



THE FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
NOVEMBER 14, 2012  
DODD HALL AUDITORIUM  
3:35 P.M.

**I. Regular Session**

The regular session of the 2012-13 Faculty Senate was held on Wednesday, November 14, 2012. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

T. Adams, S. Aggarwal, I. Alabugin, E. Aldrovandi, G. Allen, D. Armstrong, A. Askew, H. Bass, P. Beerli, B. Berg, B. Birmingham, M. Buchler, W. Carlson, T. Chapin, E. Chicken, R. Coleman, D. Cooper, A. Darabi, A. Darrow, J. Dawkins, N. de Grummond, L. DeBrunner, W. Denton, R. Dumm, I. Eberstein, G. Erickson, J. Fiorito, G. Galasko, M. Gerend, J. Geringer, T. Glenn, E. Goldsmith, R. Gonzalez-Rothi, M. Gross, A. Guyas, M. Hanline, K. Harper, C. Hofacker, E. Jakubowski, S. Johnson, M. Kapp, T. Keller, D. Latham, S. Leitch, S. Lewis, C. Madsen, R. Marrinan, H. Mattoussi, W. Mio, M. Moore, J. Ohlin, O. Okoli, N. Rogers, J. Saltiel, K. Schmitt, R. Schwartz, N. Stein, J. Standley, L. Stepina, P. Sura, J. Telotte, S. Tripodi, J. Tull, G. Tyson, A. Uzendoski, E. Walker.

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

J. Adams, T.J. Atwood (**D. Kim**), E. Baumer, E. Bernat, L. deHaven Smith, L. Edwards, K. Erndl, M. Fair, A. Gaiser, L. Garcia Roig, J. Gomariz, A. Hirsch, R. Horton-Ikard, D. Ikard, Y. Kim, E. Klassen, W. Landing, S. Lenhert, C. Lonigan, U. Meyer-Baese, D. Moore (**J. O'Rourke**), S. Norrbin, V. Richard Auzenne, N. Schmidt, J. Scholtz, P. Steinberg, B. Stults, F. Tolson, C. Upchurch, O. Vafek, P. Villeneuve, D. Von-Glahn, W. Weissert, S. Witte.

**II. Approval of the Minutes**

The minutes of the October 17, 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 October 17<sup>th</sup>, the Faculty Senate Steering Committee has met three times in our regularly scheduled weekly meetings (October 24 and 31 and November 7), and once with Provost Stokes on October 25.

The topics discussed with Provost Stokes included a discussion of potential avenues to increase the resources available to the graduate school in processing theses and dissertations at peak times. We also discussed the negative impact on graduate students of requiring students to pay for health coverage at the beginning of the semester. We continued our discussion two topics mentioned last month: the necessity of performing a bylaws evaluation for accreditation and the impact of possible legislative action on the “Florida virtual university.” We appreciate the willingness of the Provost to regularly and openly discuss a wide range of topics important to the faculty with the faculty senate steering committee. On October 31<sup>st</sup>, the steering committee invited Michael Barrett and Ken Johnson to meet to discuss the series of network outages that we have seen this semester. It appears that this was just a cluster of unrelated outages and is not an indication of more systemic problems. We were reassured that with a reasonable upgrade schedule we should enjoy more robust and higher bandwidth network. We would like to thank them for coming to meet us.

The senate steering committee has also been continuing to talk with Dean Karen Laughlin about the state committee actions related to the new liberal studies requirements across the state universities and colleges. This will continue to be a topic of importance to the senate for the remainder of this year and into the future. As of our last conversation, the statewide committee is reaching agreement on courses that would satisfy the requirements for Math and Communication, and is still discussing looking for consensus in the areas of Social Science and Science. Eventually, when they determine statewide requirements, FSU will have to decide how to adjust university and unit level requirements to meet our goals. As we get closer to knowing the state requirements, we will bring this up as a topic for the senate to discuss in more detail.

The steering committee has also been looking into interdisciplinary issues related to student degree requirements. As departments have been adjusting to tighter budgets, it is becoming more common to restrict high-demand courses to majors only. In some cases this has led to students in a different major being unable to graduate on time. This is because the department in which those students will graduate require specific courses from outside their major. Requiring students to take courses outside their major as a degree requirement can be valid and should be encouraged where it makes sense. We want to make sure that the students are not penalized in these situations. At this point, we are trying to gather information about how widespread this issue is and how many degree programs may be affected by this issue. Eventually we will need to address this with additional resources or more flexible class restriction policies. We will work with the Provost to address this issue and many other interdisciplinary issues that arise.

