

# **FACULTY SENATE**

**MEETING #558 AGENDA  
THURSDAY, APRIL 16, 2015**

**12:45 PM to 2:15 PM**

**BUSINESS ADMINISTRATION BUILDING, ROOM 114**

## **Call to Order**

- 1. Approve Faculty Senate Meeting #557 Minutes from March 12, 2015**
- 2. Accept FSEC Report from April 10, 2015**
- 3. Administration Reports**
- 4. Guest Speaker: Louise O'Keefe on Colon Cancer screening**
- 5. Committee Reports**
- 6. Handbook Revision review: Chapters 1-6 and Appendices A & B**
- 7. Any 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 KALA BURSON: [facsen@uah.edu](mailto:facsen@uah.edu)

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**FACULTY SENATE MEETING #557**

**March 12, 2015**

**12:45 P.M. in BAB 114**

**Present:** *Wai Mok, Charles Hickman, Jack Schnell, Eric Fong, Xiaotong Li, Jill Johnson, Pavica Sheldon, Joe Conway, Joe Taylor, Linda Maier, John Kvach, Carolyn Sanders, Anne Marie Choup, Eric Seemann, Kyle Knight, R. Michael Banish, Richard Fork, James Swain, Kader Frendi, Babak Shotorban, Mark Lin, Kristen Herrin, Marlana Primeau, Monica Beck, Cheryl Emich, Larry Carey, Luciano Matzkin, Debra Moriarity, Jeff Weimer, Peter Slater, Letha Etzkorn, Grant Zhang, Lingze Duan, Nikolai Pogorelov*

**Absent with proxy:** *Tim Landry, Azita Amiri, Lenora Smith, Udaysankar Nair, John Shriver*

**Absent without proxy:** *Derrick Smith, Nick Jones, Ying-Cheng Lin, B. Earl Wells, Junpeng Guo, Ken Zuo, Ellise Adams, Seyed Sadeghi*

**Guests:** *Provost Christine Curtis, Emanuel Waddell and members from the SIE Committee*

**President Robert Altenkirch was not present.**

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

Michael Banish motions to suspend the rules. Marlana Primeau seconds.

➤ Administration Reports

❖ Provost Curtis

President Altenkirch is recruiting today so he is not here. Provost Curtis thanked everyone for participating in Student Day. Guidance Counselors from the general area are on campus today and they are very interested in UAH and our programs. We are hoping they will communicate that interest back to their students.

### **Academic Titles Policy**

Background: This came out of an initial request made by the President before I came here. The Faculty Senate answered his request with a recommendation on lecturers, which left us, the administration, to create something for librarians.

This Academic Policy includes all titles. It draws from Chapter 7 of the Faculty Handbook. Please look at it and consider it very carefully. Having the titles and what they mean, and the opportunities for different groups, is essential for our institution.

### **Faculty Handbook**

Chapters 1, 2, 3 and 5 of the Revised Faculty Handbook have been sent back to the Senate. Chapters 1 and 3 have been totally re-written because they were out of date. Chapter 1 discusses the History of the University. Chapter 3 discusses the positions within the University. Chapter 5 was substantially revised because research is constantly changing.

Chapters 4 and 6, along with Appendices A and B, are with the President. Those sections have already gone through Legal. Once the President reviews them and gives his input, they will go to the Senate. I do not know when that will be, though.

### **Departmental Visits**

I have had the opportunity to visit several departments for an in-depth discussion of retention and graduation rates. I'm still trying to reach as many departments as I can. A message from the President last night stated that our graduation rate is hurting us in our recruiting efforts. Students question their future here and compare it to other universities. We need to help our students reach the high expectations we set for them.

### **"Clear the Path" Task Force**

The task force I set up, called "Clear the Path," began yesterday.

