
SENATE EXECUTIVE COMMITTEE MEETING

February 18, 2014

12:45 PM in Morton Hall 343

Present: Mitch Berbrier, Deb Moriarity, Wai Mok, Jim Blackmon, Phillip Bitzer, Charles Hickman

Guests: President Altenkirch

➤ Faculty Senate President, Mitch Berbrier called the meeting to order at 12:50 pm.

➤ Report from President Altenkirch

Block Tuition

Talked about the block tuition concept before. I basically asked the chancellor if we could begin to market it, and over the weekend, he and I went back and forth with an analysis. The problem with moving from where we are now, which is essentially dollars per credit hour, to block between 12 and 18 with no change in the cost, so to move from what we have now to that, is keeping the revenue neutral. It causes a large increase at 12 hours because you are depressing the cost at 15 and 18 hours so you must raise it elsewhere. Then, you must take into account the discussions with the board about tuition increase next year of 3%. Take the 3% and add it to our structure now and make that revenue neutral, it bumps revenue at 12 hours up again. The chancellor and I decided it's too much at once. So, we've come up with a 3-year transition, so that moving from this year to next fall, the slope will of dollars per credit hour between 12 and 18 will depress. Next year the slope will depress again, and the next year the slope will be 0. That allows a smooth transition with a "usual tuition increase." Went back and looked historically at the tuition increases over a 10-year period. 10 years ago there was a 9%+ increase, then it dropped for a couple of years to around 3%. Then it began to creep up, and for one year it was like 15%. Then it came down to about 7 or 8%, until last year when it was 4 something. We are probably for the next several years at 3-4% range. The transition accommodates that. I think we are pretty well set with him and the Board that that's going to be the plan.

- Mitch Berbrier: It's a bit more complicated to market, though.
- President Altenkirch: Correct.

We would be in block tuition completely by fall of 2016. It's beneficial because as the tuition between 12 and 18 starts to declines, it's still beneficial; it's just harder to explain.

Right now, for the Merit Tuition scholarships, which are institutional funds by that scholarship matrix, the matrix says it's up to 16 hours per semester. We will increase that to at least 18, or we might just get rid of the hour minimum altogether and just say, "This is the scholarship."

The other marketing deal is: take 128 hours and divide that by 18, then multiple 18 and 6 semesters, that is 108 hours. That leaves 20 hours. If you go to summer school for two or three summers, you can graduate in 3 years if want to do that. So we will use that as a marketing tool.

- Mitch Berbrier: Do you mean market it with the Merit scholarship?
- President Altenkirch: No, just in general.

With respect to the scholarship matrix and block tuition, for the summer before a student becomes a first-time full-time freshman, we will consider that summer as part of their first semester in

college. This means that if you take courses in the summer before you enroll in the fall, the scholarship matrix applies and the block tuition applies, so it will be like the summer and fall are one thing.

- Deb Moriarity: So if a student takes 6 hours in the summer, and 9 hours in the fall, that would be 18 hours, and they would pay the tuition at 18 hours?
- President Altenkirch: Correct.

It works this way: suppose they are in the matrix at a 50% discount. They take 6 hours in the summer, but they have to pay for 6 hours in case they choose to abandon the fall enrollment. But if they enroll in the fall and they take 15 hours, it totals 21 hours, so they owe us for only 10.5 because we will give them a 50% discount. But they only pay us for 7.5 because we owe them for 3 hours from over the summer. So we get the money up front, and it's a hook. It also works for the block too. Suppose they take 6 in summer, and they take 15 in the fall, from 12 to 18, they've paid us for 6 hours, and they only have to pay us the amount up to 12, so 6 more hours because 6 to 18 are the same. We are thinking it will look like a good financial deal. The other thing, I think, about the block is that it will keep a student who signs up here for 12 from jumping over to Calhoun because will have to pay extra at Calhoun.