## **V. Reports of Standing Committees**

### **a. Undergraduate Policy Committee, J. Koslow**

I have only one item to report today, so I won't take much of our time. The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following courses as meeting for Liberal Studies Area IV, Humanities/Fine Arts credit. The UPC also voted to approve these for Literature credits as well

1. CHT 3123: Pre-Modern Chinese Literature and Culture (3) and Literature Credit
2. CHT 3392: Writing Women in Pre-Modern China (3) and Literature Credit

On behalf of the Undergraduate Policy Committee, I move approval of these two courses by the Faculty Senate, effective for the Spring 2013 semester.

**The motion passed.**

**b. Teaching Evaluation Committee, J. Geringer**

This is a follow-up to the presentation that the Teaching Evaluation Committee gave at the October 17, 2012 meeting of the Senate. Today the committee brings you a motion to approve an amended version of the form presented at the meeting last month. Since that time, our committee has reviewed a number of comments and suggestions for the form, from both Senate members and general faculty. We thank you for those suggestions, and all were considered by the committee. The following constitute the substantive changes (minor changes in wording were made to several items) that the committee believed would improve the proposed form:

- We changed the name of the form from SPLT (Student Perception of Learning and Teaching) to SPCI (Student Perception of Courses and Instructors, pronounced "specie", thanks to the Biology Department)
- The graphic on the top right-hand side (showing a #2 pencil & instructions) was changed including the position of filled-in circle
- The Student Information section (year, GPA, grade, requirement) was moved from before to after the ratings to reduce possible influence that thinking about the grade may have on ratings
- Question 2 received the most comments, and was modified from "The amount of work required for this course was reasonable." to "The work required of me was appropriate based on course objectives."
- We added a new question (#4) to the Course Content Section: "This course encouraged me to think critically."
- We added a new question (#11) to the Instructor Section: "The instructor demonstrated mastery of the subject matter."
- Change in wording in the introduction to the Free Response Questions section (first two sentences) on the back side of the form. "The following items are designed to encourage you to express your opinions about this course. Your particular feelings and suggestions concerning the course will be communicated **directly to the instructor.**" After a friendly amendment, the word "thoughts" was substituted for "feelings" in the second sentence.

**Following discussion, during which no new amendments to the form were proposed, the motion passed.**

The question was then raised by a Senator regarding whether student ratings resulting from the new form would continue to be published publicly (online) in the same manner as the previous SPOT/SUSSAI form. Assistant Vice President Buchanan was asked to address that issue.

**VI. Special Order: Tegrity Demonstration, J. Southerland**

See addendum 1.

Link to blog with more explanations: <http://tegrityfsu.blogspot.com>

Questions regarding Tegrity should be directed to Joanna Southerland, [joanna.southerland@fsu.edu](mailto:joanna.southerland@fsu.edu) or 850-644-1480.

## **VII. Old Business**

There were no items of old business.

## **VIII. New Business**

There were no items of new business.

## **IX. University Welfare**

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

#### **Collective Bargaining**

Since the October Senate meeting, we settled!

Two weeks ago today we reached tentative agreement on all unresolved issues. This concludes negotiations that began roughly 18 months ago, with a brief pause early this year to ratify and implement salary provisions from last year's re-opener negotiations.

It's time for a multiple choice quiz: So what's in the new tentative agreements?

- a) The good, the bad, and the ugly
- b) Too much for me to summarize at Faculty Senate
- c) Find out at [www.uff-fsu.org](http://www.uff-fsu.org)
- d) All of the above

Yes, the correct answer is "d" for "all of the above." I will explain the possible responses briefly.

