



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
DECEMBER 7, 2016
TURNBULL CONFERENCE CENTER, ROOM 108
3:35 P.M.

I. Regular Session

The regular session of the 2016-17 Faculty Senate was held on Wednesday, December 7, 2016. Vice Chair Todd Adams presided.

The following members attended the Senate meeting:

T. Adams, J. Adams, T. Albrecht-Schmitt, A. Askew, H. Bass, K. Bearor, B. Birmingham, M. Buchler, E. Chicken, A. Clarke, J. Clark, B. Cox, V. DeBrunner, J. Delp, K. Erndl, J. Fadool, B. Fennema, J. Fiorito, H. Flynn, R. Gainsford, J. Garibaldi, J. Geringer, T. Graban, M. Gross, J. Grzywacz, K. Harper, E. Hilinski, C. Hofacker, E. Jakubowski, K. Jones, I. Junglas, T. Keller, A. Kim, E. Kim, B. Landing, S. Lewis, J. Lo, S. Losh, C. Madsen, V. Mesev, M. Messersmith, U. Meyer-Baese, D. Moore, R. Morris, I. Padavic, S. Park, E. Peters, A. Rhine, V. Richard Auzenne, N. Rogers, D. Rohlinger, E. Ryan, V. Salters, P. Sharpe, T. Siegrist, D. Slice, N. Stein, U. Sypher, G. Tyson, Col. M. Vanwert, A. Vanli, D. Von Glahn, E. Walker, Y. Wang, W. Weissert, C. Wood.

The following members were absent. Alternates are listed in parenthesis:

T. Abichou, S. Aggarwal, E. Aldrovandi, L. Beitsch, D. Bookwalter, W. Boot (**P. Conway**), K. Brummel-Smith, M. Burr, R. Coleman, A. Darabi, J. Dawkins, P. Doan, A. Figueroa, S. Fiorito, J. Gomariz, J. Hellweg, K. Huppenberger, E. Hull, R. Jackson, W. Li, J. Linford, T. Mariano, C. Marzen, P. Mason, Z. Musslimani, P. Osteen, K. Peterson, D. Poey, J. Standley, O. Steinbock, L. Stepina, N. Stoltzfus, B. Stults, O. Vafek, K. Yang, T. Zuehlke.

II. Approval of the Minutes

The minutes of the November 16, 2016 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, Kristine Harper

The Steering Committee met twice since the November Faculty Senate meeting. Dr. Kistner attended the November 17 meeting to talk about a variety of faculty issues including the search for the Director of the new Center for Teaching Excellence. There are three great candidates interviewing for that position. At the December 1 meeting, the Steering

Committee consulted with Dr. Kistner, Dr. McRorie, and FSU General Counsel Carolyn Egan. On December 6, the Faculty Senate honored three distinguished individuals with Torch Awards for their contributions to the university's academic excellence: Paula Fortunas with the Vires award, Davis Gaines with the Artes award, and David Stanford Warmath with the Mores award.

V. Reports of Standing Committees

a. Dr. Russell Almond, Teaching Evaluation Committee

See addendum 1 for Dr. Almond's presentation.

The Teaching Evaluation Committee compiled data from the Office of Distance Learning on the pilot opt-out system for online evaluations. This contrasts with the previous system where you had to opt-in for online evaluations. The pilot includes an aggressive system so that students receive reminders to complete the online teaching evaluations every time they log into Blackboard once evaluations are ready. That function has caused a very large response rate of 67% as of this presentation. That compares with a historic response rate of 65% for paper surveys. There are fewer administrative errors with this new system such as faculty forgetting to order evaluations or the forms getting lost in the mail. The Office of Distance Learning would like the Faculty Senate to make a decision about which system the university will use by the summer because it would be logistically difficult to provide both systems in the summer. Another benefit is that the online system is more flexible such as allowing for the triggering of free-response follow-up questions for high or low scores. It also allows for more customization. A long term goal might be customizing the evaluations based on course syllabi to allow for evaluation of specific objectives and teaching methods.

Almond mentioned that there are a large number of policy issues which the committee will discuss and make a recommendation on in the spring. These issues include which system to use, what to do with the flexible testing window, what is the minimum sample size, should comments be made available to deans and chairs, should we use opt-in or opt-out, and should online and summer classes be required to have evaluations? The committee will also be looking at issues such as: question customization, incentives and penalties, SACS requirements, using other measures of teaching effectiveness, and student representation on the committee.

Senator: "I'm repeating a question from one of my students when I gave them time in class to complete the online evaluations. Are they able to go back and change their responses once they have submitted the evaluations? Does it remain open for the entire window or is the evaluation closed to them once they engage with it and submit it?"

Fuselier: "Right now it is configured so that they cannot change their answers once they have submitted the survey. However, I can check to see if that is something we can configure if you would like to pursue that."

Padavic: "Irene Padavic, Sociology. The window closes on Saturday for students returning them. Why couldn't that be expanded? I can see why that made sense

when they were hard copies but now couldn't they have through finals week, perhaps upping the response rate?"

Almond: "That is certainly a possibility. I think there has been a belief that if students do poorly on the final they may then take it out on the teacher in the ratings so there has been some thought about doing that. But there is no technical reason why that couldn't be done."

Jones: "Katherine Jones, Biological Science. When students opt-out, do they opt out of all their evaluations at once or do they opt-out on a class-by-class basis?"

Fuselier: "My understanding is that this is in bulk, so they would opt-out of the process. And a lot of these options we have the ability to configure, so whatever comes out of the committee's deliberations, we'll alter the setup to match that. But there is a lot of flexibility with the evaluation system we are using now."

Adams: "I used the online this time and I am already at 77% response rate, which I have never seen in any of my classes before."

VI. Special Order: Information and Technology Services, Mr. Robert Fuselier

See addendum 2 for Mr. Fuselier's presentation.

Robby Fuselier from the Office of Distance Learning talked about the transition to the Canvas Learning Management System. In terms of the implementation timeline: the system administrators will begin work in spring 2017; the beta will begin in fall 2017; the pilot will begin in summer 2017; and the official transition to Canvas will launch in spring 2018 when faculty must begin using Canvas. The ODL is putting together training materials and is creating a sandbox version where faculty can experiment in a safe space. The course migrations will begin in spring 2017 and end in spring 2018. The last two years of courses will be migrated to Canvas. Faculty and administrators will still be able to access Blackboard to reference old courses through summer 2018, and the system will pull four years of courses from Blackboard and archive them in case faculty want to transfer more than two years to Canvas. During the migration process the office will provide migration consultations to help faculty. The ODL will begin offering workshops in summer 2017 and through spring 2018 and beyond at departments, the library, and in the ODL office. Faculty can begin offering their courses through Canvas rather than Blackboard in fall 2017 through the beta version if they so desire. After the official Canvas launch in spring 2018, Blackboard will no longer be available to students, so teachers will not be able to teach from Blackboard. ODL can make accommodations, however, for emergency situations.

Fuselier spoke in more detail about the training opportunities and migration assistance. Based on the results of a survey, online self-paced learning materials including videos will be available for faculty. There will also be on-site training opportunities in departments and off-site trainings at the ODL office and other central locations across campus. In terms of migration assistance, faculty will be able to meet face-to-face with ODL staff to get assistance. Additional information can be found at <http://distance.fsu.edu/canvas>.

DeBrunner: "Victor DeBrunner, College of Engineering. I have two Blackboards: one for the college and one for FSU. What is going to happen that way?"

Fuselier: “You are a unique situation. Last year the College of Engineering put together an independent Blackboard system that is hosted by FAMU, so we no longer directly support it. But FAMU is planning to move to Canvas. Hopefully they have announced that and I did not let the cat out of the bag. But when they transition to Canvas, we’ll migrate the engineering courses over. We’ll continue to support the enrollments and the course creations as we have been. But that one is being maintained by FAMU.”

Senator: “How do I become an early adopter for Canvas?”

Fuselier: “We will be sending out a call for participants but you can also visit the website where there will be information. Or you can email me directly at the Office of Distance Learning or our help desk.”

Tyson: “When the Canvas people came, I asked them this question and was not quite satisfied with their answer. It relates to security and privacy, particularly with video capture of students. Canvas relies on a lot of third party additions to their system, and they have the ability to video capture off of a device for a student. To me that is a huge liability issue if FSU mandates that they use Canvas. I was just wondering if you had looked into that situation.”

Fuselier: “We can talk a little bit more about this offline, but from our early discussions about that it is all behind authentication. Only students should be able to access it. If we talk about an intrusion or hacking situation, it gets a little bit more complicated. But we could talk about that more in-depth and I could provide that information for anyone who is interested.”

Erndl: “Kathleen Erndl, Religion Department. I was in the beta group for Web MC, which was the platform before Blackboard, and was one of the earliest adopters of Blackboard on campus so I’ve been with these systems for a long time. Could you just tell me what are the advantages of Canvas over Blackboard? Is it better?”

