



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
OCTOBER 17, 2012
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2012-13 Faculty Senate was held on Wednesday, October 17, 2012. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, I. Alabugin, E. Aldrovandi, A. Askew, E. Baumer, M. Buchler, W. Carlson, R. Coleman, A. Darrow, J. Dawkins, N. de Grummond, L. Debrunner, W. Denton, R. Dumm, I. Eberstein, K. Erndl, J. Fiorito, A. Gaiser, G. Galasko, L. Garcia Roig, M. Gerend, J. Geringer, T. Glenn, E. Goldsmith, J. Gomariz, R. Gonzalez-Rothi, M. Gross, A. Guyas, K. Harper, C. Hofacker, R. Horton-Ikard, D. Ikard, E. Jakubowski, T. Keller, D. Latham, S. Leitch, S. Lenhart, S. Lewis, C. Madsen, R. Marrinan, H. Mattoussi, U. Meyer-Baese, W. Mio, D. Moore, M. Moore, S. Norrbin, O. Okoli, V. Richard Auzenne, N. Rogers, J. Saltiel, N. Schmidt, K. Schmitt, J. Scholtz, N. Stein, J. Standley, B. Stults, P. Sura, J. Telotte, F. Tolson, S. Tripodi, J. Tull, G. Tyson, A. Uzendoski, E. Walker, S. Witte.

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

G. Allen, D. Armstrong, TJ Atwood, H. Bass, P. Beerli, B. Berg, E. Bernat, B. Birmingham, T. Chapin, E. Chicken (**A. Barbu**), D. Cooper, A. Darabi, L. deHaven Smith (**V. Mesev**), L. Edwards, G. Erickson, M. Fair, M. Hanline, A. Hirsch, S. Johnson, M. Kapp, Y. Kim, E. Klassen, W. Landing, C. Lonigan, J. Ohlin, R. Schwartz, P. Steinberg, L. Stepina, C. Upchurch, O. Vafek, P. Villeneuve, D. Von-Glahn, W. Weissert, I. Zanini-Cordi.

II. Approval of the Minutes

The minutes of the September 19, 2012 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, G. Tyson

Since our last Faculty Senate meeting on September 19th, the Faculty Senate Steering Committee has met three times in our regularly scheduled weekly meetings (September 26, and October 3 and 10), once with Provost Stokes, twice with President Barron, and once each with the three candidates for the Deanship in Arts and Sciences.

The topics discussed with Dr. Barron included a merit based salary plan for faculty that was part of the negotiated salary plan, ideas on including service as a component of merit evaluation and the impact of possible legislative action on the "Florida virtual university." We continue to appreciate the willingness of the President, as well as other administrators, to regularly and openly discuss a wide range of topics important to the faculty with the faculty senate steering committee.

In our meeting with Provost Stokes and Vice President Sally McRorie, we continued our discussion of the challenges of meeting the reporting requirements for SACS, heard about the plans for increasing the faculty next year and discussed upcoming Dean searches in Music, Visual Arts and Dance, and Nursing. Having just completed the Dean search for Arts and Sciences, we would like to commend the Provost for the organization of the interview process in which faculty groups inside and outside the college were given the opportunity to meet with candidates in small group settings as well as the larger open forum. We would also like to thank Max Carraway for organizing the daily schedules and keeping each candidate on schedule despite early hours, later hours, airport closings and bomb threats. If you have not yet heard, Provost Stokes announced yesterday that Dean Sam Huckaba will serve as our next Dean of Arts and Sciences. We welcome him in his new role.

On October 3rd, the steering committee met with the Dean of the Graduate School, Nancy Marcus. We discussed issues related to deadlines for thesis and dissertation submissions, and how information can be provided to faculty and students to streamline the format checking requirements. We discussed the idea of moving the Master's thesis deadline back to reduce the peak of submissions caused by having both theses and dissertation deadlines on the same day. This would also ease the timing issues seen in some disciplines that require IRB approval before thesis studies can be undertaken. We also discussed alternative funding sources for increasing the number of staff involved in format approval at peak times. We will continue this conversation with Provost Stokes in the near future.