- Mitch Berbrier: So the summer thing is only for their first year?
- President Altenkirch: Yes.
- Mitch Berbrier: Is the idea that the retention benefit is only in that year?
- President Altenkirch: The driver for it is that it will benefit somebody who needs remediation because they can take classes in the summer.
- Deb Moriarity: That starts this fall?
- President Altenkirch: Yes, we are working up the documentation now.

Summer school

Summer school is what I last presented. A question came up about the 10%. If you think about someone who is doing only teaching, they have a full-load, which is 4 slots, plus they are on a committee, which is one slot, then they are now at 5 slots, which equals 10 slots a year. I will add that as a footnote to this document. The question was, "where did this split come from?" All of the revenue that is brought in from summer school is spent, so it's an expenditure. On our expenditures, the negotiated overhead is 48%, but the rate we proposed based on an analysis, the one that we gave to AHS, is 54%. Approximately, our unrecovered overhead is about 10% of the state funding, which we don't get in the summer. So if you add that 10% to the 54% it's something over 60%. So it isn't unreasonable. I can't give you an exact reason why it came out that way. The money that goes to the colleges is spent on college efforts and the money that goes to the provost eventually funnels through them one way or another.

4-day Summer Schedule

I told the deans that we are not going to use the 4-day summer schedule. I don't want to at this point, with all that we are working on, to manage all of the responses to all of the reasons why it will or won't work. I've got a message that I will send out today or tomorrow.

Madison Hall Architect

The architect for Madison Hall has been selected, Nola Van Peursem. They are from Huntsville and have done work on the UAH campus. All of their subcontractors are local too so it's an entirely Huntsville operation.

Wai Mok: So the money stays in Huntsville?

President Altenkirch: Yes. This afternoon is the first meeting to begin the design process.

Hopefully we will have a design within 5 months. Their presentation was the most imaginative design.

Admitted Student Day/Advertising

We had the largest admitted student day ever.

- Deb Moriarity: There are still problems with some of the logistics.
- President Altenkirch: Our biggest problem is parking. Another problem was that only one door was opened for the gym.
- Deb Moriarity: Another problem that we see is that the time period that they have to attend a class, if they want to, is overlapped with the college, so they randomly appear and it's a little disruptive. Another one is that I've talked to many students and parents at different times who all had the same questions. In the past the same thing happened but there were only a few people to deal with. I have had about 15 this time. It was difficult talking to them and taking them on tours through our labs.
- Mitch Berbrier: Those numbers are very promising, though. What did we do?
- Deb Moriarity: I think the phone-a-thons were a big help.
- President Altenkirch: I think that the things we've been doing have had an affect. The scholarship matrix, communication with the students is more organized, and Maxon has been on top of it.

If you have some suggestions on a schedule send them to John Maxon. You could split it into 2 days. The problem there is that you want it to be a little crowded. All of these things are beginning to have some impact. We are putting an ad in the airport. It will be on the visual screens in the airport.

- Wai Mok: What about an ad on the radio? I hear other schools advertising, but not us.
- President Altenkirch: Well, the question is who is the audience and how long do they spend in their car? Generally, the public radio stations are listened to by adults. But we will look at that. We put up 2 billboards on I-65, one facing North and one facing South.
- Wai Mok: Did HURON say anything about advertisement?
- President Altenkirch: No, their take is that the best recruiting tools are the web, which we are fixing, and communication, a more systematic communication that if somebody contacts you then there should be a schedule to return message. So their take is the web and these communication tools that we are finally implementing with this software. Advertising is less effective.
- Deb Moriarity: I think advertising works for our graduate programs.
- President Altenkirch: We have the traffic data for I-65, and the billboards will be up during the peak time on I-65. Not 565, though, because those travelers probably know where they are. We are trying to capture the beach traffic on I-65. So we looked at the traffic patterns and pinpointed that.
- Mitch Berbrier: I-65 South in the state or here?
- President Altenkirch: It's not far from Huntsville.

Inclement Weather: Class Cancellations

Mitch Berbrier: Question about the 10am thing when we cancelled classes for part of the day. Public schools have rationale when they cancel at 10am because they don't lose a day, technically. Does that apply to us?