Students find some of our process and policies archaic and impractical. The task force is a small group. The people in the task force are working on the nuts and bolts of the university's structure and how we go about doing things. They will meet with the Deans and advisors, and anyone else the Deans want to bring into the room, to discuss how to streamline and make friendlier the processes. The purpose of this is to eliminate the holes that students encounter. Their timeline is very short. By May 10<sup>th</sup>, they will have their recommendations to me. Orientation is May 20<sup>th</sup>, so we need to clear the path, both the structural and infrastructural path, in terms of their success by then. If you have any ideas bring them up now. We are looking for things that would help our students move more freely through the system. Send me an email and I will pass it along to the committee.

Michael Banish applauds Provost Curtis for the task force. He states that he recently read a report on graduation rates that broke graduation rates into socioeconomic classes. Michael Banish asked Provost Curtis if she had statistics on where UAH students fall.

- Provost Curtis: Not yet. I know a couple of things. We have a 33% Pell Grant rate, which is higher than Auburn and Alabama. It's not higher compared to other major institutions. We do have students who are in need. That means we need to work harder to make them succeed. Some of the problem lies with financial aid, too.

Provost Curtis thinks Michael Banish is right in that administration needs to look more closely at UAH students in terms of socioeconomic class versus graduation rates. She said that Christy Motter and her models will help administration with this.

- Provost Curtis: We are in the process of looking at one college right now. There are generalities in the statistics, but it's more than just grades.

In your colleges, each of you will have opportunity to reach your students in the first year course. I think that course is going to be instrumental in assisting our students. You are the most important people on this campus to them.

- Charles Hickman: COB allows students to drop up until finals, for both graduates and undergraduates. That is adversely affecting students.

Provost Curtis thought it was only allowable until week 10.

- Charles Hickman: Right now there is a policy that you can drop anytime in extreme circumstances.
- Provost Curtis: There is a lot of controversy about drop dates. It is a philosophical and a practical debate. If the Senate wants to bring this up, it will be welcome.

Provost Curtis said to give early feedback to the students. She said transfer students, whether they are 24, 48, or 60 hours, are just as vulnerable as first-time full-time (FTFT) freshmen. She wants faculty to think within their college what they can do to help transfer students succeed.

Jeffrey Weimer asked how transfer students are counted in our statistics.

Provost Curtis answered according to the national norm, as FTFT freshmen. We, and most institutions like us, have an extremely vested interest in transfer students.

Jeffrey Weimer asked if our rebuttal to our graduation rate being on 50% is because of transfer students.

- Provost Curtis: Probably not. 45% of our total students are FTFT freshmen. We have to make our students successful.

Peter Slater congratulated whoever decided to distinguish lecturers. He asked if there would be a salary raise for each level.

- Provost Curtis: The plan is to have a bump from lecturer to the other two.

➤ Guest Speaker: Emanuel Waddell, SIE Committee Chair

We were asked to look at the old SIE forms. We generated a list of the questions that were being asked across all of the colleges. The committee met several times and developed questions applicable to all colleges. We set a goal of 12 to 13. We wanted to minimize the number of questions students were asked. We also wanted to leave room for colleges and departments so that it didn't get over 20. These are fairly objective questions regarding the fulfillment of the objectives and outcomes on the syllabus. We have requested individual meetings with the colleges. Each college is represented on the committee. My interpretation of this challenge is to get this started now. This isn't set in stone, though. The beautiful thing about the software is that we can look at trends.

- Carolyn Sanders: The helpful thing about SIEs for us in Music is the opportunity to receive written feedback. Is there the opportunity for that with the new SIEs?
- Answer from SIE Committee member: There will be a space at the end of each question so that the student can elaborate if they want.

Carolyn Sanders expressed concern over the return rate of SIEs now that they are being administered online. She stated that faculty have to rely heavily on SIEs for reappointment, and so to get a low return is a disservice.

- Emanuel Waddell: We brainstormed several ideas to avoid low return rates. We never came to a consensus on one. One of the best practices I personally heard is to employ the same model we now use for paper SIEs—use some time in class to complete it. You can also use raffles, giveaways, or hold a grade.
- Jack Schnell: So you're relying on them having computers in the class?
- Emanuel Waddell: Mobile devices are compatible. It doesn't have to be a computer. The software is compatible with both Apple and Windows.
- Answer from Committee member: Students aren't limited to just that class-time period, either. We give them x weeks.
- Emanuel Waddell: It is also possible for the instructor to see the response rate for each class.
- Jack Schnell: Ones that do put forth the effort into completing SIEs have a grudge. So the results will be skewed.