Fuselier: “I would say it is. We’ve been supporting Blackboard for a long time in ODL. We lived and breathed Blackboard. A lot of people thought we would be the last holdouts. But over the time we’ve spent evaluating the system with the committee, reading the results from the Board of Governors, and hands-on time, my feeling is that: yes, Canvas is by far the superior product to Blackboard. On the metrics that the Board of Governors put together, they consistently outsourced all other LMSs (Learning Management Systems). It was a distant second for Blackboard next to Canvas. There are a lot fewer clicks. It’s a more modern interface. I think students will be more comfortable using it. It’s more similar to the apps they use. And I think it’s going to be a lot easier for faculty to use as well.”

Losh: “I’ve been doing online for the last few years, and I try to get students as engaged as possible. For example, this year we are using Blackboard Collaborate Ultra. What kind of provision does Canvas have for that kind of interaction with functions like a mass Skype session?”

Fuselier: “Collaborate Ultra works with Canvas the same as it does with Blackboard. It has an extension so you’ll be able to use that. We’ve tested all the major plug-ins. I know Turn-It-In is very popular. That will be available. The only one that really fell short was Safe

Assign because it was acquired by Blackboard a few years ago and now it's integrated as a part of Blackboard and is not a standalone service."

Sypher: "Ulla Sypher from the School of Communication. I heard a rumor and I wanted to see if it is true. The rumor said that the fine print of Canvas says that anything we upload there becomes part of what Canvas owns and that they can then use it for their own commercial purposes, which I would find very problematic if that is true."

Fuselier: "That is not the case. There is a 'free for teachers' version that does not have the same agreement that we have, but we have negotiated a separate master agreement with Canvas that has a different set of terms. We can share that with you if you are evaluating that."

Bass: "Hank Bass, Biology. This may be outside your area, but I was just wondering if the Tegrity Recording System or something like that would be incorporated with Canvas."

Fuselier: "Yes, Tegrity works with Canvas as well."

VII. Old Business

There were no items of old business.

VIII. New Business

There were no items of new business.

IX. University Welfare

a. United Faculty of Florida, Matthew Lata

First, Lata thanked President Thrasher for his commitments to inclusion and diversity. He then talked about how UFF has built their membership over the last year and plans to continue to focus on that because it will help with bargaining in the spring. He believes UFF shares a cordial relationship with FSU administration and shares similar goals. UFF was "pragmatically pleased" with negotiations last spring and looks forward to negotiations next year. Lata stressed that UFF will try to represent everyone well even though not everyone believes the same things. He told people to email him if they have thoughts, whether they are members or not since UFF negotiates for all faculty.

X. Announcements by Deans and Other Administrative Officers

a. Dr. Joe O'Shea, Assistant Provost, "Take 15"

See addendum 3 for Dr. O'Shea's presentation.

FSU is now a national leader in student success because of increasing graduation and retention rates over the years. The university has accomplished this through data-driven interventions implemented over the last several years. Dr. O'Shea said that he believes FSU can still do better. Even though enrollment has been steady or

increasing, data shows that the number of credit hours students take is down with students taking an average of .5 credit hours a semester less than before. One way to rectify this is a national campaign like Take 15 which encourages students to take 15 credit hours a semester rather than the 12 credit minimum needed to be a full-time student. The data shows that students who take 15 credit hours a semester have higher GPAs, higher retention rates, and take less time to graduate. Why is this? Some people hypothesize that if students have more time on their hands, they might do things that are less formative than academic pursuits. Conversely, when students spend more time on academics, that shapes their identity as students and the culture of the university as academically engaging. Data from FSU shows that FSU freshmen with the lowest test scores and GPAs from high school who took 15 hours graduated sooner than students with higher GPAs who took only 12 hours. There was a question from a senator about how employment might affect the data. Dr. O'Shea said that we do have to accommodate for employment but that the data nationally and from FSU suggests that even among those who are working, students who take 15 hours still tended to do better academically. He did clarify that it's a pilot initiative and that he will look at the data after this semester to see if changes need to be made.

Senator: "What about the idea that our students take more hours, period."

O'Shea: "If you look at this last bullet here: even when students who are better on the surface are taking [12 hours] they are not doing as well. It is possible that motivation isn't controlled here. It's very likely that there is some kind of motivation variance that we are not seeing. And sometimes you see high achieving students who only want to take 12 hours because they want to do other things, and sometimes that could be fine. But generally what we are seeing in the data – and this is true across the groups even of the top students coming in – is that when they take 15 they are more challenged and they are more engaged and spending more time in a formative rich curricular and co-curricular enterprise at the university."

Senator: "This is an issue that I am interested in as well. My understanding of how national trends work is precisely what this gentleman said that the trends are truer of students that are already demonstrating preparedness and strength. I think I'm still not clear how this plan is accounting for students who are underprepared or who need more scaffolding. I find the causal argument a little difficult to understand."

O'Shea: "I understand that this is not a casual argument with this data. We don't have enough in the controlled variables to consider it causal, but we do see a strong correlation with this. The larger literature on high education suggests – and has for a couple decades – that student engagement broadly with an educational enterprise and the amount that they are engaging yields better results for them in terms of GPA."

[Inaudible comment/question]

O'Shea: "The assumption there is that students who are taking less hours would fill that time with these academically formative things like tutoring. That might be true and that would be great, but as we know that's not always the case and a lot of

students taking less hours don't fill the excess time in their lives with educationally formative things like tutoring and undergraduate research."

Fadool: "Jim Fadool from Biology. Time to graduation is an important metric and one that is relatively easy to track for us as a university. What about employment, graduate school admissions, med school admissions, professional school admissions? Because those are the outcomes that tell us how well the students did rather than if they had 15 or 12 hours."

O'Shea: "I totally agree and I'm going to touch on that in some later slides. Let me pause on the questions so we can get through the slides because I think some of the questions are touched on in some of the later slides."

Dr. O'Shea continued with his presentation. The Take 15 initiative is encouraging students to increase hours mostly through marketing to incoming students and their families at orientation and through posters. Since launching the initiative, more students took 15 hours in the fall than in previous semesters. The university hopes this will increase the four-year graduation rate. FSU is currently at 60% for four-year-graduation rates, which puts the university right in the top 25 mark.

Another trend that O'Shea has seen is that high achieving students are bringing in accelerated credit hours, and by law FSU is required to accept those hours. In the fall incoming class, over a thousand students had 40 or more accelerated credit hours. Because of this trend, many students are graduating in less than four years. At the same time the university is experiencing a decline in graduate enrollment. To address these two trends, the University is starting a more targeted initiative to provide combined bachelor's/master's degrees or just encourage students to enroll in a master's program at FSU. This effort is part of identity shaping for students by encouraging students to think about combined degrees rather than double majors or several minors as a mark of high achieving students. It saves them time and money because they are able to apply some of their Bright Futures to graduate work. This initiative will help improve metrics for graduate degrees awarded, bachelor's degrees without excess hours, and post-graduate success.

[Inaudible question]

O'Shea: "I think all of these presentations are available online."

Andrea White: "They are all on Blackboard and will be a part of the minutes."

Senator: "I'm just wondering if there is concern that forcing our weakest students to take more credit hours could backfire by increasing dropout rates, for example. Has there been consideration of that?"

O'Shea: "We take a very data-driven approach to this and we are really serious. Part of my portfolio is to elevate graduation rates at the university. Part of my livelihood is to work on this consistently. We look at all the possible kinds of interventions we can make at the university, so we are very much concerned with that. What's encouraging and why we wanted to pilot this Take 15 effort is that the national data and our historic data does suggest that among the weakest students, they actually do

better when they are taking 15 hours. The idea that you should transition to the university with 12 hours is a myth with widespread belief among students that it was the best path forward.”

Senator: “Just to clarify, is this longitudinal data we are talking about?”

O’Shea: “Yes, this is longitudinal data. And if you go online and google “Take 15” or “Finish in Four” campaigns, you’ll see from the White House to state and community college systems and higher education systems, they have all really tried to push this because the data and experiences at other institutions really seems to support it.”

Karen [?]: “Just to address some of these questions. We’ve looked pretty closely at comparing the course taking and grade performance behavior of students in the CARE population. These are students who about 75% of them are admitted through an alternate admissions process with somewhat lower test scores but they receive huge amounts of academic support. So they do spend a lot of time in tutoring and in other academic enhancement activities, and those who take 15 hours have been shown over the last three years we looked to be more successful than those who took a lower load. So, again, is it totally causal? I’m sure there are all these other factors. But we are trying to look pretty closely at the lower end. And of course we are not focusing anyone to do this, it’s just a messaging pattern. But part of these silly things we point out is that if you only took 12 hours a semester then there is no way you can graduate in four years. The math does not add up. It does if you include all that acceleration. I think these are all really good questions and certainly something we need to keep looking at to make sure that we are not shooting ourselves in the foot and hurting our students by doing so.”

Senator: “So it’s very likely that Bright Futures will be allowed in the summer. How do you think that will impact this?”

