance & Operations Committee:)

## Appendix L

### By-Laws of The Faculty Senate

#### ~~I. The Role of the Senate in the Governance System~~

A. The Provost/VPAA will be, ex officio, a non-voting member of the Senate.

B. Any **full-time** tenured, tenure-earning, clinical faculty, or research faculty member, including department chairs, will be eligible to be elected to membership in the Senate; administrators above the level of department chairs are not eligible to serve.

C. Distribution.

I. Each of the units:

- College of Arts, Humanities, & Social Sciences;
- College of Science;
- College of Engineering;
- College of Business-**Administration**;
- College of Nursing;
- College of Education, and
- the Library

will have a number of members in the Senate which will assure that the unit has one member for each seven **full-time** tenured, tenure-earning, clinical, or research faculty members, or major fraction thereof. Units will not have

**Commented [2]:** One of the items from the Spring 2019 review process of the bylaws had been a question whether this needs to mention full-time (in addition to the other faculty characteristics already listed). That change will appear here - and throughout the rest of the document.

**Commented [3]:** This text is the version as posted online 11/20/2019, not the version the committee initially reviewed. This lacks a semicolon after the College of Nursing. This also refers to the "College of Business Administration" which needs to be corrected. (As per the committee member from the COB, this should say "College of Business" in the bylaws.)

representation until they have at least four [full-time](#) tenured, tenure-earning, clinical or research faculty members.

2. Each unit named in (1) which has formally recognized departments will elect its senators as follows: within the unit each formally recognized department will elect one member of the Senate for each seven [full-time](#) tenured, tenure-earning, research or clinical faculty in the department, or major fraction thereof. Elections will be [held](#) by the [full-time](#) tenured, tenure-earning, research and clinical faculty of each department. If necessary, all [full-time](#) tenured, tenure-earning, research or clinical faculty will then elect sufficient at-large members to bring the total unit membership (including departmental selections) up to the number required to achieve the 1:7 ratio.

3. Units named in (1) which have no formally recognized departments will elect one senator for each seven tenured, tenure-earning, research or clinical faculty in the unit, or major fraction thereof. Elections will be by the tenured, tenure-earning, clinical and research faculty of the unit.

4. At the start of the academic year, the secretarial staff of the Senate will determine the number of members to which each unit and department is entitled. In the event that any unit or department is entitled to additional members, they will be elected immediately and the Senate will determine by lot whether the term of office will be until the end of the first or second following year. In the event that any department or unit suffers a decrease in the seats to which it is entitled, the terms of the requisite number of senators from that department or unit, beginning with the senator with the shortest service in the Senate and proceeding in order of length of service, shall end immediately.

#### D. Length of Term:

Members of the Senate shall be elected by the faculty in each department by March 1 of each year for service beginning on the first day of the coming academic year. The term of office will be two years with provisions for staggered terms.

E. [Each college or academic department is responsible for determining nominees for their faculty senate membership, and is responsible to conduct elections.](#) All [full-time](#) tenured, tenure-earning, clinical and research faculty of an electoral unit shall be eligible to vote in the election of senators, ~~and the vote shall be taken by secret ballot with absentee balloting procedures available to eligible electors who cannot be present at the time of election.~~

Vacancies in the representation of any department or unit shall be filled as soon as practical by the department or unit by election.

**Commented [4]:** The committee felt that it was important to specify that each college or department has this responsibility, but is also able to conduct those elections in the manner that they see fit. Multiple colleges / departments were not conducting secret ballot elections; the committee felt that this wording should be removed. Secret ballots are not always used, so the mandate to use those has been removed. (They are not prohibited, but are also not mandated.) Likewise, all appropriate faculty will be eligible to vote; absentee balloting is to be implied, but not mandated

F. If a member of the Faculty Senate is absent without proxy for three consecutive and regularly scheduled meetings, the president of the Faculty Senate may declare that member's place vacant and direct the secretarial staff to notify the appropriate dean, department chair, or director of the vacancy. The vacancy will then be filled through the procedures described in paragraph E above. The attendance records used as the basis for this procedure shall be those kept by the secretarial staff of the Faculty Senate.