- Answer from Committee member: It happens the same way with the paper ones. Both Jack Schnell and Michael Banish disagree.
  - Eric Seemann: Isn't there literature on skewed results? The literature also cautioned against using a punishment model.
  - Emanuel Waddell: Yes, and we do have access to that.
  - Reply from Committee member: The first year that we use it, there will be a drop in the responses. But those will increase over time.
  - Anne Marie Choup: Are we separating the facility questions from the instructor questions?
  - Emanuel Waddell: The facility questions are gone, but your Dean or Chair could put them back in.
  - Lingze Duan: Can we give credit to students who submit SIEs?
  - Emanuel Waddell: It's not encouraged.
  - Luciano Matzkin: Is there a website for instructors to see the SIE results?
  - Answer from Committee member: No, the results will be viewable the same as they are now.
  - Luciano Matzkin: Why not? It's a more standardized way than ratemyprofessor.com.
  - Answer from Committee member: I don't know if it is something that the software will produce.
- Linda Maier commented that she wouldn't like having results published for the public to see because there are possibilities of anomalies. Carolyn Sanders agreed with Linda Maier. She sees more pitfalls than benefit.
- Emanuel Waddell: I will bring this to the Provost's attention—whether it should be published online or remain in the library.
  - Kader Frendi: Make the SIE straddle the Final Exam. That way we can administer it before the Final Exam and then if the student hasn't responded by then, give them 10 or so minutes before they can take the Final Exam to respond to the SIE.
  - Some College of Nursing faculty, including the Dean, met to get feedback for the Nursing senators on these questions. For number 2, instead of the way it reads now, "... and evaluation," remove "grade" before evaluation because CON doesn't necessarily grade that. Also, for number 11, add "in a professional manner." We want to add professional to the instructor. There was discussion regarding the terminology "professional" versus "helpful" versus "effective." Deb Moriarity suggested "in a professional and effective manner."
  - Michael Banish suggested moving number 11 to follow number 5. Peter Slater wanted to keep them separate, because if they are put together, then students will just answer them the same. Eric Seemann stated that he will take a look at it.
  - Anne Marie Choup: Was Number 7 part of the discussion that the student might not even know the course objectives? Can we leave room for the instructor to list the course objectives?
  - Jill Johnson suggested that they offer How-to's on the SIE in the written portions because some students like to use SIEs to vent anger or frustration, when SIEs are supposed to be

used to provide suggestions on improvement. Emanuel Waddell agreed that helpful suggestions over courses are more productive.

- Carolyn Sanders: In the past, it was just a blank space for the written comments, so now is there going to be some guidance to the students as to what to write?
- Kristen Herrin: On the comments section, I tell my students to give examples. It produces a lot more comments. If the students just say a good teacher or a bad teacher, we can't utilize those comments.
  
- Anne Marie Choup: Will this be in place for the spring?
- Emanuel Waddell: It has to be. But these questions aren't set in stone.

➤ Approval of Faculty Senate Meeting #556 Minutes from February 12, 2015

Kader Frendi **motions to approve** Minutes 556. Peter Slater seconds.

Ayes carried motion

No oppositions

*Motion to approve Faculty Senate Minutes 556 **passes***

➤ No FSEC Report from March 2015 to accept

➤ Committee Reports

❖ Governance and Operations Committee Chair James Swain: Continuing with elections.

- Wai Mok strongly encourages Senators to run for President-Elect.

❖ Faculty and Student Development Committee Chair Linda Maier: We will have a Committee meeting next week to discuss the proposal regarding the new Academic Titles Policy.

❖ Finance and Resources Committee Chair, Charles Hickman: RCEU has received all proposals. I am putting them into a format for easy rating. I will get that out by Monday for the F&R Committee. I have received 1 application for the Speaker Series. Encourages faculty to submit proposals. There's \$2000 available. The Provost offered to fund 8 speakers.