- President Altenkirch: No, that doesn't apply to us. If the public schools don't do half a day, they don't get credit for the day. So they always make sure they get half a day in.
- Mitch Berbrier: So we get 10:00 am, too, but it seems to me that a better time for that is at the beginning of class schedules, so classes are from 9:30 am to 11:00 am on Tuesdays and Thursdays, and so if we start class at 10:00, it leaves some ambiguity. So I think that, unless we have this constraint, we coordinate with the class schedules.
- President Altenkirch: I think 10:00 am is chosen for people who have kids.

- Deb Moriarity: Then maybe we can go to the class period right after that. I had tons of emails and questions, and colleagues and I cancelled class because of it.
- Mitch Berbrier: There are different ways to go about doing it. One is classes that start at 9:20 am, just clarify they will begin at 10:00 am. Another is that staff and faculty are to arrive at 10:00 am, but classes start at 11:00 am. So there are different ways to do this to get some kind of acknowledgement of the class scheduled in the announcement so the information is out there.
- President Altenkirch: I suspect the time is picked based on what other entities around pick and the interactions people have with those entities.
- Deb Moriarity: Some of my students who live in Guntersville said that if they drop their kids off at 10:00 am, then they can't get to UAH at 10:00 am.
- President Altenkirch: We can put something within the message.
- Mitch Berbrier: Yes that would be a great improvement.
- Charles Hickman: Are we looking at a makeup policy?
- President Altenkirch: I asked Brent that because I don't know. He said in the past not much more was done than use the day between the last class and finals and use it as a study day if it is not used. I believe he's working up a message to say use that.
- Charles Hickman: Apparently some of the night classes only have 14 classes this year, but now they're down to 13, which includes the final. So I'm not sure if they're looking for another class.
- President Altenkirch: I'll double check with them again.

Chamber of Commerce partnership

Jim Blackmon: Engineers don't know we are here. Years ago, Dr. Hawk, Director of the PRC, and I talked to the Chamber of Commerce to talk about the benefits and all of that, and the president at that time said that one of the things the companies never as us about is the opportunities for courses and stuff. That surprised us. So I wonder if we deal with the Chamber of Commerce much because they deal with these companies who don't know we even exist?

- Deb Moriarity: When I was Graduate Dean, the Chamber had me talk about a couple of the things they had, but that was more for people they were bringing in outside, like summer programs and things.
- President Altenkirch: I've been involved in several academic development recruiting projects and they know we are here because we do a lot of work. There is one floating out there that we've put a lot of material into. We had two Boeing deals, but one didn't go through. We were involved heavily in both of those, though. The Remington deal we were not involved in because that is a pure manufacturing operation and they've got their processes. The frustration with the Chamber is, go read the article on al.com about Remington and look at the quotes from people from the Chamber. They're focused on job training, on 2-year institutions. We try to explain to them the benefits of this institution compared to Calhoun, but its' like talking to a brick wall.
- Jim Blackmon: Their tone was polite, but they gave the impression that we don't have what they need.

➤ Officer and Committee Reports

President, Mitch Berbrier: I have very little to report. There's one thing I wanted to mention from the Board of Trustees meeting. There is some issue that they mentioned in their discussion. They discussed our pension funds. Apparently, some external evaluation is that they are 9.5 billion dollars underfunded. This is for the entire state, not just the UA system. This is for the ERS. I think that's based on some actuaries estimate. They have theirs and we have ours. I would like us to try to find out a little more about them. I want to ask Ray Piner to get us some information about that and them.