### III. Officers and Staff of the Faculty Senate

A. Officers of the Senate: The officers of the Faculty Senate are the president, president-elect, and ombudsperson. Officers of the Senate must be members of the Faculty Senate during their term of office.

B. Term: Term of office for the president and the president-elect and the ombudsperson will be one year beginning on the first day of the Fall semester of each year. The president-elect will assume the office of Senate president at the end of the president's term of office.

C. Election of Officers: In the spring of each year, the Senate Governance Committee will nominate from the Senate membership (from current members of the faculty senate and from newly-elected incoming members, new and old) candidate(s) for president-elect and ombudsperson. The names of these candidates will go to all full-time tenured, tenure earning, research and clinical faculty of the university for election. This election will be conducted by the Senate Governance Committee before the end of the spring semester. As the president and president-elect serves the entire faculty, the department/unit from which the president/president-elect is selected will elect another senator to represent the department/unit during the officer's term of office.

D. The president of the Faculty Senate presides at meetings of the Senate, serves as the official spokesperson for the Senate to the University community, and performs such other duties as are customarily performed by presidents of similar bodies or as the Senate may direct. The president also serves as chair of the Senate Executive Committee. The president will also be the faculty representative to the University of Alabama Board of Trustees, the UAH Executive Administrative Council, and the ACCUFP. The president of the Faculty Senate also serves on two additional university committees: the Honorary Degrees and Naming Committee and the University

**Commented [5]:** One of the items from the Spring 2019 review process of the bylaws had been this suggested wording change (to clarify the meaning of the existing wording, based upon a discussion with Tim Newman).

**Commencement Committee.** It is expected that the Provost / VPAA will provide the president of the Faculty Senate release time from one course for each semester of service.

E. The president-elect of the Faculty Senate performs the duties of the president when the latter is absent or unable to serve. In addition, the president-elect would serve as the recorder for the Senate and the Executive Committee: receiving resolutions from committees or members, setting agendas for meetings, reviewing and managing the correspondence of the Senate. Secretarial support is provided by the Provost, however it is the duty of the president-elect to review all minutes and maintain all records of actions on resolutions. The president-elect also is the Senate representative to the Campus Priorities and Planning Committee and to attend ACCUFP meetings. It is expected that the Provost/VPAA will provide the president-elect of the Faculty Senate release time from one course for each semester of service.

F. The Faculty ombudsperson shall report to the Senate president during regular meetings at the time of committee reports. The ombudsperson shall promptly record and acknowledge receipt of written requests from faculty, exhaust all possible means of satisfying them, and report the outcome to the petitioner, maintaining confidentiality where reasonably desired. The ombudsperson shall attend all Executive meetings.

G. The parliamentarian of the Faculty Senate shall be appointed by the president from among the members of the Senate learned in parliamentary law. He/she serves at the pleasure of the president and advises the president and Senators on parliamentary procedure. The parliamentarian shall be appointed on an annual basis.

H. If, at any regularly scheduled or called meeting of the Faculty Senate, both the president and president-elect are absent, any member may call the meeting to order and the Senate shall immediately elect a president pro tem from among the members present to preside until the arrival of the president or president-elect or the adjournment of the meeting, whichever occurs first.

I. Recall of the president or the president-elect can occur at any time on the following manner: a petition from 1/3 of the sitting senators requesting recall will go to the Provost/VPAA who will then call for a vote of the entire senate. A majority vote of the entire senate is required to recall an officer. In the event of recall the Senate Governance Committee will institute a university wide election to replace the removed officer. In the interim, the other presidential officer will serve, or continue to serve as president. In the case of either president or president-elect becoming unable to serve, the above procedure

**Commented [6]:** In the 26-Sept meeting, we reviewed the "University Committees Reference Manual 2019-2020" from the Provost' office, which listed two dozen committees. Among those listings, these two committees explicitly state that the FS president serves.

**Commented [7]:** Also, a period is missing from the end of this.

**Commented [8]:** Period added at end.

will be followed. The president, with the advice and consent of the Senate, shall appoint an ombudsperson should this position become vacant.