- Jack Schnell offered a hypothesis for why the committee has only received 1 speaker proposal. He thinks it is because the proposal requires the submission of 5 pages simply to submit one name.

❖ The Personnel Committee is taking up the bill that was submitted by the Physics Department senators.

➤ Academic Titles Policy

A draft was sent to Wai Mok from the Provost. This policy includes 3 tiers to the Lecturer ladder. Wai Mok thinks the Faculty and Student Development Committee is going to look at it and give a recommendation to the full Senate, which we will formally discuss. If you have a comment, let them know. Wai Mok wants everyone to take a really close look at this policy because it will have a major impact on the faculty.

- Charles Hickman commented on the Non-Tenure Track Faculty Appointments being given a 1-year appointment or up to 3 years. He can't figure out what that means. Charles Hickman: This says we can get up to 3 years, but it has to be renewed annually. Jill Johnson agrees that it is very confusing.

- Deb Moriarity: It's an out. You have a 3-year appointment, but it is renewed every year. It is not a review, just a renewal.
- Joe Conway: Why should we give them that out?
- Eric Seemann: Charlie's point is fundamentally that it isn't a contract then. The term "renew" is used in both situations.
- Jeffrey Weimer: Why even have Item #1 then?

➤ Additional Business

1. After the last meeting, several people told Wai Mok that he misinterpreted the By-Laws VIII.
  - Wai Mok: I apologize for misguiding the Executive Committee. I also apologize to the Physics Senators. I declared myself out of order and asked them to vote again. The Executive Committee has no power to reject a bill. There was a unanimous vote to send the bill to the Personnel Committee. The Provost said Chapter 4 and Appendix B would come to us soon. She said today that it has passed Legal and is now with the President. Once he okays them, she will formally turn it over to us and I think then would be a good time to review it. If we are okay with it, it will go to the Chancellor for approval. It does not need to go to the Board of Trustees.
2. We got the reviewed edition of Chapter 1 of the Faculty Handbook. I haven't forwarded it to you guys yet. It is totally new. I need to figure out a way to review it and get it approved through the Senate. This has been seven years in the making. So whatever is approved now will stand.
3. The avalanche of reviewed policies is here. Myuah is the Policy Site for Review. There are 6 pages. The President asked me for comments before May 1<sup>st</sup>. There is only one new policy: Communicable Disease Policy.

- Kader Frendi **motions** to adjourn. Deb Moriarity seconds the motion.



Faculty Senate Meeting #557 adjourned  
March 12, 2015, 2:05 P.M.



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

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

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

**Date:** 2/27/2015  

**Re:** SIE Committee Questions

Digitally signed by Emanuel Waddell  
DN: cn=Emanuel Waddell, o=University of  
Alabama in Huntsville, ou=Department of  
Chemistry,  
email=emwadd@uah.edu, c=US  
Date: 2015.02.27 09:46:12 -0500

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

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



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

The scaling of the questions should be as follows:

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

The University of Alabama in Huntsville  
Policy on Academic Titles and Positions

Draft

**Number:**

**Division:** Academic Affairs

**Date:** March 2015

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

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

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

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

**Procedures:**

**List of Academic Titles for The University of Alabama in Huntsville**

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

**Tenure-Track Titles**

- Professor
- Associate Professor
- Assistant Professor

## **Non-Tenure-Track Titles**

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

## **Tenure-Track Appointments**

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

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

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

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

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

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

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

### Non-Tenure Track Instructor

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

### **Non-Tenure-Track Faculty Appointments**

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

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

## **Librarian Series**

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

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

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<sup>1</sup> <http://www.ala.org/acrl/standards/promotiontenure#promorank>

<sup>2</sup> <http://www.ala.org/acrl/standards/promotiontenure#promorank>

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

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

### **Lecturer Series**

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

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

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

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

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<sup>3</sup> <http://www.ala.org/acrl/standards/promotiontenure#promorank>

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

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

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

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

### **Clinical Faculty**

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

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

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

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

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

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

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

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



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

## **Research Faculty**

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

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

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

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

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

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

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

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

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

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

### **Professor of Practice**

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

### **Part-Time Faculty**

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

### **Visiting and Adjunct Faculty**

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

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

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

### **Temporary Faculty**

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

### **Emeritus Faculty**

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

Emeritus Faculty privileges are described in Policy XXX.