- Charles Hickman: When Ray came and talked to our committee, he said the University contribution is going up, close to 12%. We contribute 7.5%. He talked about that and said he thinks it's a good thing. We actually have a fairly well funded pension system, by state standards and after the crisis.
- Mitch Berbrier: They made it sound in this meeting as if we were in the same boat as every other state.
- Charles Hickman: Last I heard was 60% funded. It means they have 60% of the assets so if everyone quit today, they would have 60% of what they would need to fund their obligations. Before the crisis we were up towards 90%, and that was thought of as the maximum. If they get over 90%, employees want increases in benefits.
- Wai Mok: So are they implying they will raise our contribution percentage?
- Charles Hickman: The contribution for the university and the employee combined is going up. It will be close to 20%. I don't think they're talking about increasing our individual contribution, but the university's.
- Mitch Berbrier: I do not get these people who obviously have the credentials and the CLs to run such things, but everywhere gets it so wrong. Or is it just the state that is refusing to fund it properly?
- Charles Hickman: Yes, and that becomes problematic, too, in that, for one thing, most people in the United State no longer have a benefit plan, and so we start talking to the taxpayers about how money needs to go into the Public Employees Retirement Fund to fund these entirely lucrative retirement packages, and people get upset.
- Mitch Berbrier: You're caught between the obligation that you have to the employees that you have because you've already said you would do this for them. What I don't understand is that setup at some point that this is going to be the benefit, 20 or 30 or 40 years ago, why has it changed so much?
- Charles Hickman: Because of the prices.
- Mitch Berbrier: I understand that, but the stock market has come back. So all of our investments have come back since then. I've been here since 1996, and this has been an issue for the administration of this university, and every university in the state, as long as I've been here. Their contributions are increasing and I don't get it. The system is set up at the beginning so why is it changing so much?
- Charles Hickman: Before the crisis, I think our pension fund was around 90% funded. But because of the crisis it's gone down. But Alabama's pension is a lot better than most of the other states and is relatively better managed.
- Mitch Berbrier: Well I'm going to ask Piner to come talk to us about that.
- Charles Hickman: chicagobusiness.com has the info on pensions.

President-Elect, Wai Mok: No report.

Governance and Operations Committee Chair, Phillip Bitzer: We are doing elections for expiring senate terms. There are 4 vacant seats, not counting the three in Engineering that have been vacant. These are 4 that we found. There are 2 in Nursing, 1 in Atmospheric Science, and 1 in Marketing and Management. There are also 2 At Large seats that don't need to be there, but both of their departments needed senators so we shifted them over. So all that's being taken care of now, and information has been sent out to the Chairs about the two senators who have not been assigned term expirations (Sadeghi from Physics and Computer Science). There are some questions about what these seats will fill because they're vacant now and should be filled right now, which means their term expires at the end of the summer, so should they be filled now? The by-laws state it's voted on by the senate, whether to extend them another year, or when their term actually finishes.

Mitch Berbrier: There's also something in the by-laws about staggering terms.

Phillip Bitzer: Yes, there is a vague provision where we can make it 1 year and not 2. I'm leaving it at the department-level to decide, especially for some like Marketing and Management who have 3 expiring terms now. The by-laws say there is a provision there to allow that, not that we have to stagger the terms. So all elections need to be done by March 1st. Then we will start with President and Ombudsman elections the next month. Expiring terms need to be filled by March 1. President and Ombudsman filled by the spring.

- Mitch Berbrier: We also have to start thinking about who will be running for those elections because it usually requires cajoling and writing people to run for both of those positions.
- Phillip Bitzer: Finally, the committee restructuring, we are waiting for the by-laws to come back and just playing around with format.

Undergraduate Curriculum Committee Chair, Deb Moriarity: Committee will meet on the 27th. I let all the deans know to have the course approvals for fall schedules submitted to their colleges by then. We will go through them then.

Finance and Resources Committee Chair, Charles Hickman: I sent the calls out 3 times for Distinguished Speaker series. Not sending them out again. The end of the month is the deadline and then we will review them and give notice. Right now we will be in same situation as the last 2 years, meaning we will fund 100%.

Undergraduate Scholastic Affairs Committee Chair, Jim Blackmon: Meeting with Janet about the pre-requisite overrides. We are trying to get an understanding of the waiver situation. I looked at the spreadsheet provided and looked at the number of waivers by different departments. Without normalizing it, it didn't show anything. The bigger schools had more overrides. I will try to get the numbers normalized and see if that shows anything. Just looking at the spreadsheet isn't really productive.