Finally, we met with Dr. John Geringer, chair of the Teaching Evaluation Committee, to see an updated version of the form for student evaluation of faculty. John will be presenting this later in this meeting.

V. Reports of Standing Committees

a. Undergraduate Policy Committee, J. Koslow

The Undergraduate Policy Committee, which considers University-wide policies on undergraduate academic affairs, has met twice this year.

One of the UPC's responsibilities is to review courses every five years that the UPC has approved for the Liberal Studies curriculum. This includes Area III: History/Social Science; Area IV: Humanities/Fine Arts; Area V: Natural Science, Oral Communication Competency, and Multicultural Understanding. This year, the UPC will be reviewing OCCR courses. Historically, the UPC contacts the department chairs/representatives and invites them to review the courses themselves and provide the UPC with both a written and an oral report of their findings. At our October 10, meeting the UPC reviewed and reapproved two courses for OCCR credit: SOW 3350: Interviewing & Recording in Social Work and PHY 3091: Communication in Physics. Additionally, some departments have asked to have courses removed for OCCR credit due to lack of resources or the discontinuation of

programs. Consequently, the UPC voted to remove OCCR credit from SPA 2020: Effective Oral Communication, HEE 3103: Methods of Teaching Family & Consumer Sciences, and HEE 4054: The Educative Process effective Fall 2013, which is the new catalog year.

The UPC has also been engaged with issues related to the SACS Reaffirmation, which is a renewal of the University's accreditation with SACS. The SACS Reaffirmation site visits will be taking place in 2014, but all materials and documentation are to be ready for review by June, 2013.

Working with Dean Laughlin, the UPC determined that we needed to have stronger and clearer learning outcomes for all of the areas of liberal studies, not just the competency areas in order to meet and be approved for one of the SACS Reaffirmation standards related to general education, which is essential for reaffirmation by SACS. Criteria and Learning outcomes had already been constructed for Mathematics, English Composition, Computer Competency, Multicultural Understanding, and Oral Communication but had not been crafted for Area III: History/Social Science; Area IV: Humanities/Fine Arts; and Area V: Natural Science. Instead, the UPC reviewed courses within these areas very five years to see if they still met the general criteria for Liberal Studies described in the UPC's statement of Criteria for Liberal Studies for each particular area.

Consequently, an ad-hoc committee of UPC members began working on developing an articulation of learning outcomes for these areas over the summer. UPC members reviewed the already existing Criteria for Liberal Studies documents for each area and began to draft language that would be recognizable as learning outcomes. At the September 12 meeting, the UPC revised and approved a document titled: *Learning Outcomes for the Liberal Studies Program and Required Competencies*. Essentially, what the UPC did is to translate already existing practice into a format upon which departments can measure the effectiveness of their courses in fulfilling the objectives of liberal studies.

As you might have guessed, this means that the UPC also needed to design a document to outline data collection on these areas for SACS. At the October meeting, I distributed a draft Institutional Effectiveness Portal (IEP) document of Liberal Studies Areas III, IV, and V mission statements, learning outcomes, and assessment and evaluation process to the membership for review and revision. The membership made revisions to the document, and it was decided that data would be collected for the 2011-2012 academic year. Departments will be asked to submit data for the representative Liberal Studies courses listed in the IEP document. Further information on this will be forthcoming.

Last, but not least, one of the primary responsibilities of the UPC is to review and approve courses for Liberal Studies and other undergraduate basic studies requirements. I also wanted to inform you of two courses that the appropriate UPC subcommittees reviewed and recommended approval. These are non-voting courses. NUR 4169: Evidence-based Nursing for computer competency and SPM 4013: Cross-Cultural Sport for "X" credit, which refers to cross-cultural studies, both are effective Spring 2013.