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

**Approval**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Diversity

\_\_\_\_\_  
Senior Vice President for Business  
and Finance

\_\_\_\_\_  
Vice President for Research and  
Economic Development

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

\_\_\_\_\_  
Date

**APPROVED:**

\_\_\_\_\_  
President

\_\_\_\_\_

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**SENATE EXECUTIVE COMMITTEE MEETING**

**April 10, 2015**

**12:45 P.M. in SKH 369**

***Present: Wai Mok, Kader Frendi, Carolyn Sanders, James Swain, Azita Amiri, Debra Moriarity, Charles Hickman, Linda Maier, Provost Curtis***

***President Altenkirch was not present.***

➤ Faculty Senate President Wai Mok called the meeting to order at 12:47 pm

➤ Administration Reports

❖ Provost Curtis

**Academic Titles Policy**

Provost Curtis want to know the Executive Committee's concerns and impressions on the Academic Titles Policy because these titles go into Chapter 7 of the Faculty Handbook.

- Provost Curtis: You now have Chapters 1 through 6. I have started working on Chapter 7, but you probably won't get it back until after Commencement. These definitions—the three lecturer tiers and the three librarian tiers—will go into Chapter 7. The librarians are waiting on this, too.
- Linda Maier: I got a phone call from the Library saying they are very much in favor of this policy because they think it will create competitive hiring. The Faculty and Student Development Committee met and they think the policy will allow lecturers to advance. You mentioned the Faculty Handbook. We noticed a few inconsistencies with this Policy and the Handbook.
- Provost Curtis: It will work itself out through my review.
- Linda Maier: Some people pointed out specific areas where the language might be unclear. Nursing faculty on the Committee has pointed out some of their own concerns, too.

Azita Amiri received some concerns from Nursing, as well.

- Linda Maier: In the section on Research Faculty, some have questioned if the percentage (50%) was too high.
- Provost Curtis: I didn't play with the numbers there so I think that's from the current Faculty Handbook. Research Staff who is also Research Faculty aren't included in that count. We are hoping they will act in a more collaborative role so the centers will become more academic and the departments will have more opportunity to engage in more of the projects that the centers are involved in.
- Linda Maier: In regards to jurisdiction and authority, which one prevails: this Policy or the Handbook?
- Provost Curtis: That concern is why this policy needs to go into the Handbook.
- Kader Frendi: That was a concern of some faculty who talked to me about this. Future administration might come along and change this policy.

- Provost Curtis: That's why you need to have this policy interlinked with the Faculty Handbook because the Handbook takes much longer to change than a policy. They shouldn't be dueling in any way.
- Linda Maier: We also discussed that there should be flexibility and adaptability to circumstances. Another concern was that the Librarians and Lecturers aren't represented in the Faculty Senate and both groups would like to be.
- Provost Curtis: Isn't that addressed later in the Faculty Handbook, maybe in the by-laws? If we establish this by October 1, could the Senate not go ahead and say all faculty (including those on the non-tenure track line) are in the Senate as we finish the Handbook? And then you include them in the by-laws?
- Linda Maier: So it's addressed in the future?
- Provost Curtis: Yes. If they're all faculty once we put them in.

Deb Moriarity said the College of Science has part-time instructors who have Master's Degrees and are working on PhDs. This policy only has Part-Time Assistant and Part-Time Associate. Those with a Master's are not "Assistant," so Deb Moriarity asked what they would be.

- Provost Curtis: We would need another set of Part-Time Lecturers. Right now, Chapter 7 has Part-Time Tenure Faculty. I have taken it out. With the new policy, Part-Time faculty don't have tenure.
- Wai Mok: I asked old-timers about that, and they think it was a mistake. Provost Curtis will add Part-Time Lecturer.