J. The Office of the Provost/VPAA is obligated under the Governance System to provide all necessary secretarial support and does so in consultation with the president and president-elect of the Senate.

K. Past-President. The immediate past-president of the Faculty Senate shall be considered a non-voting member of the Executive Committee; to be included in all meetings and deliberations of same, and is permitted the honorary title of Faculty Senate Past-President during the year following his or her Presidency.

## IV. Senate Committees

A. The Standing Committees of the Faculty Senate are:

1. The Executive Committee
2. The Governance and Senate Operations Committee
3. The Senate Personnel Committee
4. The Senate Undergraduate Curriculum Committee
5. The Faculty Finance and Resources Committee
6. The Senate Undergraduate Scholastic Affairs Committee
7. The Senate Faculty and Student Development Committee

B. In March, the Governance and Operations Committee will solicit interest in open seats on Standing Committees from among incoming senators, and present that slate of committee members (ensuring representation from each college on each of the standing committees) to the senate in April.~~The members of the Standing Committees are senators and are elected by the Senate.~~

C. Each senator shall serve on at least one committee. Units with few senate members may find their senator serving on more than one committee when the bylaws of the senate calls for representative membership by unit. These senators may name a permanent proxy from their unit to serve on this committee for the year. This proxy will have the same eligibility requirements and responsibilities as a regular senator.

**Commented [9]:** The committee felt that the existing wording of items A. and B. in combination make it appear as though members are elected to the Executive Committee.  
In addition, one of the items from the Spring 2019 review process of the bylaws had been a comment that this committee membership question should happen in the April senate meeting, with a need to operationalize how this takes place. (In addition, the UA verbiage from their FS bylaws - about having a debate on the assignment of senators to committees - may be useful.)

**Commented [10]:** To try to make clear that the permanent proxies would have the same duties as full senators, to report back to the senator for their college/dept

D. Recommendations for addition, deletion, or change of the standing committees of the Senate will be a part of the annual Senate review of the governance system. The Senate will determine the mechanism for and the extent of student/staff/administration participation on Senate committees.

E. Members of the Senate committees shall serve ~~two-year~~<sup>one-year</sup> terms, unless the resolution creating the committee specifies a shorter term.

**Commented [11]:** The committee felt that two-year committee terms (in line with 2-year senate terms) were more logical, and help to provide continuity and institutional knowledge within those committees.

F. ~~Attendance~~<sup>Minimum attendance</sup> requirements of committee members will be determined by each committee at the first meeting of the Senate year.

**Commented [12]:** The committee felt that this should read "Attendance requirements" without explicitly stating the word "Minimum".

G. The elected chair of a committee may request of the Senate president the replacement of any committee member when minimum attendance requirements are not met. Chairs should keep records of committee meeting business, and file that with the Faculty Senate secretary for posting on the Faculty Senate committee website.

**Commented [13]:** This was added to support existing bylaw VII.B. Or should this be sent to President elect and attached to agenda/minutes? Operationally, these would be easier to find if each committee had a place for committee minutes / records / reports.

H. The replacement of a committee member will not be in violation of Senate by-laws or required composition of any committee.

I. In April, committees ~~Committees~~ shall elect a chair for the coming academic year from among their membership ~~on the last Senate meeting of the academic year~~. Standing committee chairs serve on the Senate Executive Committee.

J. In case of vacancies on Senate committees or in case of a necessity to appoint a new committee member, the president shall appoint the new committee member provided that the Senate consents by a majority vote of those voting and provided that a least one day's advance notice of the appointment shall have been provided to the senators. If the president's nominee is rejected by the Senate, the Senate shall proceed to the election of the new committee member.

K. Standing Committees:

## EXECUTIVE COMMITTEE

### Charge:

1. Receive all resolutions from the president-elect and conduct the first reading of a bill.
2. Prepare the agenda for Senate meetings. (See VIII, IX.B,C)



3. Construct and distribute a tentative calendar for regular Senate meetings for the year.
4. Coordinate activities of Senate committees.
5. Disseminate Senate business to appropriate committees.
6. Advise and consult with the Senate president on those matters requiring attention during periods in which the full Senate cannot be called into regular session.
7. Meet before the academic year begins to smooth the transition between the old and the new Executive Committees.