I appreciate your time and attention today and I'm happy to entertain any questions you might have about the UPC.

b. Teaching Evaluation Committee, J. Geringer

For the past 18 months or so the teaching evaluation committee has been looking at the so called SPOT forms-Student Perception of Teaching. We have several reasons for looking at these. One of the first reasons was to take a look at the SUSSAI questions and to find out whether we still needed to have those. We found out that it was indeed not necessary. Those were created in the 1990s and we are under no obligation to keep doing that. So, that gave us a good reason to take a hard look at those. In addition, some of those questions we thought were not the best. There was no question that addressed student learning for example; how much did you learn in the course? Another thing we wanted to continue was the idea of keeping a short list of common questions that is common to everyone's form and if a department or area wanted to add questions relevant to their area, they certainly can continue to do that. We came up with some ideas and we pilot tested it this last spring to undergraduates, graduates, to non-native English speakers and so on to make sure the questions were understandable. We did modify a few things. We changed the name. We didn't want to go to spot 3 since we already have a spot 1 and 2. We played around with a lot of fun acronyms. The best we could come up with was Student Perception of Learning and Teaching which I'm sure will be corrupted in any number of ways. What you see is the form divided into three sections: the course content section, the instructor statements having to do with the instructor, and a summary section. Now as you know, question 8 of the former SUSSAI was the overall assessment of the instructor question. We thought there should be some kind of commonality with that question. That corresponds to question 11 under summary statements. As some of you know the percentage clubs, the 30% club and 90% club are no longer around which we think is certainly a good idea. This is another step away from that system. It was suggested when I met with the steering committee that we somehow distinguish each section a little bit more. So, the final version will be shaded a different color or something to set that off because the rating scale is slightly different. It's still a 5 point rating scale but the labels are different. I suppose I should comment about that. Previously there was a 5 point scale that was labeled excellent, very good, good, fair and poor. We have problems with that. We really couldn't come up with an appropriate set of 5 words for those points so we opted for just three anchors. Excellent on the high end, poor on the bottom end, and satisfactory in the middle. It would seem to make more sense than having a fair and a poor and a good and so on. The anchor wording itself is slightly different. That is essentially what we are proposing is that everyone would use this short section. The positive feedback we got from the students had to do with the brevity of the form. Keep in mind as much as we dread giving off class time to give the form, they get to fill these forms out 4, 5, 6 times every semester. So they're happy when it gets a little bit shorter. On the other side, there are still the open ended questions, which are not reported to anyone other than the instructor according to our policy. One other thing we didn't mention that came up at the steering committee was that currently the 8 questions of the SUSSAI are currently available on a link anyone whether they are affiliated with the university or not can go and see the ratings for each course each semester. We thought we should continue with that policy to add that publicly available.

Person 1: The question about them being publicly available, the only reason the SUSSAI questions were on that old form from 8 years ago was in order to make them publicly available.

Geringer: Right, that was the rationale.

Eric Walker: I think that you got a problem in that, in my understanding from a previous dean of the faculty, was that these documents are part of your personnel file and that's an exception to Sunshine which means...public documents...except for the weird reason that we included SUSSAI was that SUSSAI in state law was an exception to the exceptions. Something in Florida statutes that says when they passed SUSSAI that it could be made publicly available as an exception to the fact that personnel files are an exception to the Sunshine rule. So I think you need to look into that...

Geringer: I will, sure.

Geringer: Would it be appropriate to ask for a sense of the senate on whether they would like to have this publicly available, if it indeed is our choice? I don't even know that it is our choice. We'll find out.

Sandy Lewis: I don't think any of us know whether it is our choice or not, except for Eric. We'll look into that. How does the group feel then about having the answers to these questions available online to anyone looking it up?

Person 3: What are the pros and cons of that?