- Mitch Berbrier: We were supposed to meet with Janet, and then Jim got detained. I asked her about the process and to explain how overrides work. They have a system whereby those who have access to Native Banner, can go in and override and that's a lot of people on campus. Every college has their own rules and every advisor has access, so anyone of them can go in and override. Janet generates a report at the beginning of each semester, after registration and after the semester starts, of people who have failed their pre-requisites. People who are taking the pre-requisites in the fall semester can register in the spring semester, and she can put it in there with a term for those people. And then she can track them and see if they failed the courses. Those reports are sent to the deans who then send them to the chairs. The problem is when you override the pre-requisites, it goes around the system. According to Janet, there are a number of problems. There are advisors and department chairs and instructors letting people in, so when there are these overrides, there are pre-requisite courses that people don't think are important. She also thinks there are a lot of people who are unaware that you can have a pre-requisite with a concurrency, which means that instead of pre-requisite class, must take before or at the same time, also known as a co-requisite. Then there are folks who show up and talk to their advisors, and the advisors let people in. Our concern is a bit different from the faculty perspective. When you're an instructor, who do you want in your class, and what do you do when people are in your class who aren't prepared? Who is allowed to make these decisions? There are two issues here. One is tracking down where the problem actually is, and another is the process issue. How should the process be developed? Who is required to sign off? As a chair, I can go in and override any course in the university. But I don't let anyone in who hasn't talked to the professor or instructor. I think the professor and the chair should be working together.

- Deb Moriarity: We have the 2 advisors in College of Science, and they can go into Banner, the Associate Dean can, and the secretaries in each department can. The chairs don't want to learn Native Banner. But our department has a form that has all of the different kinds of overrides you might need for something, which we got from Janet. The student fills out top and instructor has to sign and select the appropriate override. That goes to the staff assistant who will check with the chair if it's an enrollment limit problem. But I don't have to approve them if the faculty member can approve. The pre-requisite issue for us comes up a lot for transfer students where Banner isn't seeing it as a pre-requisite. When we are looking at this as a problem, we need to find out where is the problem. Is it in a particular department? If so, you'll never see that by the numbers.
- Mitch Berbrier: The numbers will lead you to ask questions and who to ask.
- Jim Blackmon: The concern that someone brought up is if someone who doesn't have the pre-requisites to get into a class and fails, we aren't being fair to the student. The impact on the student is the primary reason for looking into this.
- Deb Moriarity: At one time we were having a problem with Nursing overriding courses and putting students in our Biology classes when they didn't have the pre-requisites for some of those. So we went to them and told them to stop and explained why. And it isn't a big deal now.
- Mitch Berbrier: But as a matter of procedural control in the system you have, what is to prevent a professor or anybody else from letting in several students who don't have pre-requisites into their own class?
- Deb Moriarity: If the staff assistant notices, she will point it out to us. There is a certain amount of ethics I have to presume my faculty have.
- Mitch Berbrier: If it's possible, do the analysis and get the number and then go to each department and ask why they have the numbers that they have. Personally, I think there should be a university-wide policy on how to proceed with this. It's also beneficial for new chairs.
- Charles Hickman: One anecdote and my philosophy is that if students want to take something out of sequence, then they have to pay tuition and they either pass or fail. I take students to Romania every summer. They now allow that to count towards business. We make no effort to cover the same curriculum that they cover in International Business and I don't see a problem with it because I think they get more out of the trip and participating. It requires potentially 3 overrides. In order to take International Business, you have to have 3 pre-requisites. If we require all 301 classes, then we've eliminated juniors.
- Wai Mok: Business is not as strict as Science.
- Mitch Berbrier: So what you're saying is that the 301 classes are genuine pre-requisites for the regular curriculum course? But not for your course?
- Charles Hickman: Correct. Technically, in Banner, they are, though. Will a student not be prepared for material that is covered in Romania because they didn't have those three 301 classes? No, I don't think it makes any difference whatsoever.
- Mitch Berbrier: Your curriculum is an internal matter to you.
- Charles Hickman: I like having pre-requisites that the instructor can waive if they want to. But the student needs to understand what they're getting themselves into.
- Mitch Berbrier: I don't think anybody, or that bill that Rich wrote, wants to eliminate the ability and the right to waive a pre-requisite. Jim, don't worry about analyzing as much, I think normalizing the data is great, but you can convene your committee at any point in time and get their take on this. There is nothing wrong with your committee saying that based on all of these discussions, we don't believe there is a need for this bill, or we don't believe this is a Faculty Senate issue. Or, if they want to change the bill like request guidance from the university, or something like that.