Membership:

1. The Faculty Senate president, president-elect, ombudsperson, parliamentarian, past-president (non-voting), and chairs of all standing committees shall comprise the membership. The Provost/VPAA shall be ex-officio non-voting.
2. The Senate president shall call and chair the meetings.
3. A quorum shall consist of one officer and three committee chairs.

**Commented [14]:** One of the items from the Spring 2019 review process had been a comment that item #7 needs a timeframe for this meeting.

**Commented [15]:** Comment from a committee member in Fall 2019: Did we ever actually include a time frame? I think that would be a wise addition before it goes to the senate but I would also defer to someone who has experience on the executive committee to name that time frame.

**Commented [16]:** One of the items from the Spring 2019 review process of the bylaws had been a comment to make the past-president's role on the FSEC consistent throughout the bylaws. This wording "(non-voting)" has been added in order to agree with III. K. above.

## GOVERNANCE AND SENATE OPERATIONS COMMITTEE

Charge:

1. Review annually the Senate bylaws and prepare recommendations (resolutions) for revisions of and addition to the bylaws.
2. Serve as a nominating committee (to the Senate) for faculty membership on all Senate committees and Senate offices.
3. Conduct Senate elections. That includes obtaining members' names, preparing ballots, requesting candidates for chairs of committees, etc. Preparations of all election material (both university and Senate) should be completed prior to the last Senate meeting of the Spring semester.
4. Conduct faculty elections to University Committees. That includes screening candidates to appear on ballots following rules applicable to the individual committees. See also (6) below. Requests for membership from faculty to university committees should be collected by April 1 and ballots prepared for the election meeting of the Senate. A Senator may need to be

placed ex-officio on a University committee if there is no other Senate representation on that committee.

5. Designate a senator to act as liaison with each university committee. This senator would be ex-officio unless he/she were elected by the Senate as the faculty member to that committee.

6. Maintain an updated roster of all Senate and university committees and distribute to all faculty in the university.

7. Conduct an annual review of the governance system of the university and make recommendations for needed change.

Membership:

An elected senator from each college in the university including a representative from the Library.

## **SENATE PERSONNEL COMMITTEE**

Charge:

The Faculty Senate Personnel Committee shall be responsible for monitoring the quality of the academic and professional environment relative to its impact on faculty at The University of Alabama in Huntsville. Specifically, the committee shall:

1. Monitor policies and procedures for faculty appointments, promotions, award of tenure, sabbatical and other leaves, retirements, terminations due to financial exigency and discontinuation of an educational program, faculty evaluations, and salary adjustments.
2. Monitor the contents of the UAH Faculty Handbook through annual review, updating and editing.

This committee shall also be responsible for collecting and disseminating information pertaining to faculty personnel policies and procedures. Specifically, the chairperson of this committee will deliver a report to the Senate on matters under its jurisdiction.

This committee shall be responsible for recommending modifications or changes in all personnel policies.

Membership:

Membership shall consist of one elected senator from each college in the university, a representative from the Library, ~~and the Library~~ and one ex-officio member designated by the Provost/VPAA.

**Commented [17]:** One of the items from the Spring 2019 review of the bylaws had been a suggestion for a slight change in verbiage here, just so that the library membership as listed here is in agreement with the membership sections for the other committees.

## SENATE UNDERGRADUATE CURRICULUM COMMITTEE

### Charge:

The Faculty Senate Undergraduate Curriculum Committee shall be responsible for monitoring the quality of curriculum at the University of Alabama in Huntsville. Specifically, the committee:

1. Shall serve in an advisory capacity to the Provost/VPAA in matters related to curriculum planning, development, change, and evaluation.
2. May initiate and shall review any proposed changes affecting programs, basic degree requirements, and the creation or elimination of academic programs.

This committee shall also be responsible for collecting and disseminating information pertaining to the planning, development, change, or evaluation of any academic program. Specifically, the chairperson of this committee shall deliver a detailed report, including recommended changes, to the Senate during the academic year that will include the following information:

1. The status of all degree programs.
2. The status of any plans to change or add to existing degree programs.
3. The status of any academic programs being planned, including, but not limited to any new degree programs, departments, majors, minors, and degree/program options.
4. The status of any new or proposed courses within existing curricula.
5. The status of any contemplated or recommended eliminations of existing academic programs, including degree and nondegree programs and departments.