Eric Walker: The argument for when we did this, I chaired the committee back in the early 2000s. The argument back then was there were a lot of commercial firms that were circling around and were asking students to pay X amount of money, they would offer it free for a semester and as students got used to it they would hit them with a fee to get revenues. We already gathered that data here free. So, why don't we make it available to the students, so that they're not going to pay for it. That's for 10 years past there's still all those grapevine problems these enterprises going on out there. I thought those were the dynamics they're same we've got some data we've generated be free and available to students.

Person 4: Those have been out there for 10 years, since I've been here, probably longer, probably since SUSSAI has been here in the 90s. I don't know how many of you go through and look at those every semester, I forget that they are there frankly. I don't know if the students look at them.

Person 5: Really? I find them useful. Students compare different teachers on what they get in every question and compare that with student work and make decisions on who might teach classes. It's an easy source for me and other faculty to cross into there and students look at them. Is it still possible to submit suggestions on these questions or are they decided?

Geringer: No if you would like to amend them or suggest something that would be fine.

Person 6: You mentioned that there was emphasis on student learning. It reads as if the instructor was more so evaluating rather than students be evaluating.

Geringer: If you would like to submit a question, we will certainly take a look at that.

Person 7: Now this is to actually point out a typo on behalf of our colleagues in English. On the second line of the back should be express and communicate.

Geringer: Yes, that is a good catch.

Person 8: (inaudible)

Geringer: Yes, we talked about that we had the idea that was not a really healthy question in the sense that people get rated low on that question for whatever reason and the responses often end up baseless in reality.

Sandy Lewis: It does sound from the feedback perhaps we need to refer this back to the committee to get some information about whether it can be posted online or not, the results online or not, the feedback.

Geringer-The committee won't be able to decide that. I'll have to find out the legal issues involved.

Person 9: I guess my question is, so this was one to satisfy the competitive concern of the market place 10 years ago about the transparency of the system so I'm not sure whether you want to continue that transparency or not would be the case. So what is the purpose of this, I've been here a long time and am not completely sure.

Geringer: I don't find that to be the argument and also I personally like to give feedback every semester from the students and also it does serve frankly as a summative evaluation for administrators. Those are the main purposes I have to say.

Person 10: Last year there was some wave coming around about the governor wanting student evaluations be the primary way for being evaluated that's coming from Texas.

Geringer: That did come from Texas.

Person 10: How does this go along with this?

Geringer: We heard some of that noise and we decided to go ahead and proceed on our own because we have no way of knowing what would be the outcome and I don't think we still know the outcome.

Person 11: What was your rationale behind number 2?

Geringer: We thought it would be useful for the instructor to know how the students felt about it. That's feedback for the instructor.

Person 11: To me it doesn't seem like it really addresses the issue.

Geringer- It doesn't necessarily.

Person 12 (inaudible)

Geringer: It certainly is, as she suggests, comment on the back for about anything. There are questions about what you did like about the course as well as what you didn't like about the course.

Person 13- (inaudible)

Geringer: There's only one SPOT now.

Person 14- So SUSSAI is (inaudible)

Geringer- Yes, but for the last 18 months or so they've been same thing.

Person 14- (inaudible)

Geringer- Yes, yes this would be the same for e-learning or e-courses or online for paper distribution. That's another thing I haven't mentioned - that is still up to the instructor unless the unit has decided as a whole. Otherwise it's up to the instructor to do it online or in classes.

Person 15: (inaudible)

Geringer: There are journals full of studies.

Person 15: (inaudible)

Geringer: Yes, I hate to say that they do improve teaching but they have been shown to be effective. They have been shown to help in some situations and they certainly have been shown to be useful in (inaudible).

Person 15: Have you seen these studies follow up 5 years later?

Geringer: Short term v. long term? Mostly it shows that people don't change a lot if you ask them 5 years after they had a course their opinion does not change much at all.