O’Shea: “Well I hope students will take hours. Our initial assessments did suggest that that would increase our summer enrollments, which I hope will increase the rate at which students are graduating. It’ll be interesting. If that does come online and students are taking many more hours, it’s possible they might back off 15 hours during one of the terms. We’ll just have to see. With the four-year graduation rate just over 60%, there is still a long way to go, and we think summer Bright Futures will help increase that graduation rate even more.”

XI. Announcements by Provost McRorie

Provost McRorie was not in attendance.

XII. Announcements by President Thrasher

President Thrasher was not in attendance.

XIII. Adjournment

The meeting adjourned at 4:51 p.m.

A handwritten signature in blue ink that reads "Andrea White". The signature is written in a cursive, flowing style.

Andrea White
Faculty Senate Coordinator

Teaching Evaluation Committee

Fact Finding Only (mostly dump from Office of Distance Learning)

Current Pilot Testing

- Opt-out of online evaluation
 - About 50/50 Paper and Online
- Aggressive Reminder System
 - Popup message every time student logs into Blackboard
- Current results look promising: Increased participation online
 - 40% response rate by day 2 of window
 - Earlier pilot for Communications went from 46% paper to 76% online
- Fewer administrative errors

ODL cannot maintain both systems in Summer.

Online System is more flexible

- Custom questions at course, department or college level
- Follow-up questions (conditional logic)
- Custom administration windows (who sets policy?)
- *Tie evaluation questions to syllabus????*
 - Course objectives
 - Instructional activities
 - *Need to get legacy syllabi into system*

Policy Issues

- Which system to use/require?
- Flexibility in Testing Window?
- Minimum Sample Sizes.
- Should Deans and Chairs be able to view comments?
- Opt-out versus opt-in? (Sunshine law)
- Require evaluations for online/summer courses.

Other issues

- Customizing the questions
- Incentives and penalties
- SACS requirements
- Other measures of teaching effectiveness
 - Video Capture
 - Observation
 - Portfolios
- *Should we invite student representation on the Teaching Evaluation Committee?*

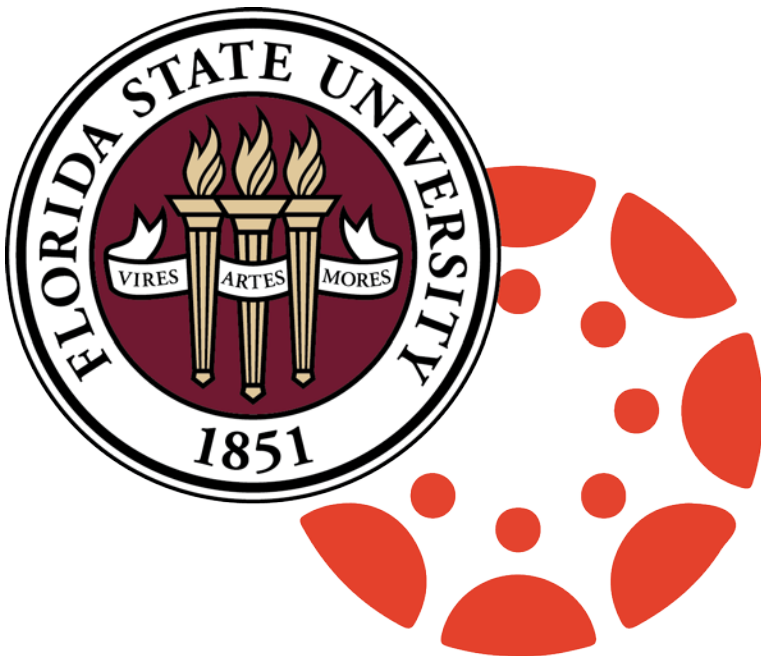
Canvas LMS: Transition & Timeline

Robert J. Fuselier

Interim Director, Office of Distance Learning

Interim Director, Office of Distance Learning

Canvas is Coming to Florida State University!



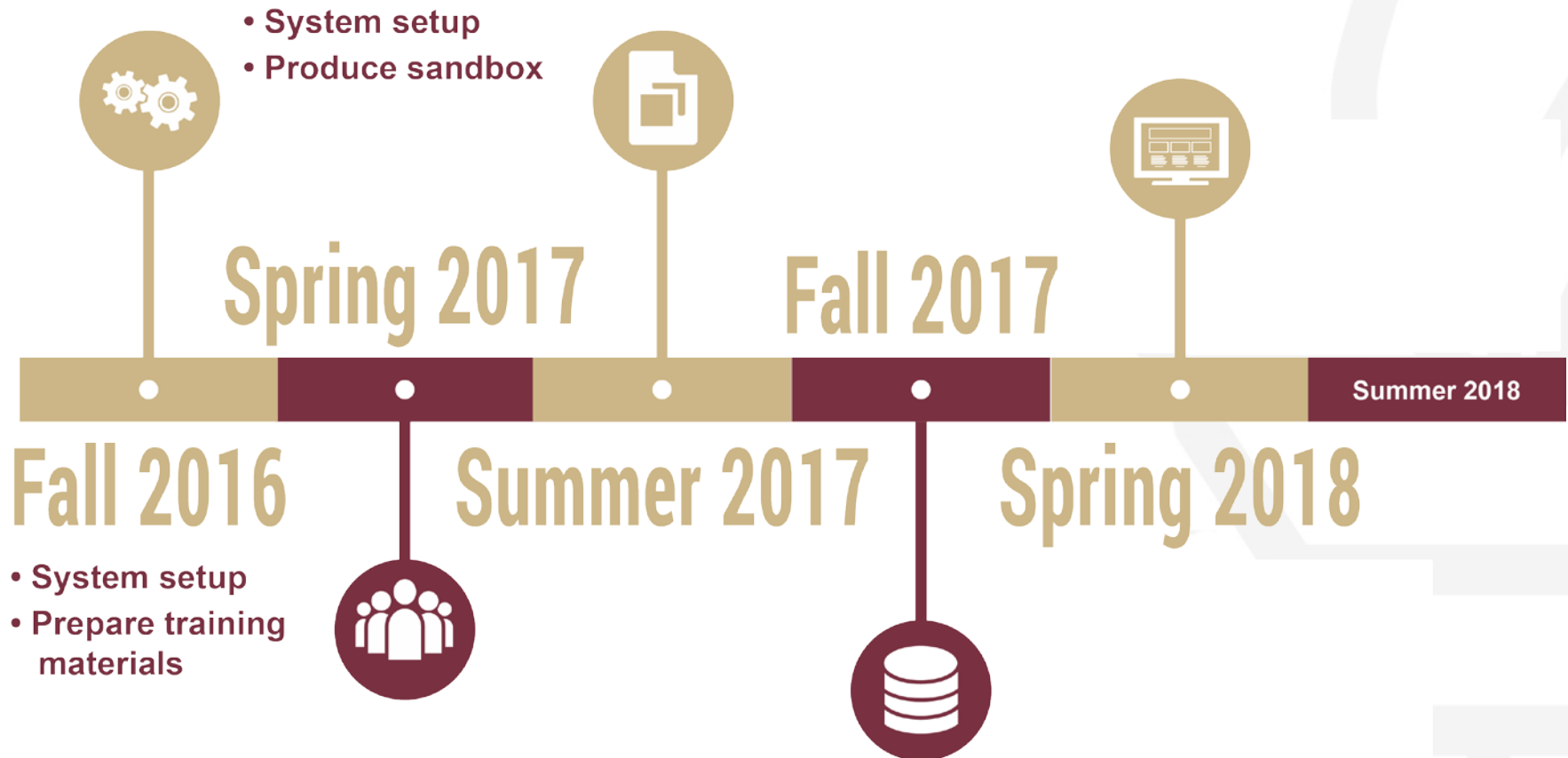
- Open Beta: **Fall 2017**
- Launch: **Spring 2018**