This committee shall be responsible for recommending modifications or changes in all curricular policies.

### Membership

Membership shall consist of one elected senator from each college in the university, a representative ~~one elected representative~~ from the Library, and

**Commented [18]:** Requesting a slight change in verbiage here, so that the library membership as listed here is in agreement with the membership sections for the other committees.

one ex-officio non-voting representative from the Curriculum Committee from each college and the Office of Admissions and Records. The committee may request additional resource personnel (e.g., deans, registrar, directors, etc.) according to proposals being considered.

## FACULTY FINANCE AND RESOURCES COMMITTEE

### Charge:

The Senate Faculty Finance and Resources Committee shall review, assess, and make recommendations concerning:

1. The mission, goals, role, and scope of the university.
2. The objectives and plans of the major budget units.
3. The information base and planning procedures utilized in budget preparation.
4. The annual budget request and annual operating budget.
5. Campus planning and allocations of space and funding.
6. Faculty research priorities, funds, and projects.

This committee shall also be responsible for recommending modifications or changes in all matters under its consideration. The Committee also shall be responsible for collecting and disseminating information pertaining to the acquisition, availability, and apportionment of university resources among faculty. The Senate will be represented on the Priorities and Resources Advisory Committee by the chair of the Senate Faculty Finance and Resources Committee, one other member elected by this committee, as well as the Senate president-elect.

### Membership:

Membership shall consist of at least one senator from each college, [a representative from one from](#) the Library, one member from the Employee Benefits Committee. The Vice President for Administration will serve as resource to this Committee.

**Commented [19]:** Requesting a slight change in verbiage here, so that the library membership as listed here is in agreement with the membership sections for the other committees.

**Commented [20]:** Also, suggest ending with a single period "." instead of a double period ".."

## UNDERGRADUATE SCHOLASTIC AFFAIRS COMMITTEE

### Charge:

The Senate Undergraduate Scholastic Affairs Committee shall monitor the quality of the academic environment relative to its impact on undergraduate students. Specifically, the committee shall:

1. Monitor policies and procedures for all admissions, withdrawals, scholastic probation, grading systems, academic good standing, and any other scholastic issue determined by the committee as relevant to student academic quality.
2. Hear appeals for undergraduate admission and readmission.
3. Review any proposed changes in the academic criteria for awarding any scholarship/financial aid.

This committee shall also be responsible for collecting and disseminating information relative to the development, change or evaluation of procedures or standards for admission, progression, and/or graduation. Specifically the chairperson of this committee will deliver a report to the Senate during the academic year that will include the following information:

1. The status of standards and procedures for admission, progression, and graduation.
2. The status of academic criteria for the awarding of all scholarships and other forms of financial aid at UAH.

This committee shall be responsible for recommending modifications or changes in all policies relative to its jurisdiction.

#### Membership:

At least one senator from each of the undergraduate colleges and [a representative from](#) the Library shall be elected to serve on this committee.

The Provost or the Provost's designated representative will be an ex-officio member. The committee may designate other ex-officio members depending upon the issues/policies being considered.

**Commented [21]:** Requesting a slight change in verbiage here, so that the library membership as listed here is in agreement with the membership sections for the other committees.

## **SENATE FACULTY AND STUDENT DEVELOPMENT COMMITTEE**

#### Charge:

The Senate Faculty and Student Development Committee shall review, access, and make recommendations concerning issues related to:

1. Student retention

2. Faculty retention
3. Academic Integrity
4. Faculty orientation/mentoring programs
5. Research development and support
6. Teaching development and support
7. Student policies affecting faculty
8. Sabbatical and other faculty development opportunities
9. Faculty support services

This Committee shall be responsible for recommending modifications or changes in all matters under its consideration.

Membership:

Membership shall consist of at least one senator from each college and [a representative from](#) the Library. The Provost and the Vice President for Student Affairs will serve as resources to this Committee.