- Jim Blackmon: The plan is to have something together to show them before we meet.
- Deb Moriarity: The biggest problem is when one department overrides pre-requisites in another department.
- Mitch Berbrier: Yes, and that shouldn't be allowed, but that isn't what the bill is about.
- Jim Blackmon: If the concern is that the student, not knowing any better, thinks they can handle it but really they can't, is it feasible to get the grade? I'm looking at hundreds of students who got an override and will eventually get a grade, and if we found there is no impact, then it doesn't matter. If we found there is a huge impact then it's a judgment call.
- Mitch Berbrier: You can collect data for years, and any information is valuable. But then you have the different interpretations of the data. Some people will say it's a disservice to the student, while other people will say, well the student has to take the responsibility and learn the consequences. So you can still have that discussion without the data.
- Jim Blackmon: I want to come back with a sense about what the committee thinks.
- Charles Hickman: The data is there. You can download it into different spreadsheets.
- Jim Blackmon: Right, and link them, etc. But I don't know if we have the resources and the time. I keep hearing things I'm not familiar with. I hear we are writing lots of waivers, but what is the percentage?
- Mitch Berbrier: The main thing here is the bill sent back to the committee. Convene with the committee and see what they think and what they want to do next before you spend too much time researching.
- Jim Blackmon: Also, my on-call issue. I am a Research Professor, which means I am here on funding. If there is no funding, I won't be here and I go on-call. So someone will need to take my place as Chair of this committee. I think I have about 3-6 more weeks. I am now on 30 hours a week.
- Mitch Berbrier: Work that out with your committee.

Faculty and Student Development Committee Chair, Fan Tseng: Absent

➤ Items

Parliamentarian role

I have asked a couple of people and no one seems to be interested in it so far. I'm not 100% sure we need to have one. I kind of just want to let it go at this point since it's getting to the end of the Academic Year and also because people are really busy.

- Phillip Bitzer: 'Reads Parliamentarian role from by-laws.'
- Mitch Berbrier: If you know of someone in the Senate who knows the rules, let me know and I'll talk to them secretly.

Senate schedule inquiry

Appendix L in our by-laws says something like all bureaucratic stuff plus President reports get 30 minutes. To me, that's ridiculous. Once we get into discussing substantive things, it's not his fault. I can stop him, but I don't want to. So we all want to make sure we get everything done and that we get to our Senate Bills and then discuss things that the President brings up.

- Phillip Bitzer: Strictly speaking, all of that – the President's report and our discussion of it – gets 30 minutes.
- Mitch Berbrier: To me, that's obsolete. There is a provision for me, as the President, to call special meetings at any time. Kala is researching other universities' Faculty Senates and how they do things. I emailed UA system, and UAB has an interesting take on it. UAB Faculty Senate President has a meeting with Provost before the Faculty Senate meeting to discuss what will go on the Provost agenda, and he decides what to discuss at the meeting. This is something that ideally would become part of our by-laws. I've

discussed it with President Altenkirch. He's been so worried about taking too much of our time. His view, or recollection at Mississippi State, was that they had separate meetings structured for administration reports, and separate reports for internal business. That was their structure. Personally, I like that model better. I think the problem to me is structural. Right now we happen to be going through a lot of changes. Our President is very analytical, which is great, because he talks through things.