Canvas Transition Timeline



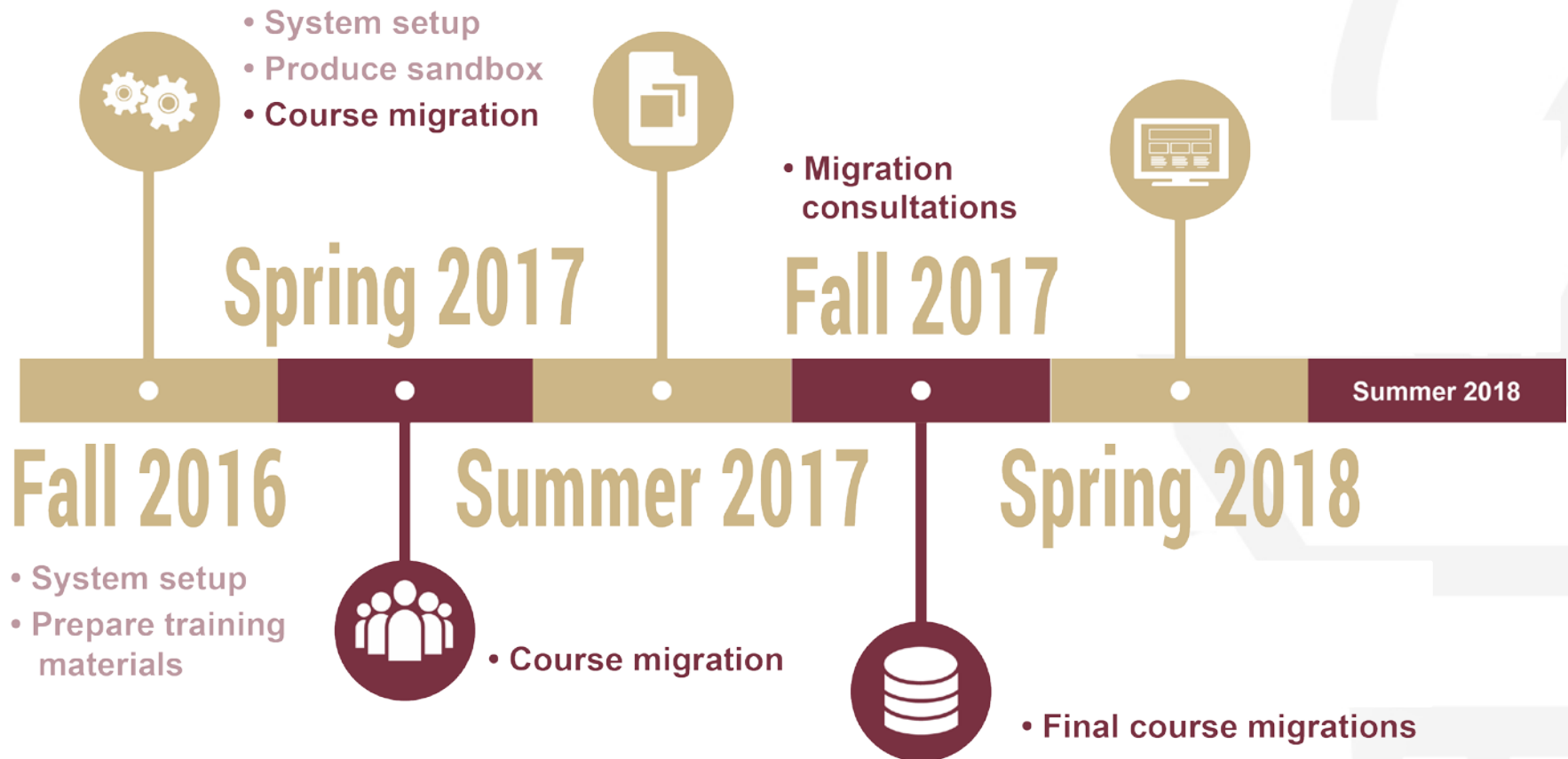
Canvas Transition Timeline

Distance@FSU



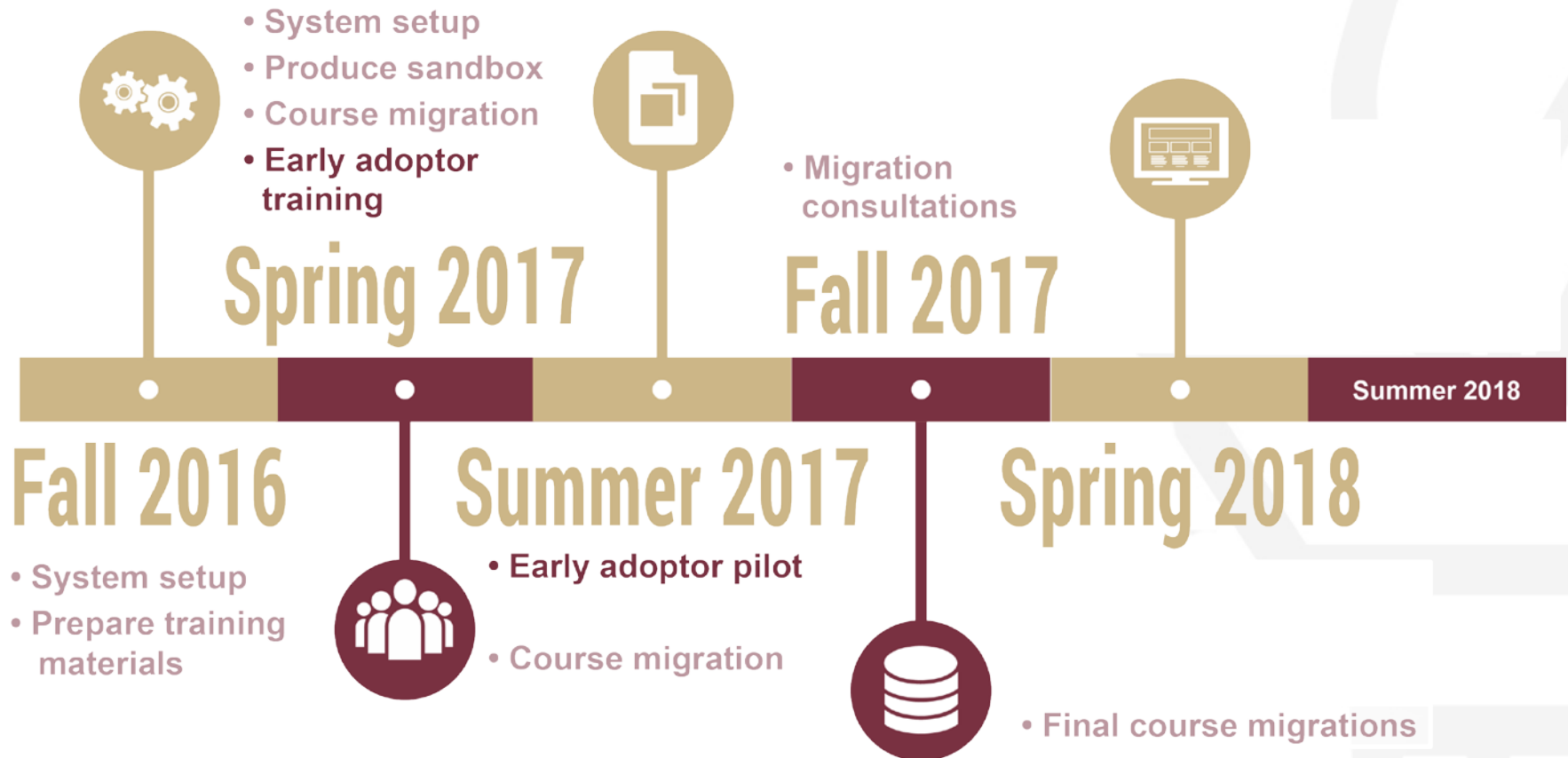
Canvas Transition Timeline

Distance@FSU



Canvas Transition Timeline

Distance@FSU



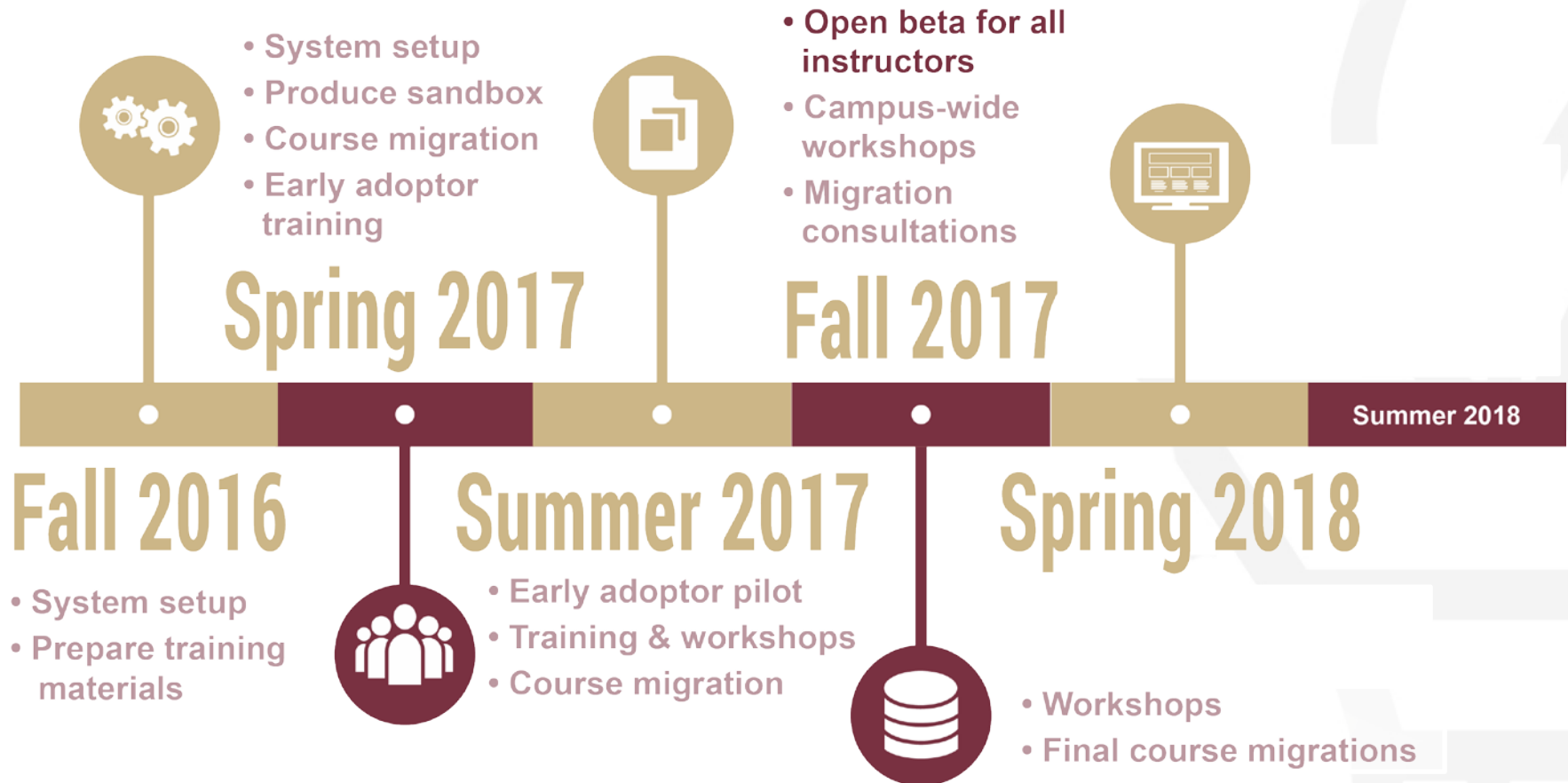
Canvas Transition Timeline

Distance@FSU



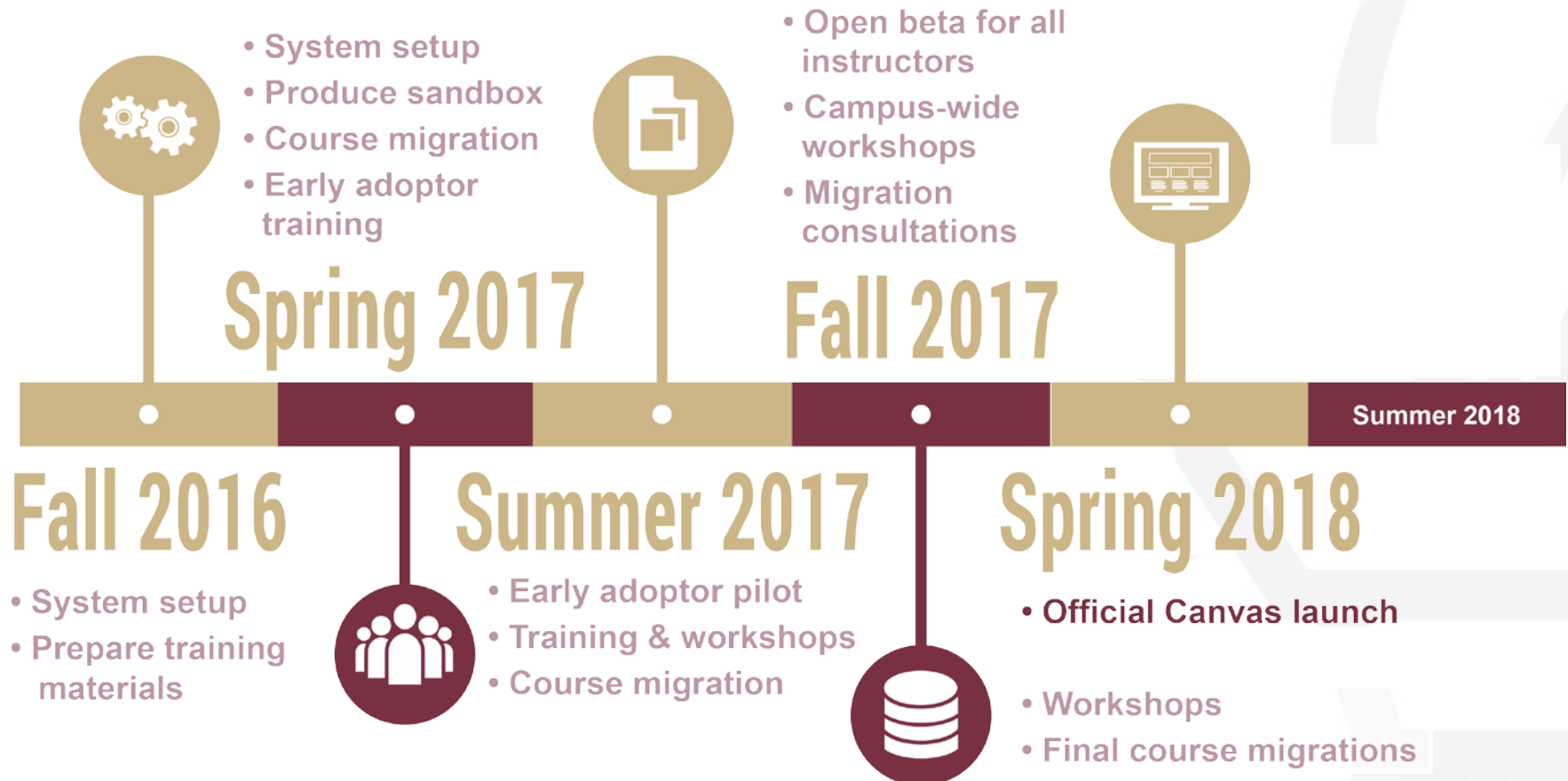
Canvas Transition Timeline

Distance@FSU



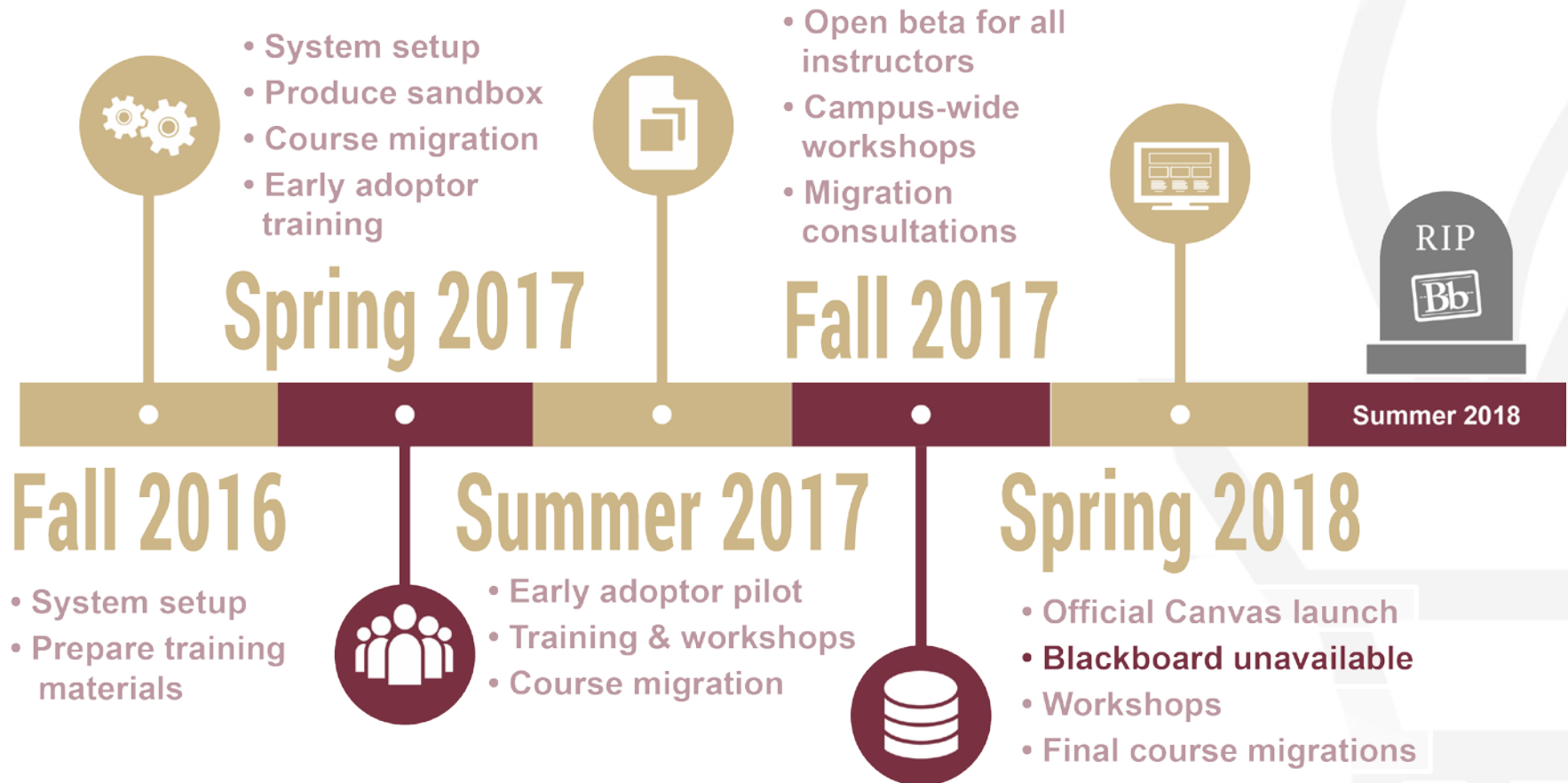
Canvas Transition Timeline

Distance@FSU