Response "a": The good, the bad, and the ugly. As to "the good," there are some gains for faculty. Bargaining is often compromise, however, and rarely does anyone get everything they want. Our faculty team felt that the overall agreement was a good one for faculty, given some difficult circumstances. There were tradeoffs. The administration pushed hard for a five-point performance rating scale. They got it. We pushed hard for a "no forced distributions" rule in evaluations and we got it. They sometimes say legislating or bargaining is like sausage-making – you don't want to watch. You can, however, see a little of the process in the tentative agreement posted for Article 24 Benefits. By accident it shows some things our faculty team proposed and that the administration rejected. Some might say part of what we sought was "pie-in-the-sky," but we thought it worth asking, especially in view of recent benefit cuts and the likely adverse effect of those cuts on retention. An example of "the bad" might be the deletion of Article 25 Salary Plan for Professors. This was a contract provision that addressed salary compression and inversion to some extent, and while far from ideal, that aspect alone made our faculty team very reluctant to eliminate this plan. As to "the ugly," several contract changes will

require faculty to change their bylaws, and we realize that in some instances this may get ugly, or at least entail difficulty.

Response “b”: Too much to summarize. I’ll just mention the topics on which we’ve reached new agreements: Salaries, Benefits, Academic Freedom, Performance Evaluations, Promotion, Tenure, and the long-awaited Specialized Faculty Reclassifications plan. That plan started with a lengthy Faculty Senate report with numerous recommendations in 2006, so there is a lot of history there, a lot of complexity, and it has been a long time coming.

Response “c”: Find out at [www.uff-fsu.org](http://www.uff-fsu.org) At the uff-fsu.org web site there is a summary of the tentatively agreed provisions and links to the “TAs” so you can see the details. I strongly encourage you to review the documents carefully, and encourage your colleagues to do so. There are many important details I have not mentioned. For example, annual evaluations will no longer be considered in tenure decisions.

### **Ratification Voting**

Ratification voting is tentatively scheduled for December 4<sup>th</sup> and 5<sup>th</sup>, including a polling place just outside the Senate meeting. More details on ratification will follow soon.

I would like to thank the faculty bargaining team members who put in many hours to reach these agreements, including Scott Hannahs, Irene Padavic, Robin Goodman, and Nancy Kellett. Our UFF Service Unit Director, Tom Wazlavec, also participated in most sessions. Others helped out now and then, including Jennifer Proffitt, who also conducted our faculty poll last spring to help us keep track of what faculty members are thinking.

### **X. Announcements by Deans and Other Administrative Officers**

Dean Karen Laughlin clarified that Communication and Mathematics are the only areas that has decided which courses will be used in general education.

### **XI. Adjournment**

The meeting adjourned at 4:47p.m.



Melissa Crawford  
Faculty Senate Coordinator

# Tegrity@FSU

<http://fsu.tegrity.com> Joanna & Steve

## Presenters

**Joanna Southerland** College of Business  
Academic Technology

Contact: 850 644 1480 or 850 443 0152

[joanna.southerland@fsu.edu](mailto:joanna.southerland@fsu.edu)

**Steve Duzan** Assistant Athletics Director  
Student Athlete Academic Support

Contact: 850 644 5938

[sduzan@admin.fsu.edu](mailto:sduzan@admin.fsu.edu)

## The Path to AI

- Students at COB asked why don't we have more video lectures like at my "x" brother, sister, friends schools?
- We researched Lecture Capture - actually capture - as the capture can be any number of items - whatever is on desktop with audio or video.
- The "AI" Test - the philosopher w/o cell phone. Does not take time from research
- Tegrity - not placebound, not appliance driven, works in the cloud, start/stop

## Simple

- Tegrity is "capture your desktop" technology with either audio or video.
- CLOUD UPLOAD - you press three buttons, start, stop, upload
- Only need webcam / Tegrity App installed
- Editing capabilities, copy from one semester to next
- Request link in Blackboard Course Control Panel or call me 850 644 1480

## You have private Tegrity course

Once you associate a course with your FSUID through Blackboard

at <http://fsu.tegrity.com> you have a private course

Private course benefits, you can send a private link to the student who needs "note taking" and not entire class. They must authenticate FSUID

## Benefits

- Record lectures and with your permission students can download on mobile device and listen again to enhance learning (your choice). Students record now w/ Iphone/Droid
- Solves lack of note takers for SDRC (SDRC is buying wireless mics)
- Records special guest/lectures for your class to be re-used multiple semester
- Record lecture in advance, students watch and class time used for critical discussions



## More benefits

- Can be used for training (Campus Solutions, UBA, Admissions, Advising). Staff do not have to leave office
- Students can record presentations. Works well with distance courses
- No need to cancel class. Lecture recorded if you are sick, at conference, stuck at airport. Only need laptop/webcam. OR if you have happen to teach the Tuesday 5 PM class before Thanksgiving (-:

## Needed to start

- Webcam to initially install Tegrity App -- then any wireless mic will work.
- This has all be done by classroom support in all classrooms. External mic set up in Tegrity (30 seconds)
- At your desk/laptop at work if you do NOT have administrator rights your IT support will have to install. In a classroom, record, stop, upload, log off - all uploading done automatically.