- Deb Moriarity: For some of those things, it's helpful to know the data and thought process that's gone into some of these things. As opposed to him coming in and announcing what they are doing.
- Mitch Berbrier: And I think it's good that they're getting the input on these things.
- Charles Hickman: I enjoy it and it's worthwhile to me to be in the room with President Altenkirch and hearing what he says. I think we give him as much time as is reasonably accommodating.
- Mitch Berbrier: There are different opinions, though. I think it can be worked out structurally. It has been stressful with all of the new things he's implemented. But I think it's worthwhile to investigate these options. I told him we are having these issues and he's very open to having special meetings.
- Charles Hickman: A benefit for that is if you call a special meeting for the President to talk to us about something, we won't need a quorum because we won't be acting on anything.
- Deb Moriarity: I don't see a problem with how it is now, although I think it would help move along quicker if we just cut off the questions.
- Mitch Berbrier: To me, the questions are important. It gives him our feedback.
- Deb Moriarity: Right, some of them are very good. Some of the things he's presented are nice to know, but don't necessarily need to be reported.
- Mitch Berbrier: Or in as much detail. The other issue is that he can just report to us in the Executive Committee and it just be in the report.
- Deb Moriarity: Or maybe he just doesn't go into as much detail about updates.
- Jim Blackmon: My impression is that he's taking the initiative to come tell us about things. We aren't taking the stand about asking him to tell us about things, so maybe he's going to say more than he should. I appreciate it when the administration is sharing. I like to think that we are positively reinforcing the things that we want. If we are appreciative and positive, over time, we won't be shut out. I like the idea of administration being open and giving us reports on what they're doing, and why. In places where this is done, there is a high performance out of its people, but in once that don't, they get low performance.
- Mitch Berbrier: And from his perspective, it's probably not because he likes to share so much, but that he knows he will get better performance and it prevents complaints down the road. The danger in cutting him off, or saying he can't speak about things, is that he will say, "well you didn't want me to talk about it but now you're complaining."
- Jim Blackmon: Of all the systems I've worked under, the transparent ones work better, although they take longer.
- Mitch Berbrier: When you're open, people can get on board.
- Charles Hickman: A lot of issues that bills used to address, we don't have to do anymore because you, as Faculty Senate President, can go talk to President Altenkirch and it gets taken care of.

In terms of time, Bhavani made a good point in her email. Why do we approve the Executive Committee minutes in the full Senate when 90% of the people weren't there? I don't see anything at all about the Executive Committee reports in the by-laws. There is definitely stuff about the Faculty Senate minutes. But I don't understand why we handle the Executive Committee minutes.

- Charles Hickman: Ideally it would cause the members of the Senate to read the minutes and that would be valuable.

- Mitch Berbrier: We can provide it to them and tell them to read it, but they just won't have to approve them. I think we can start with this meeting.
- Deb Moriarity: Right. If anyone should approve our minutes it should be us.
- Mitch Berbrier: The problem might be in Robert's Rules.

BETA Report

The email from President Altenkirch asked for comments by mid-April so there's no rush on this. Does anyone have any comments or anything to discuss?