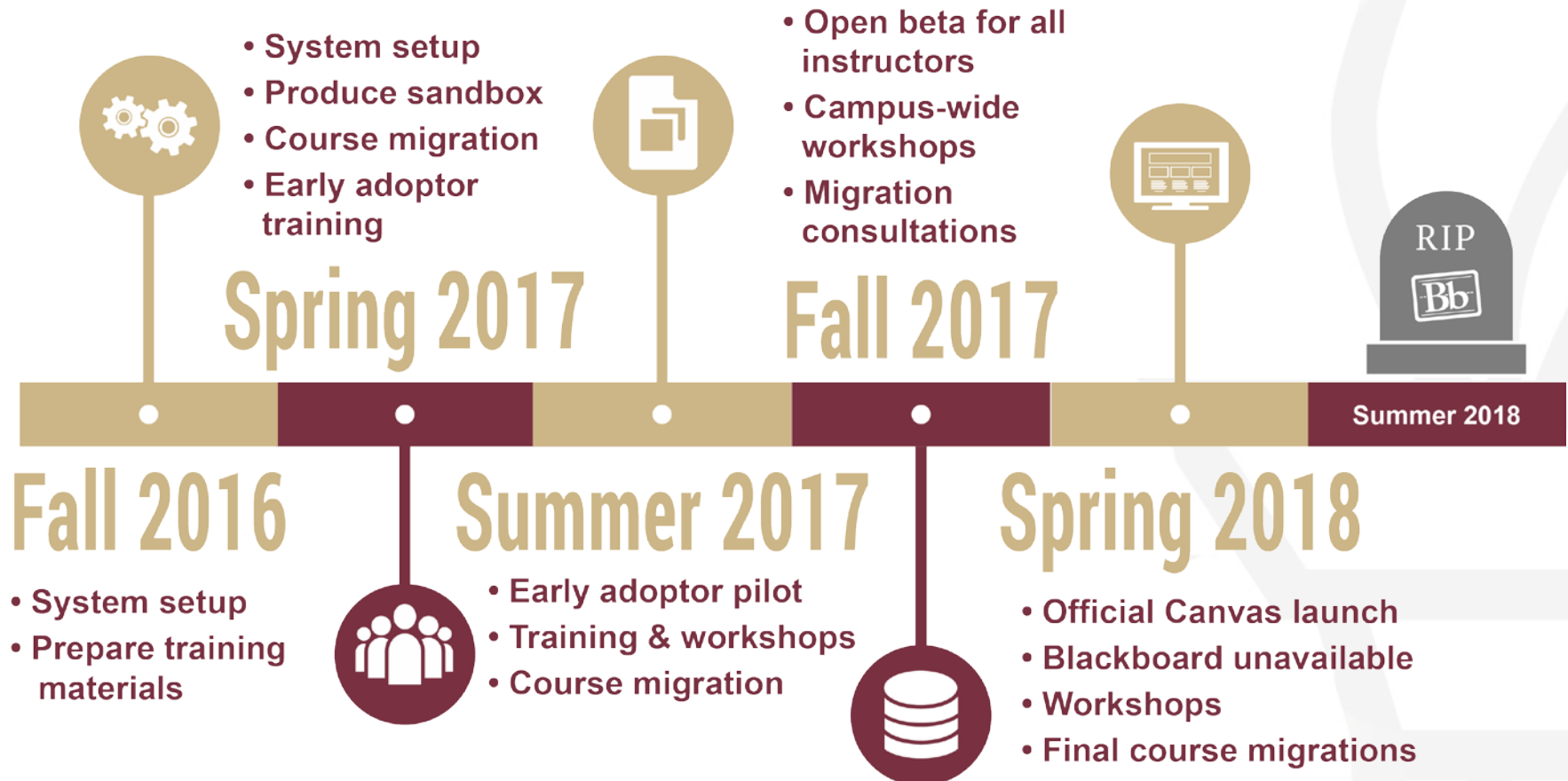
Canvas Transition Timeline

Distance@FSU



Canvas Transition Timeline

Distance@FSU



Training Opportunities and Migration Assistance

Training Opportunities:

- **Online:** Self-paced learning materials will be available.
- **On-Site:** ODL will visit your department to deliver training.
- **Off-Site:** Workshops will be held at ODL and convenient locations across campus.

Migration Assistance:

- ODL Faculty will host workshops to share best practices and strategies for transferring courses from Blackboard to Canvas.
- ODL Help Desk will also be available to provide guidance and assistance for course migration.

In Summary

- FSU will be moving from Blackboard to Canvas next year.
 - The official Canvas launch date will be in Spring 2018.
 - Training opportunities and course migration assistance will be available for all faculty.
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- Additional information and updates can be found at:
<http://distance.fsu.edu/canvas>