**Commented [22]:** Requesting a slight change in verbiage here, so that the library membership as listed here is in agreement with the membership sections for the other committees.

## V. Senate Role Regarding University Committees.

University Standing Committees.

A. University standing committees consist of members of the faculty and members of administration/staff. Unless otherwise stated, faculty members shall be selected by (but not necessarily from) the Faculty Senate and shall at least equal in number administration/staff representation on each committee. All ex-officio members shall be clarified and designated. Ex-officio members shall not vote, except for those ex-officio members who are committee chairpersons who may vote only to break ties. In cases where this ex-officio member serves as chairperson, members of the committee shall select a faculty member to serve as co-chairperson. If the ex-officio member calls a meeting but cannot attend, then the co-chair will preside. When faculty representatives on the committee do not happen to include a Faculty Senator, then a Senator should be placed (ex-officio) on the University committee as a reporting senator to the Faculty Senate.

B. Where Faculty Senate Committees and University Committees share common purposes, functions, or charges, members of the Faculty Senate Committees shall be voting members of corresponding University Committees.

C. Where required by the nature of the committee's function, the university committee structure shall reflect unit representation, including the Library. University committees shall meet at least once a semester. Any member of the committee may call a meeting. Committees will issue a written report to their administrative liaison and to the Faculty Senate Executive Committee each semester, after meeting. The terms of membership shall be for two years unless otherwise noted with arrangements made for staggered terms. The details of procedures are issues which will be determined by each committee.

D. University committees for which a faculty election is conducted by the Senate:

1. Faculty Appeals - five faculty elected by the general faculty each year to serve two-year staggered terms.
2. Employee Benefits - three faculty members elected by the Senate; three-year staggered terms.
3. Intercollegiate Athletics Committee - three faculty elected by the Senate to serve two-year staggered terms.
4. Library Committee - One faculty member from each college and Graduate School elected by the Senate to serve a two-year staggered term.
5. Campus Planning Committee - six faculty members elected by the Senate to serve a two-year staggered term.

~~6. Information Services Users Advisory Committee - one faculty member from each of the colleges and the Library elected by the Senate to serve two-year staggered terms.~~

~~10. Publications Board - two faculty members elected by the Senate to serve two-year staggered terms.~~

~~8. Student Conduct Board~~~~12. University Judicial Board~~ - one faculty member from each of the colleges elected by the Senate to serve two-year staggered terms.

~~9~~~~13.~~ Commencement -one faculty member from each college, elected by the Senate to serve two-year staggered terms.

**Commented [23]:** In the Fall 2019 committee review, the current 2019-2020 university committees reference manual was reviewed, and compared to this list. Several committees as currently listed in the bylaws are no longer present in the 2019-2020 university committees manual. The executive assistant to the provost was asked about these missing committees. She confirmed that the Publications Board (old #10) and Student Life Allocations committee (old #14) do not exist as documented previously. She elaborated that the Information Services Users Advisory Committee (old #6), Patents & Copyrights Committee (old #7), and Radiation Committee (old #8) have been renamed and/or revised according to subsequent UA system or university policies, and those now govern these needs. That is to say, these committees do not exist in the same way. She also elaborated that the University Judicial Board (old #12) is now the Student Conduct Board (now #8). Regarding the Student Conduct Board, the committee membership wording from the old bylaws has been replaced with the wording from the university committees manual. The remaining committees have been renumbered to remove any gaps (from deleting obsolete committees).

~~14. Student Life Allocations - two faculty elected by the Senate to serve two-year terms.~~

E. University committees for which the Senate appoints faculty members:

1. ADA Advisory Committee - one faculty senate representative.

2. Student Traffic Appeals Committee - two faculty members appointed by the Faculty Senate.

## ~~VI. Meetings of the Senate and Attendance~~

A. Business may be submitted for consideration at plenary meetings of the Senate by senators, Senate committees, and those parts of the University community empowered to do so by the Governance System. All business shall be submitted in the form of resolutions which state clearly and in detail all actions to be taken and the agencies intended to take these actions. Items which do not conform to this format shall be returned to their originators.