- Linda Maier: The Committee also brought up some more serious concerns. This policy's levels are somewhat different from other institution's levels. Most other institutions only have 2 levels. We wondered what the salary levels between the ranks would be. If there is no significant difference, then what would be the benefit of advancement? Also, some people view it as a threat to tenure because it's setting up an alternative to tenure.
- Deb Moriarity: That was a concern I've also heard. There are articles and editorials out there about this procedure—the university moving away from tenured faculty towards non-tenured faculty—becoming a pattern; essentially separating out teaching faculty and research faculty. The general idea of the tenured faculty position involved in both scholarly activity and teaching services seems to be becoming scarce nationwide.
- Provost Curtis: Clinical Faculty are prevalent in all of the health sciences. They are becoming more prevalent in education. Anywhere where there is fieldwork and/or interns and/or practice, there is a lot of clinical faculty; where you have people dedicated to working with students in a very practical way. It is something that has grown as the number of students has grown. It's also grown as state monies have decreased. The primary reason for tenure is an academic career, but it's also a level of security. There is a concern here, but there needs to be a balance because if we bring in a lot of freshmen this fall, then we may or may not have to bring in some temporary people, depending on our graduation and retention rates.
- Kader Frendi: According to UA's SACS report, they had a 136% growth in non-tenure ranks versus a 36% growth in the tenure ranks at UA. So the trend is definitely there.
- Provost Curtis: They're recruiting lots of freshmen. I think we ought to be very careful about our Part-Time faculty. Rather than 4 or 5 part-timers, if we could get 1 or 2 really

good lecturers and have them go up the ladder, and if they are really connected to the university, that will be better. When you hire people that are a value to the institution, you have better quality control; you can monitor them and do peer evaluations and teaching evaluations and that encourages them to do better and move up the ladder.

- Carolyn Sanders: I'm assuming those types of lecturer positions are being put on hold, as well?
- Provost Curtis: Maybe, maybe not. We are making decisions one position by another. If it's a replacement, that's one thing, but if it's a new position, that's another.

Deb Moriarity thinks the idea of promotion is a good idea, especially for those who have been here for a long time. She thinks it will make them feel more appreciated.

- Charles Hickman: Making a commitment to those people is valuable. One of the issues I have, which I've forwarded to Linda, is the policy reads that one has a 3-year contract but it is reviewed annually. This causes concern and questionability about your job.
- Provost Curtis: The issue occurs when performance goes down and you can't let the person go.
- Charles Hickman: I understand that, but you have that same problem with tenured faculty.
- Provost Curtis: If someone is performing and there's money, there shouldn't be a problem. If you have better ideas, I would love for you to write them down and send them to me.
- Charles Hickman: When tenured faculty get their letters, doesn't it contain something about contingency?

### **Handbook Revision**

Provost Curtis asked if anyone had any questions on the Handbook.

- Wai Mok: Chapter 4 is tied to Appendices A and B.
- Provost Curtis: This is the President's and my stance on administration. When a person decides to take on an administrative role, they basically have 2 roles. They are a faculty member but they are also in a management leadership job. Those jobs are integrated. They have certain responsibilities. As Provost, I have responsibility for academic integrity and academic quality. As a manager, I have responsibility for the university's resources in the academic sector. We are responsible for proper expenditure of university funds. University funds become state funds, so all funds are governed by the laws, rules, and regulations of the state. It is our responsibility to make sure that these are expended correctly. We also have personnel management. The Deans have the same set of responsibilities for each college. In colleges with Department Chairs, they have the same set of responsibilities, as well.