- Charles Hickman: I read through every line of it this morning. I understand the concerns that some senators have in regards to the policy and accumulating this information and keeping it, but at the end of the day it doesn't make any difference. This only formalizes written concerns, because if something is reported anywhere, it will be written down somewhere.
- Mitch Berbrier: I think the concerns were more along the lines that part of the process involved letting people know that they were a threat without having any due process. If you're not a threat and you don't know where it is coming from, then you can't defend yourself. The other thing was the committee structure itself. There was concern that there wasn't enough faculty or Faculty Senate representation. From what I've seen, there's representation from all parts of the campus.
- Charles Hickman: The only substantial change I saw was the records not being maintained by the Office of Counsel. I remember that being a concern. As part of the record, there is no recourse, there is no procedure for being informed that you have been reported as being a potential threat, but I don't think it makes any difference. Having a procedure in place is valuable in two respects. One, if it's communicated that people know they have this option, is it going to be abused? Every rule is, so yes.
- Mitch Berbrier: Right, but this is different because this can have career implications.
- Charles Hickman: That's why the information should be secure. So they talked about purging of the information after a certain period of time. The second thing is to defend against lawsuits.
- Mitch Berbrier: That's part of the cynicism. That this is really in place for the administration to cover themselves, not really to assess and prevent threats, which is really what it's supposed to be about.
- Deb Moriarity: For the past few years they have had things that worked through this, they've taken steps, and assessed whether things were a threat or not, so we do need to have that process.
- Mitch Berbrier: The other thing was related to not knowing who your accuser is. If you're an untenured faculty member, apparently this information will go to your Dean, but you don't know what this information is. The Dean is in the chain of decision making for your tenure. So the whole process becomes hard to address in terms of evaluation for tenure. What I'm going to do with this is forward to the Faculty Senate and solicit comments and concerns. Also will personally send it to Ramon Cerro since he was so heavily involved.
- Jim Blackmon: This says "Confidential Draft."
- Mitch Berbrier: That's a good point.
- Jim Blackmon: Also, I assume this was something we felt compelled to do so I'm a little unclear what our concern is. Is it the lack of someone being under extreme risk category and not knowing it?
- Mitch Berbrier: This predates me. The revision began, I think, before Rich's presidency. So I'm not 100% clear. I think the problems were related to the makeup of the BETA committee, whether there were enough faculty on it and how they're appointed, the inability/ability of people to make unfounded accusations, and the closely related

inability for people to defend themselves. Because it's something that is put on your record and you don't know what it is.

- Jim Blackmon: I got the impression that the faculty wanted more faculty on that committee.
- Charles Hickman: In regards to the confidentiality of the records, there is probably a valid institutional reason for maintaining those records, but once an assessment has been made, and no action was taken, that becomes part of your personal file, and the Deans will have access to that but you won't. And also, who does have access to that? Whether you're up for tenure or if you transfer to another school, like UAB or UT. It's on your record but you don't know it. I don't know how to address that. I don't know if there is a way to have a process to address that.
- Mitch Berbrier: Someone suggested having an ombudsperson having access to it.
- Charles Hickman: Which is fine, too, but that's one more person who has access to it.
- Mitch Berbrier: Right, but their role is to defend.
- Jim Blackmon: I would be more comfortable with the attorneys in charge of this because of attorney-client privilege.
- Charles Hickman: There is no attorney-client privilege in that respect. The attorney-client privilege with the University is with the University. They have the University at best interest, not us individuals.
- Jim Blackmon: Would they be more inclined to be protective of that information, rather than just a bunch of people or a committee?
- Charles Hickman: Yes, without question.
- Mitch Berbrier: So the confidentiality thing I will need to look at more closely with the President.

Provost

The new Provost is coming on February 24th. At some point, I will request, or she will request, to meet with the Faculty Senate. I would like us to be prepared with questions. She will have a million things on her plate. We have to figure out what we want to prioritize for us, for the Faculty Senate and for the faculty. I want on her radar screen Kala's position, to make the position permanent because right now, it's only funded for one-year. But if we make it permanent, it frees her staff. We won't have another meeting before she comes.

- Charles Hickman: The single biggest issue in my college is who will make the tenure decisions this year. They're due March 15th.
- Wai Mok: Brent told me it will be Bob this year.
- Charles Hickman: That's good to know and it makes sense for two reasons. One is that she doesn't know and two is that it gives her some cover.
- Mitch Berbrier: And the third is that she has a million other things to work on. If there's anything or any ideas you have, circulate them via email. I want people to tell me what they want me to say. I also want to be prepared. So we can have them ready and be prepared with a concise list of things to focus on with her. I will open it up to the entire Faculty Senate and put on the agenda for Thursday.

➤ Approval of the agenda for the Faculty Senate meeting.

Mitch Berbrier: I am going to add the meeting structure information.

Approved.

➤ Other items?

Jim Blackmon: Rich brought up a situation of residency about someone voting. That puzzled me. If he's not here, does that mean he's funded but working somewhere else?

- Deb Moriarity: Yes.

- Charles Hickman: What I understand is that funding comes through the University and they are paying him a salary but he is working elsewhere.

Meeting adjourned at 2:45 pm