Note that, here and throughout these bylaws, the word "resolution" is used to refer both to bills that have been submitted for Senate consideration and also to those which have been voted upon and passed.

B. Senate committees shall submit written reports of actions taken, and shall submit their recommendations, if any, in the form of resolutions.

C. All resolutions shall be submitted in writing to the president-elect of the Senate.

D. The president-elect shall number all new resolutions in order of receipt, and shall identify by proper notations amended or substitute resolutions reported by committees. The president-elect shall list all resolutions as received. Seven days before each meeting of the Senate the list shall be closed and transmitted to the Executive Committee. Copies of all resolutions newly added to the list shall be sent by the secretarial staff to each senator.

## ~~VIII. Determination of the Agenda~~

A. No resolution shall be passed by the Senate unless read three distinct times. Action by the Senate Executive Committee or emergency introduction shall constitute the first reading. The second and third readings shall occur on

**Commented [24]:** In the Fall 2019 committee review, the current 2019-2020 university committees reference manual was reviewed, and compared to the list above in V. D. In addition the committees listed in V.D., two additional committees were identified in that manual as having members appointed by the Faculty Senate, but those committees were not listed in the bylaws. This new section would list those two committees, and the number of committee members appointed by the senate.

**Commented [25]:** Replaced "no" with "not" in the sentence which begins "Items which do no conform to this format..."

**Commented [26]:** The additional change here is based upon a 05Dec conversation with President-Elect Tim Newman who recommended this type of clarification, instead of needing to change multiple occurrences of the word "resolution" with "bill" throughout these bylaws



the floor of the Senate, and shall be on distinct days, unless the Senate shall determine by a two-thirds vote, following the second reading of a resolution, to move directly to a third reading of the resolution. If any item shall receive a unanimous vote on Second Reading, the presiding officer may rule, if there is no objection from the floor, that it has been immediately and automatically adopted at Third Reading.

B. The Senate Executive Committee shall place items on the Agenda for Second Reading. During the consideration of an item on the floor at second reading, it shall be in order to move that the item pass to third reading and if a majority vote in favor, the item shall be automatically placed at the foot of the Agenda for Third Reading.

C. The preferred order of business in meetings of the Senate should be:

1. Correction and adoption of the Journal for the previous meeting;
2. Report by the Provost/VPAA on administrative responses to Faculty Senate recommendations;
3. Elections, reports of committees, and general discussion;
4. Business on the Agenda for Third Reading;
5. Business on the Agenda for Second Reading.

Items 1, 2, and 3 should be limited to a combined duration of thirty (30) minutes.

D. At the discretion of the Senate, the Provost/VPAA may be requested to submit a report in writing for inclusion in the permanent records of the Senate when the substance of the report shall make this desirable. Such a request may be made by motion after the oral report, and shall be voted on by the Senate without debate.

E. Following adoption of the Journal, the report of the Provost/VPAA, and general business, the president shall read the agenda item by item, beginning with the first resolution on the Agenda for Third Reading. The item read shall then be on the floor for consideration, but a motion to pass over without prejudice shall be in order immediately following the main motion for passage to the next stage. Following the passing over of consideration of a resolution, the procedure shall be repeated for the second resolution on the agenda, and so on. When the Agenda for Third Reading has been read once, the procedure shall be repeated for the Agenda for Second Reading. Items

remaining on the agenda at adjournment (including resolutions passed over) carry over to the next meeting in the same order.

F. At any time during agenda business when there is no other motion on the floor, a senator may move that the Senate proceed immediately to emergency floor consideration of a resolution not on the agenda nor before committee. This motion is in order only if the proponent of the motion has on hand copies of the resolution for all senators plus two file copies. The motion may be debated for five (5) minutes and requires a two-thirds vote of those present for adoption. Any senator wishing, by emergency action, to bring a new (unpublished) matter before the Senate for action, and to move it through all readings on the same day, must present ample evidence of the urgency of the matter, of the need for immediate action, and of the likelihood that delay would seriously impair the effectiveness of the Senate's response.

G. If the Senate shall adjourn while considering a resolution, that resolution is considered before the call of the agenda at the next meeting. Prior to the call of the agenda, motions to take from the table resolutions tabled at earlier meetings are in order.