Peron 16: (something about systematic comparisons)

Geringer: Good question. We talked about that and we decided since we were not all that fond of SPOT itself, we didn't care if it correlated or not.

Person 17: We understand that we've been using this a long time.

Geringer: That was part of the thinking, keeping some of the questions very similar.

Person 17: The other question, so this is the same for all of the e-courses, including the open ended questions on the back. So the question is then, for all that I understand, these individual test responses are available to the administration?

Geringer: No. They are not supposed to be, they are only supposed to go to the instructor.

Sandy Lewis: You're an administrator, can you see them?

Person 17: I've been told that I can but I've never looked.

Person 2: We need to check into that to make sure that that's not happening.

Person 18: (inaudible)

Geringer: Yes, you can contact the Center for Assessment and Testing and set up an earlier evaluation. That is possible.

Person 19: Just curious, was there a reason for changing the numeric numbers around? In my version, picking number 2 and 1 are now totally different.

Geringer: Yes, we tried to make the number system informed about most people understand the number system with getting a high number. It was the case, it was pointed out to us some people might apply for a job say for example a teaching assistant, they got ones or twos for ratings and their professors think those are terrible ratings. So, now we made it so that the highest rating is a 5.

Sandy Lewis: As he was saying, question 2 is referred in your binder to from one year to the next?

Person 20: Can I ask one more clarification? This one is about the student perception learning and teaching however the question seems to address course content and the instructor instead of student's perception of learning. So which one is it?

Geringer: I think course content has a lot to do with learning, if we can come up with another acronym that's fine too.

Sandy Lewis: Alright, can we take another attempt at a strong poll of how many people would prefer these, whatever we end up with, be kept in house and not shared openly on the internet to the faculty and the administrators only? Show of hands.

Result: about 50/50.

Sandy Lewis: And those who don't care or prefer to have them available, raise your hand. It's about 50/50. So, can we refer this back to the committee to take some of this feedback and then bring back a final copy?

Geringer: What would you like the committee to review?

Sandy Lewis: There were some questions about the title of it. There were some... which dot should go where, no current GPA. The typo on the back - the communicated.

Person 21- There was a legitimate question about number 2.

The form was referred back to the committee for additional review.

VI. Special Order: Sally McRorie, Vice President for Faculty Development and Advancement

Thanks, it's great to see you all here. I recognize so many of you and it's a pleasure to see you including a lot of people I've worked very closely with over the last 10 years when I served as dean of the College of Visual Arts, Theatre and Dance. I joked that that's the longest I've ever held a job, but I really loved that work and am really looking forward to the work I am able to do now in this new role.

This is a new position as Sandy said, Vice President for Faculty Development and Advancement and that's something that is of very importance to me. That's one of the reasons I was most interested in the job because I not only have the duties and responsibilities of the former Dean of the Faculties, but I also have the opportunity as Vice President to meet with the President and the executive council every Monday morning at 8:00am for a couple hours. I hope that I bring to that my experience and expertise as a faculty member, department chair and dean for a long time. If you look at that group, some people have similar kinds of experiences but none of them are from or at this institution. I think my challenge and my opportunity is to bring a voice for the faculty to the table and a voice for realistic notions about what implementation of certain kinds of ideas would actually intake, for those of us who are out there actually doing the work.

It's been a great opportunity so far and I've been very submerged in SACS, as most of my colleagues have. It's kind of an unfortunate time to start my new job because I am not quite able to focus as much as I wanted to on the new things I would like to see in support of our faculty here because we have too much work that is very critically important to the institution to get done in SACS. But, that will get done. There are lots of things I would like to take a look at in support of the faculty. We are, as you know, the president and provost are trying to greatly expand the number of tenure and tenure-track faculty members that they are hiring, the university is hiring for the year coming up. For the number 100, that's a big number. We are committed to trying to reach that number and hire the kind of faculty member we want. Everyone recognizes that you, as faculty, are mixed assets at the institution and belong to the number that we go as far as we can at repairing the losses of faculty that we suffered in recent years and moving ahead in a very positive way. So, I feel really good about that. I hope that you understand the real commitment that the president and provost are making in that direction. It's real and that's why I'm glad to be a part of that team.