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Addendum 3

Take 15 Initiative & Combined Degrees

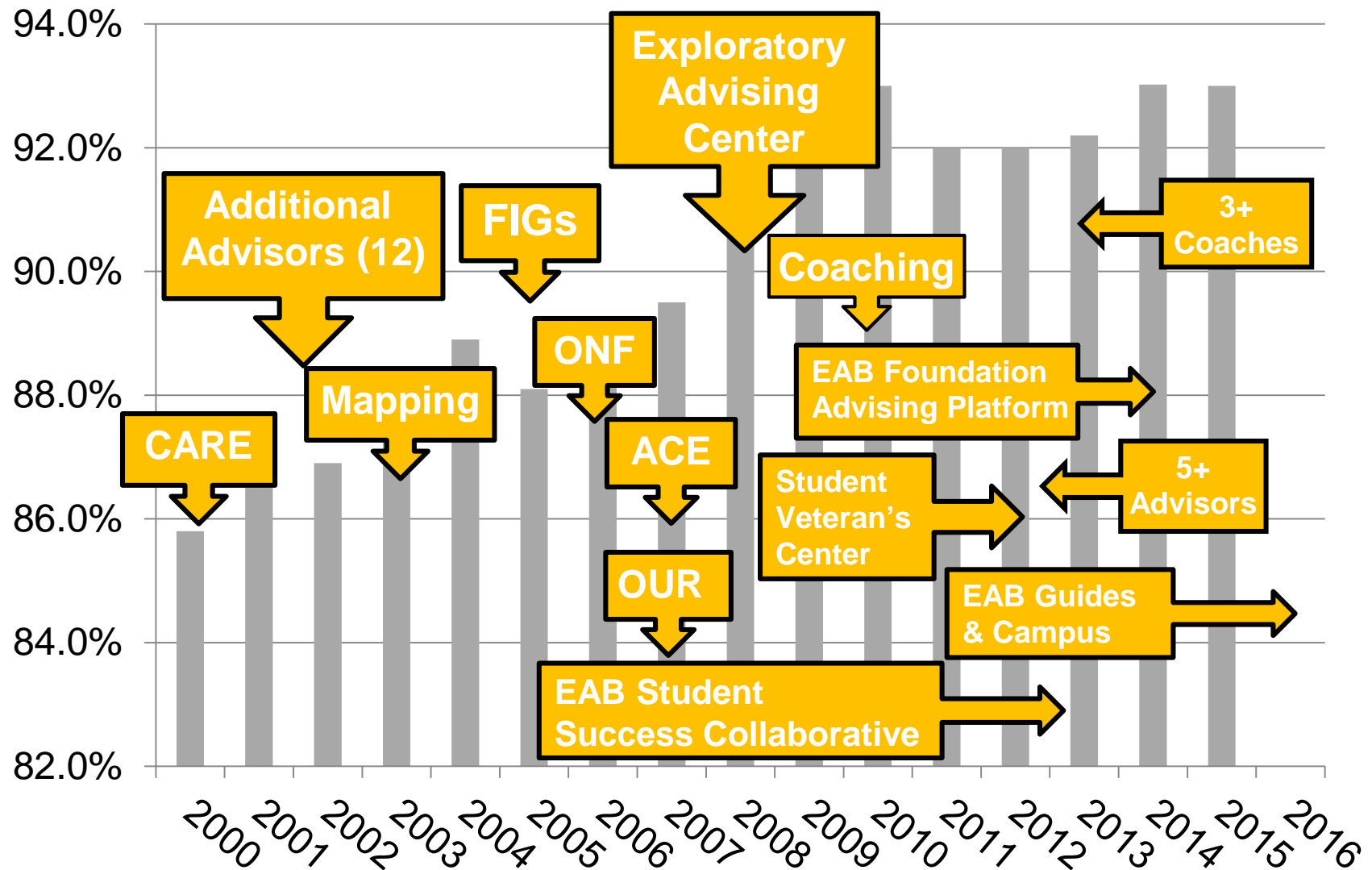
Joe O'Shea
Office of the Provost

Faculty Senate

December 7, 2016

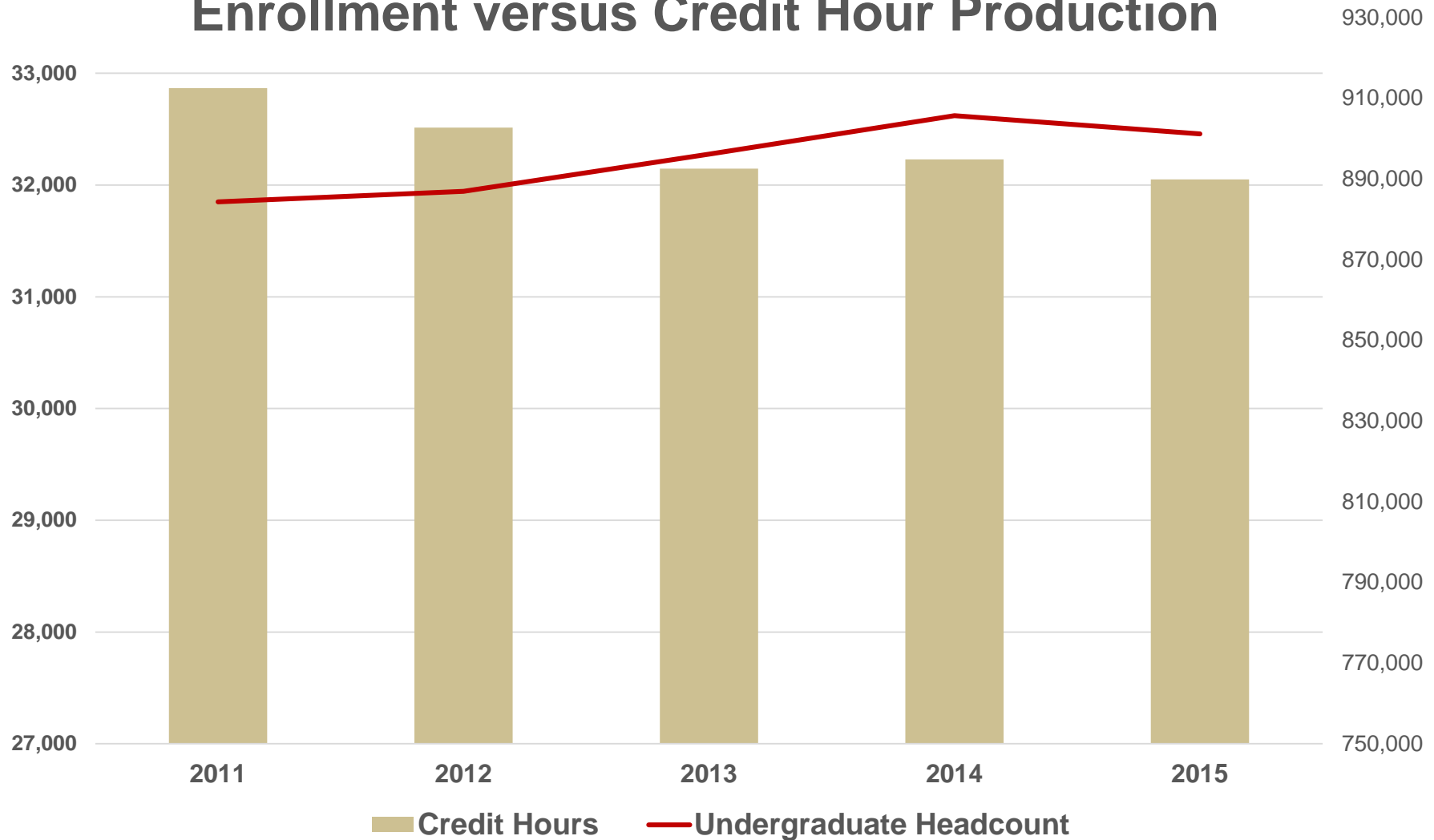


Retention Increases and Interventions





Enrollment versus Credit Hour Production





Take 15

- We researched existing, national 15 hour and Finish in 4 efforts
- We learned that students who were taking 15 hours as opposed to 12 had
 - Higher GPAs
 - Higher Retention Rates
 - Shorter Time to Degree
- Results were consistent across groups
 - Boredom tax

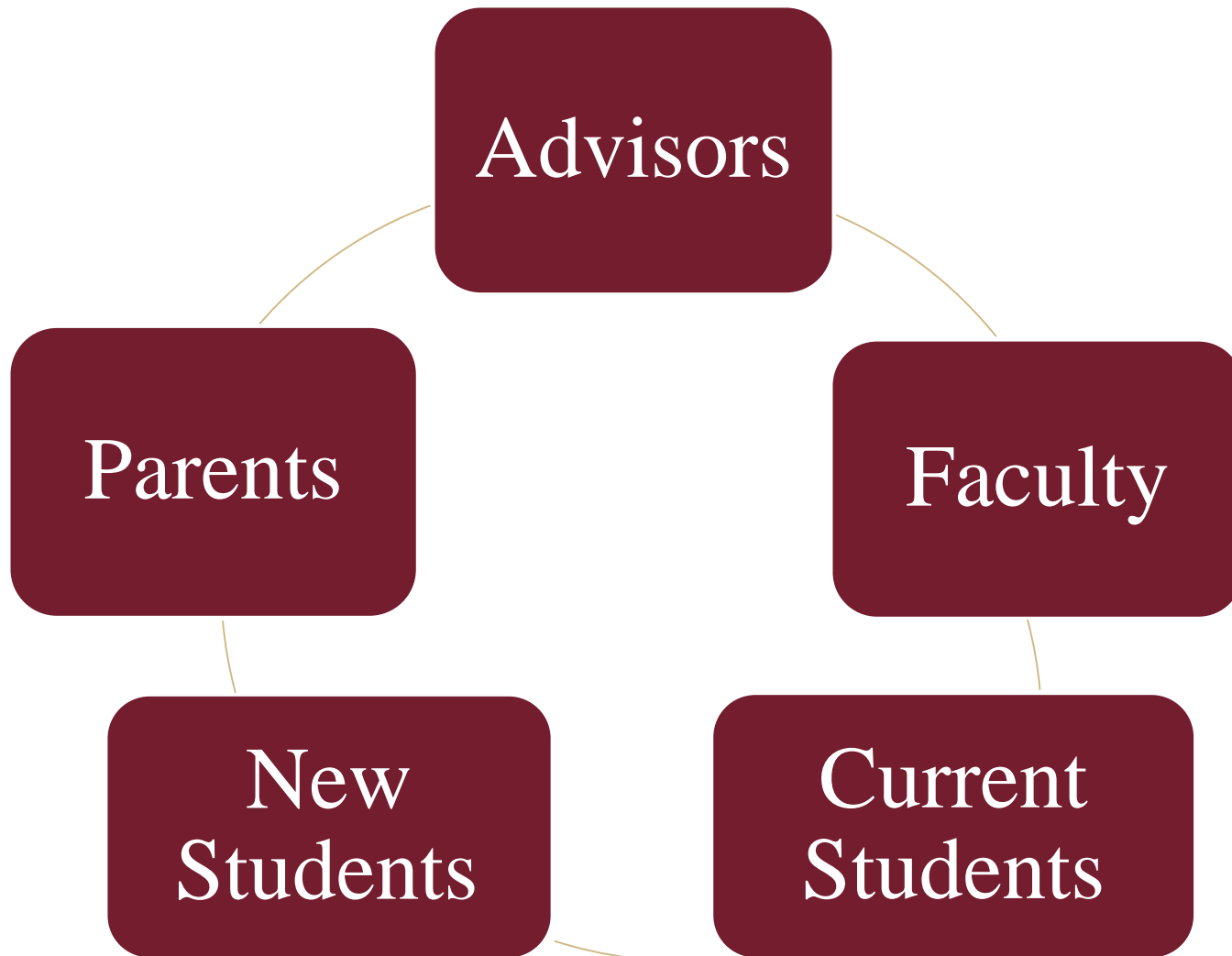


Select Data for 15 vs 12 Hours

- Students who take 12 hours in their first Fall are 12% less likely to graduate in four years
- 60% of the students who dropped out did not take a 15 hour load during their Freshman year
- The FSU Freshmen with the lowest test scores and GPAs in high school who took 15 hours graduate sooner than the “smartest” 10% who took 12 hours in their first Fall semester.



Targeted Marketing Populations





Myth:

If I take 12 hours as a Freshman it will allow me to get a higher GPA and get off to a good start.