The President has to make sure that everyone is doing their job. In Chapters 4 and 6 and Appendices A and B, the President asked me to make sure that, when I reviewed it, we remembered the responsibilities of those individuals who choose those roles. We know we serve at the pleasure of the people above us. When we get into the structure of the faculty, there have to be good reasons to remove a person from his or her role. If there are good reasons on any of these responsibilities, you try to work with the person in the role and if it is not being corrected, then some action has to be taken. That is why Chapter 4 is written the way it is, and why Appendix A and B are modified so that if it is necessary, then the next person, with concurrence of the person above them, can take action. In the end, the President is the person whose head is on the block. He has to

stand up to the Board and the Chancellor and declare that this institution is running correctly.

- Deb Moriarity: The concern that I have with the wording (and I'm not unfamiliar with this wording), "serving at the pleasure of," "at will," and they can "be removed at any time," is if the Department Chair and the Dean just don't get along, and the Dean wants the Department Chair gone, but the Provost disagrees, but the President agrees with the Dean. To the faculty, this sounds like we have no say in this matter.

Charles Hickman sees both sides to this, but said it sounds like there is no provision for due process; it is an executive decision made without the possibility of an appeal.

- Provost Curtis: When you have a Chair and a Dean that don't get along, one of them usually decides to get out.

Kader Frendi heard a concern that the Chair should be elected by the faculty.

- Deb Moriarity: A vote is taken, but it is only for an opinion. It is not the faculty voting in a Chair.
- James Swain: It's more of a survey.
- Provost Curtis: There are 2 processes here: the management leadership position and the tenured faculty position. This issue isn't addressing the second one. There is a whole different process for that. If a faculty member decides to go through due process, everything will be open.
- Deb Moriarity: Maybe "appointed" is better language than "serve at the pleasure of." I think it's incendiary for faculty.
- Provost Curtis: Would it be better to say "at-will appointment"?

The Faculty Senate Executive Committee members were in agreement with this. Provost Curtis will talk to the lawyers about the language.

Provost Curtis had to choose from the first set of candidates given for Dean while going through Deans searches. She said that just won't work sometimes because of the candidates in the first set, so she changed that policy so now the committee can go back and seek more candidates.

Deb Moriarity: For FARs, what is going to be used?

- Provost Curtis: For Chairs, there is the faculty part of their job and the administrative part. They're doing both. The Deans will provide whatever they want.

Chapter 5 revision of the Faculty Handbook

- Azita Amiri: In section 5.7 Proposal Development, it states "assist faculty with large-scale proposals." What is a large-scale proposal? If we ask for help on something that is not large scale, we won't get help, so what do we do?
- Provost Curtis: That's a good point. I'll let you know if you need to talk with the Research Office directly.

Provost Curtis also noticed Chapter 5 had two 5.7s and two 5.8s. She will correct that typo.

Appendix B revision of the Faculty Handbook:

Wai Mok noticed the reassignment process for Chair is gone from this section. Deb Moriarity stated that it has been altered to be consistent with actual Faculty Handbook.

- Wai Mok: In the current Handbook, when we evaluate the current Chair, we do a majority vote. That's been taken out.



- Provost Curtis: Yes, I took that out. That's what we talked about earlier. We don't have to follow the vote because sometimes the faculty and department don't know what's really going on. If it is helpful for you, I can take the original version and redline it with all revisions so you can see it because by the time I got it some of the changes had been accepted.
  - No Officer Reports
  - Committee Reports
  - ❖ Finance and Resources Committee Chair, Charles Hickman:
    - Distinguished Speakers Series**
    - We have funding for 8 speakers, but we have received only 5 proposals.
      - Provost Curtis: Open up the Call for Proposals again.
    - RCEU**
    - We have finished this. Awards have been made. Letters are either in preparation or on the Provost's desk.
      - Azita Amiri: What was the criteria?
      - Charles Hickman: The Committee ranked each proposal on a 5-point Likert scale. We then averaged those scores. Now we are going down the list.
  - ❖ Governance and Operations Committee Chair, James Swain: We have one candidate for President-Elect. Re-elections for Senators are complete except for the vacancy in Math.
  - Agenda for Faculty Senate Meeting #558 April 16, 2015  
Approved
- Charles Hickman **motions to adjourn**. Kader Frendi seconds.

Meeting adjourned at 2:00pm