H. When a Senate resolution is passed at third reading, the president-elect of the Senate will forward the resolution to the Provost. The Provost may seek the advice of University Counsel or other groups appropriate to the content of the resolution before forwarding the resolutions to the President of the University. The President of the University will either approve the resolution, suggest changes or decline to approve the resolution. In any case the University President will present the decision to the Senate Executive Committee at their next meeting following the decision. If there are suggested changes, the Executive Committee will place the resolution on the agenda of the next Senate meeting at third reading. It is the responsibility of the Office of the Provost to apprise the Senate president at every Executive Committee meeting of the progress of resolutions; the Senate president will then inform the senators at every meeting. Final decisions on resolutions should be made with all due speed. If the Senate determines that a resolution is blocked in an administrative bureaucracy, it may ask the Provost for a written explanation. The Senate also is responsible to offer clarifications of intent of resolution if there are questions from administration. Resolutions that do not require administrative approval are: "Sense of the Senate" resolutions, and those resolutions that only affect Senate structure and functioning.

I. At any time during a Senate meeting a senator or a Senate committee may be recognized to call for a "Sense of the Senate" resolution. These resolutions are to be distributed to the Senate in writing along with a verbal explanation of

**Commented [27]:** One of the items in the Spring 2019 review of the bylaws had been to correct a typographical error here (under "Sense of the Senate" resolutions near the end).

the need for the action. A "Sense of the Senate" resolution requires only a single reading, will be voted on upon the floor of the Senate, and requires unanimous vote. The purpose of this procedure is to expedite non-controversial matters such as recognition of significant contributions to the university, to encourage political action, etc. It is not the purpose of this procedure to bypass adequate debate or constituency input on any resolution of policy substance.

## ~~X. Records of the Senate~~

A. The parliamentary law of the Senate shall be the current edition of Robert's Rules of Order Newly Revised as modified by these By-Laws. Meetings will be conducted according to these rules.

B. Amendments to these By-Laws and supplements to Robert's Rules of Order Newly Revised may be effected only through resolutions regularly placed on the agenda, and require a two-thirds vote of those present for adoption. Such resolutions may not be voted on at called meetings.

Bylaws updated ~~[insert month & year]~~Oct. 2020] as proposed by the Senate Governance and Operations Committee and approved by the Senate [insert month & year].

**Commented [28]:** The G&SO committee wanted this type of datestamp added, so that the posted bylaws reflect that these were reviewed in 2019, and that suggestions were made and approved.

**Faculty Senate Bill 447:  
Handbook Chapter 7 Delay Breaks Shared Governance**

History: Passed First Reading at FSEC Feb. 13, 2020 for First Reading

Passed Second Reading at Faculty Senate on Feb. 20, 2020, with amendments

WHEREAS, the UAH Faculty Senate finalized action on a proposed new Chapter 7 of the Faculty Handbook in January 2013, with that action sent onward to the Administration upon the Senate approval of January 2013, and

WHEREAS, the proposed Chapter 7 was available to the Provost upon the Provost's commencement of duties in February 2014 and there is still no action/response from the Provost as of 7 February 2020, and

WHEREAS, Senate officers and members have repeatedly made verbal requests to the former UAH President, current UAH President, and UAH Provost to accept the proposed Chapter or, alternately, to indicate which areas of the proposed Chapter were not acceptable to the Administration, and

WHEREAS, no acceptances or indications have ever been returned by said Administrators

NOW THEREFORE BE IT RESOLVED:

That the Faculty Senate hereby ~~formally objects to the lack of Provost action (prior to the date of submission of this bill)~~ on notes the Senate's January 2013 submission of Chapter 7 to the Administration,

BE IT FURTHER RESOLVED:

That upon Senate passage of this resolution, that the Faculty Senate President shall communicate this resolution and ~~its displeasure about the situation to the UA System Chancellor~~ form a task force;

AND BE IT FURTHER RESOLVED:

That upon Senate passage of this resolution, that the Faculty Senate President and President-Elect publish this resolution upon the official records of the Faculty Senate