Reality:

*Students who took 12 hours in their first Fall and Spring had a 2.87 GPA, while **those who took 15 or more** both semesters had a **3.24** and were **more likely to keep scholarships.***



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15 Hours is the Fastest Path to Graduation.
Registration Now Open for Students



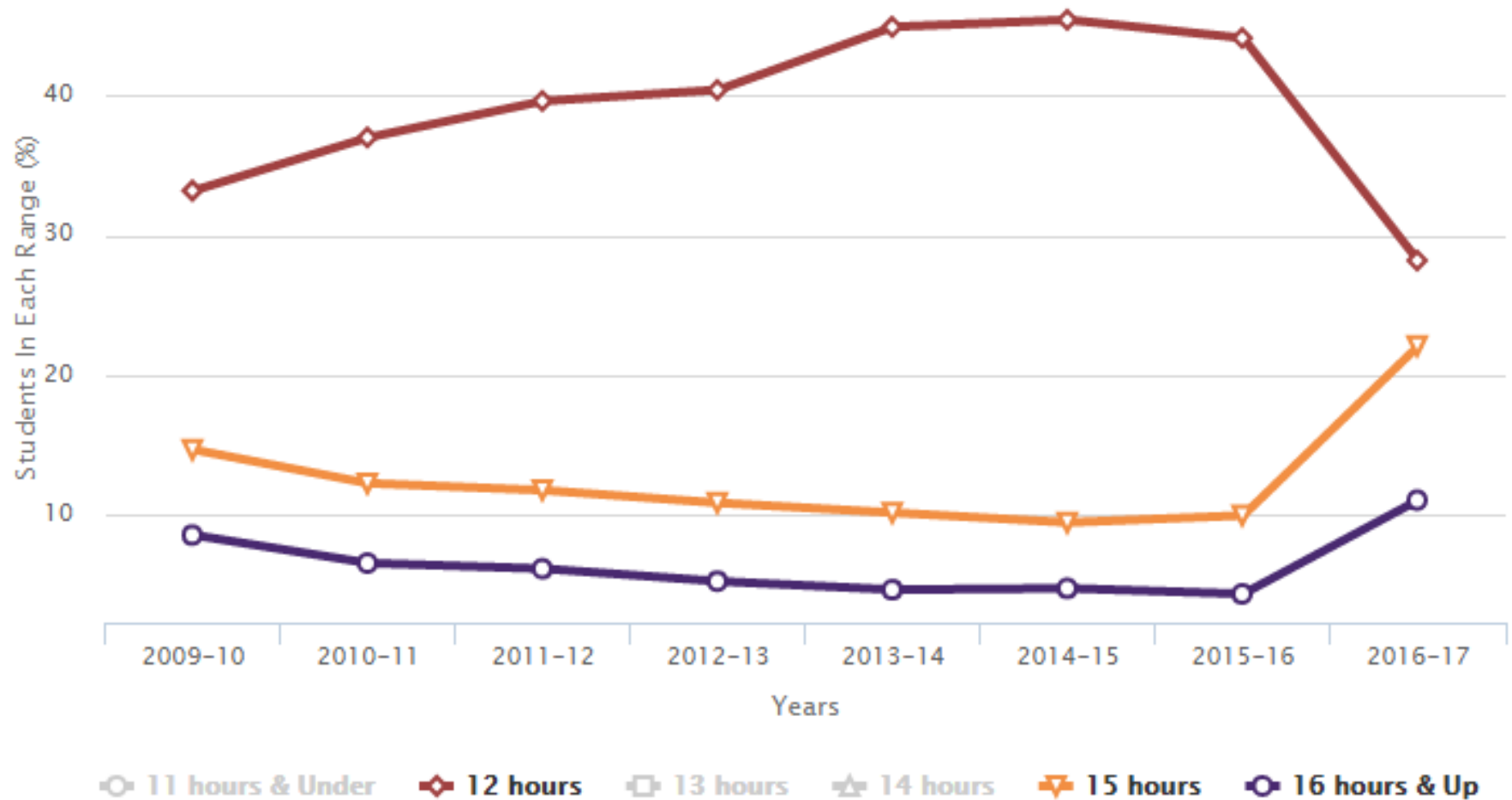


Take 15 for New Freshmen

- Targeted incoming Freshmen and their parents setting an expectation of 15 is Full
- Admissions, Preview, Orientation, Parents' Newsletter all emphasized the expectation
- Highlighted data showing that starting with a 12-hour load was not transition support, rather a preparation to continue to take 12

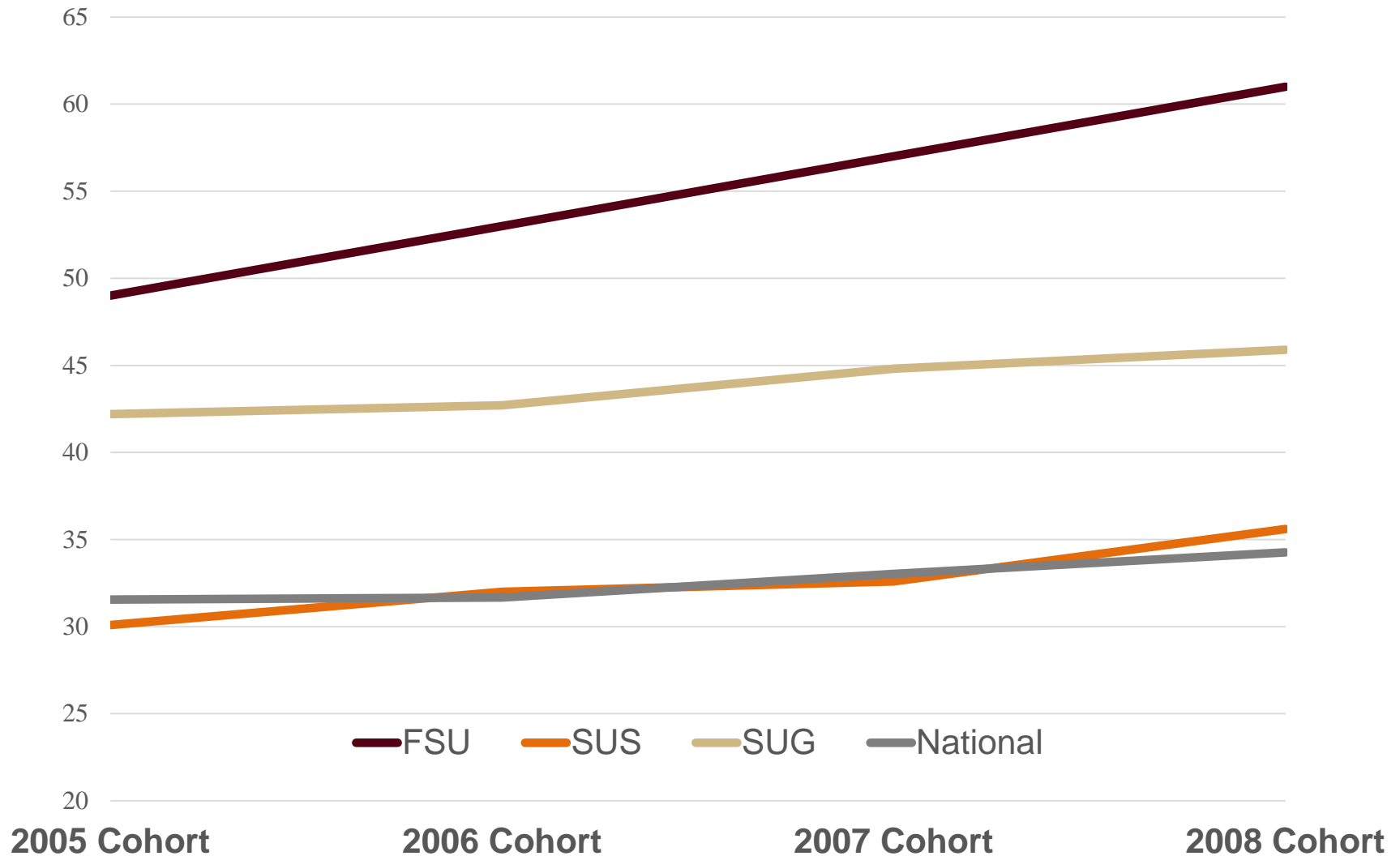


Course Hour Load - Freshman - Fall - Totals





Four-Year Graduation Rates





Combined Degrees

- Students arriving at FSU with more credit
 - Over 1,000 in Fall 2015 cohort had 40+ hours
 - Nearly 300 had 60+ hours
- Many students graduate before four years
 - Of incoming FTICs, less than 1% graduate in ~2.5 years, 5-6% in ~3 years, and 11-13% in ~3.5 years
- Graduate enrollment challenges



Combined Degrees

- Opportunity for students to pursue combined Bachelor's/Master's & Masters at FSU
- Expand number and size of programs, working with departments (cross-college, too)
- Student front:
 - Branding and marketing efforts
 - Early support from graduation specialists
 - Apply Bright Futures and FSU Scholarships



Improve Metrics

- Address metrics:
 - Graduate degrees awarded in areas of “strategic emphasis”
 - Percent of bachelor’s degrees without excess hours
 - Post-graduate success of students



Thank You