There are lots of things that people outside of academia don't understand. Academia is kind of a funny place. You heard me say earlier today, one of my friends likes to say that it's made up of people who are insecure over achievers. And you know who you are. I think in some ways that is true because we do tend to work really hard, and we get very, very focused, which is the nature of work at an institution like this one. On our research, on our specific teaching and sometimes service activities and we know that we work really hard and our colleagues do. But, the general public doesn't know that. They don't really understand it. Downtown the legislature, the governor doesn't necessarily understand it, but we all know it. But when they and I used to hear this all of the time, they would say I saw this faculty member on a Tuesday afternoon mowing his lawn. It only takes a couple stories like that for things to really get out of hand in terms of perceptions of what faculty members do. We all know how hard everyone works here and our schedules are not 9-5, 40 hours a week by any means. But, we have to do a better job of really telling our stories of about why we're here

and what's so important about what we do, the impact we have not only on our students here but beyond and to the nation as well as the state. I'm very interested in helping make that kind of case. I think it's critically important and it's really important to continue to make the case for why this kind of institution is not a vocational institution. It's great that we want our students to be well prepared, to find work and to be happy in their careers. But, when people think that's the only criteria for judging the success of an institution, that's just short-siding it. When there's no recognition that our students, over 50% go onto graduate school and that's not seen as a plus, that short-sides it too. There's a lot of work that needs to be done. Once SACS get a little further along, I'll be contacting you for a way to work with you. I am in the process of setting up a lot of brunches and lunches with faculty members from all across campus and I appreciate those of you in this membership who are able to get some suggestions to me from people who you thought would be interested in these kinds of experiences. We set those up for the rest of the semester and to spring.

Garnett Stokes, the provost, and I were able to announce an increase funding available for the travel grants and I think that's a small thing but it's a big thing when you are in the position of needing that funding. I'm interested in establishing an ACC fellows, faculty fellows interchange, I don't know exactly what to call it. The ACC is a very, very strong academic conference and with the addition of Notre Dame even more so. I'm thinking about what could be short trips such as a long weekend or extended faculty trips to one of our conference university colleagues and peers. I should say and trips to focus on research or teaching methods, something that is not only of importance to you the faculty member, but also to our institution. I think that's the kind of thing you can do relatively cheaply that can have a nice impact. So, if we funded 6 of those a year for example, over time that begins to make an impact. It lets people come here to Florida State who wouldn't otherwise. You go over and hear people say, "Oh wow, I didn't know this institution was so wonderful." It is in so many ways. Another idea I'm working on is additional leadership training for our chairs and new deans and for other people who want to enhance their leadership abilities and skills and not necessarily want to become the chair. There's a real need for that, not just sending somebody somewhere, although that is quite possible. I thought of myself going to the Grey Meyer Institute for Women in Higher Education Administration some years ago. It was a very good experience for me, taught me a lot of things I don't I would have necessarily have learned as well or as quickly having not gone there. So, these are the kinds of opportunities we can both fund, but also internal learning experiences.

In terms of SACS, well you may know, that we are pulling certificates right and left. I wanted to tell you that the program name now is specialized studies thanks to a faculty member. We have talked at one point about collateral studies or cognate studies and things that are studies but don't show up on the transcripts in the way certificates do. A colleague in economics, I think, he tested a variety of different names with over 700 hundred students in specialized education and that is the one they much preferred. Everyone seems relatively happy with that as well as SACS does. So, that's what we're going to go with. There are programs that need to be eliminated that have not had students in them in a long time. We have a lot of those kinds of programs. It's a matter of cleaning house and I'm finding out what we need to do to be better prepared for this increasing of accountability that we have all the time.

My office is still, as the former Dean of the Faculties Office, is still your office. It is one that I hope you feel comfortable turning to me when you have questions about procedures, policy, development, any kind of personal or professional issues that we might be able to help with.

VII. Special Order: Campus Solutions Update: Kim Barber

See addendum 1.

VIII. Old Business

There were no items of old business.

IX. New Business

There were no items of new business.

X. University Welfare

a. Updates on Bargaining and Related Matters, J. Fiorito

Collective Bargaining

There has been progress since our last Faculty Senate meeting in September. The bargaining teams have reached tentative agreement on promotion, tenure, evaluation, academic freedom, and salary. I have details in my notes and memory if anyone has questions, but I said I would try to be brief.

We are making progress on benefits, Specialized (NTT) Faculty reclassification, and wrapping things up for this round of negotiations. Some of this is complex, however. I mentioned last month that the Specialized Faculty working document was 44 pages. Now it is 49 pages.

I am hopeful that next month I will be able to talk about ratification, perhaps even voting outside the doors of this room before or after that meeting.

XI. Announcements by Deans and Other Administrative Officers


There were no announcements by Deans or Other Administrative Officers.

XII. Adjournment

The meeting adjourned at 4:50p.m.




Melissa Crawford
Faculty Senate Coordinator



myFSU: Student Central

Student Information System Replacement Project

1



What is it?

Foundation Modules	Student System Modules
<ul style="list-style-type: none">• Academic structure<ul style="list-style-type: none">• Calendars, colleges & departments, degrees, majors, courses, etc.• Campus Community<ul style="list-style-type: none">– “Personhood”: name, addresses, race, gender, date of birth, campus affiliation (faculty, staff, student), etc.	<ul style="list-style-type: none">• Admissions• Student Records• Academic advising• Financial Aid• Student Financials

2



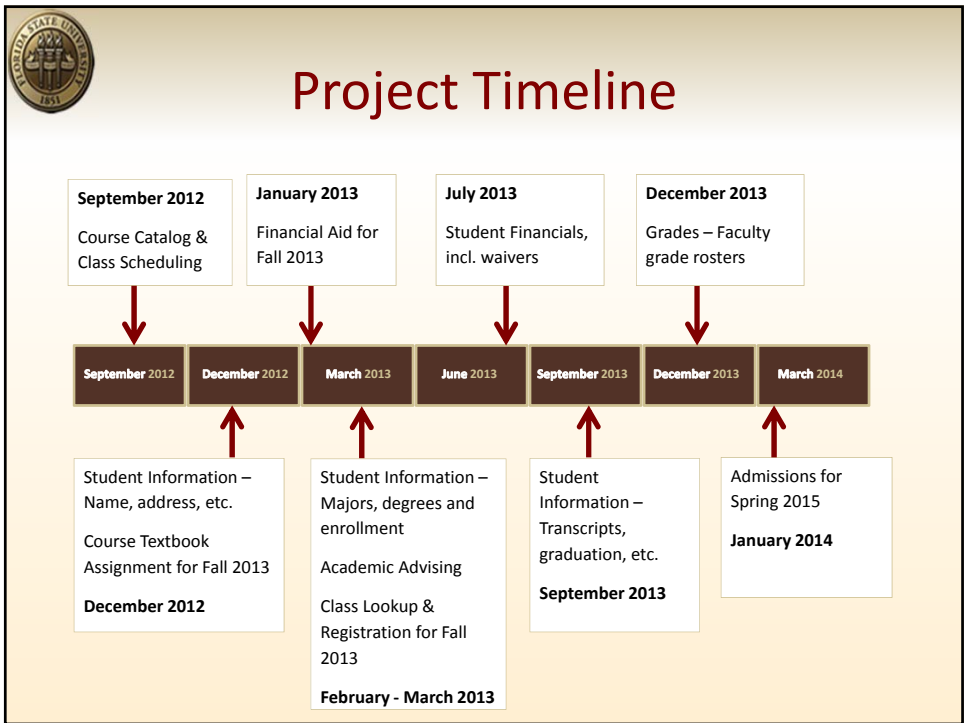
Academic Policy & Faculty Governance

- Faculty Senate President serves on the project Steering Committee
- Faculty Senate approved creation of policy oversight committee, Ad Hoc Policy Review Committee (APRC)

APRC meets monthly

APRC members

- Gary Tyson- Faculty Senate Steering Committee
- Jennifer Buchanan, VPFDA
- Jennifer Koslow, UPC
- Joe Icerman, Faculty at large
- Sudhir Aggarwal, GPC
- Susan Fiorito, UCC





First modules now live, Catalog and Schedule of Classes

- Course Catalog
- Class Scheduling
 - Used for building Fall 2013 classes; training has started
 - Textbook entry for Fall 2013 occurs in new system
- **Conversions**
 - Course Catalog – converted just over 30,000 courses
 - Schedule of Classes – converted just over 658,000 class sections
 - Success for both was over 99.9 percent

5



Next Up: Portal and bio-demo conversion

December events

- New portal
 - Single sign-on for faculty, staff, students
 - Portal will handle routing between secure apps, Blackboard, and new system functions
- Bio-demo
 - Converting approximately 540,000 people
 - Converts “personhood” data
 - Sync student data with HR, changes in one place will be reflected throughout


6



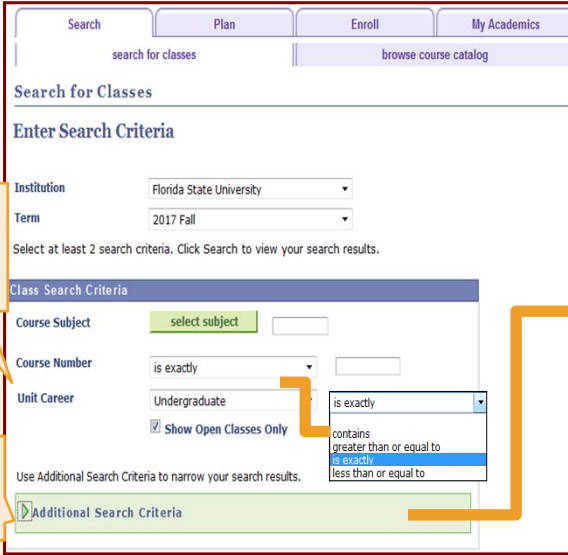
What will faculty see & when?

- December 2012
 - New portal
 - Faculty Center: textbook entry Fall 2013 classes
- February 2013
 - Faculty Center: Class search for Fall 2013
- March 2013
 - Faculty Center: picture class rosters
 - Advising Center: advising reports
- August 2013
 - Faculty Center: attendance rosters
- December 2013
 - Faculty Center: grade rosters

7



Class Search



The screenshot shows a search interface with tabs for Search, Plan, Enroll, and My Academics. Under the Search tab, there are buttons for 'search for classes' and 'browse course catalog'. The 'Search for Classes' section includes 'Enter Search Criteria' with dropdowns for Institution (Florida State University) and Term (2017 Fall). Below this is the 'Class Search Criteria' section with fields for Course Subject, Course Number, and Unit Career. A dropdown menu for Course Number is open, showing options like 'is exactly', 'contains', 'greater than or equal to', 'is exactly', and 'less than or equal to'. A checkbox for 'Show Open Classes Only' is checked. At the bottom, there is an 'Additional Search Criteria' section with a plus icon.

Additional Search Criteria

- Time-Specific
- Course Title/Keyword Search
- Mode of Instruction
- Number of Units
- Instructor Name

Refine the course number search

OR use additional criteria are available