## Examples

### Horst Wahl, Physics

"Basically, Tegrity is easy to use in the sense that starting and ending a recording session is straight forward. The students are very appreciative and say it helps them a lot to be able to go back and watch/listen to the class recording."

### Rob Rinehart - Admissions - Training

"We've completed some training for our end users in Nolij and have documented several administrative tasks/procedures as well. We are also using it to host the Student Central kickoff and orientation presentations. I sometimes describe it to people as the combination of a corporate Youtube and Google+ (bad analogy, but it gives them a point of reference)"

**Paul Formella** - "I was the TA for Dr. C.F. Sirmans' Real Estate Investments course. I have now graduated from FSU and will be moving to Chicago to attend the University of Chicago Law School, and will therefore be unable to personally attend the meeting. However, I want to take this opportunity to give my opinion of the Tegrity software.

Throughout Dr. Sirmans' course, we had a series of guest lecturers from all sectors of the Real Estate industry come in to speak to students about their area of expertise. However, because Dr. Sirmans had two different sections of this course, and each speaker would only speak during one of the sections, many students would invariably have to miss multiple lecturers. Tegrity was the perfect, easy solution to our problem. Using Tegrity, we were able to record each lecture and put in on the blackboard site for students who had to miss the lecture to listen to at their own convenience. Even students who were there were now given the ability to rewatch confusing or unclear parts of the lecture. It was because of Tegrity that all of our students had access to lectures from some of the most successful real estate professionals in the southeast. The best part of this software was its incredible simplicity. The least tech savvy person can learn to use this software in minutes.

In my opinion, this software needs to be installed on every single computer at FSU. The increased number of people that can be reached by using Tegrity is something Florida State should absolutely not pass up. If you, or anyone else, has any questions for me on any other aspects of this software, please feel free to give me a call at [603-252-8081](tel:603-252-8081), or email me at [pjf08c@my.fsu.edu](mailto:pjf08c@my.fsu.edu)."

## Other uses

**Digitech** - Record all special presentations buy out of town guests

**COB** Webcast Speakers to overflow rooms when our main conference room is full. Tegrity can webcast on a Windows machine

**Biology** - Ruby Diamond

**Training** for Vets Advising

**Training** New Campus Solutions Portal

**Record lectures** in advance for online programs

**Recording** Advising for Vets in advance of coming to FSU

**Student Grant Outreach Project** - PhD student records presentation and shares with multiple universities

**Student Presentations** - students present cases in online classes

**Sir Dr. Harry Kroto - Geoset** - allowing experts to record for his venture from all over the world.

## Deb and Demo

- [Demo](#) (authenticated by FSUID)
- Deb Armstrong - College of Business
- [Students](#) talking on video
- Questions? email [joanna.southerland@fsu.edu](mailto:joanna.southerland@fsu.edu)

You can be enrolled in test course as an instructor and then your "private course" will be created in Tegrity. Contact Joanna.

<http://fsu.tegrity.com>

## Thanks

A big thank you and Happy Thanksgiving.  
The Tegrity blog --  
<http://tegrityfsu.blogspot.com>

# Tegrity

## **Benefits to Students**

### **Efficient Study Time**

After analyzing countless hours of student viewing activity, we've found that the typical student will watch, on average, 15 fragmented minutes of an hour-long recording; looking for the specific content they need to review. Tegrity's Search Anything™ and Smart Bookmarks™ features make it easy for them to quickly find what they're looking for, making study time ultra-efficient.

### **Anywhere, Anytime Learning**

Students can view Tegrity recordings wherever and whenever it is convenient for them, on their PC, Mac or mobile device. They can even stream the recordings to their mobile device over a Wi-Fi or 3G/4G connection.

### **Learning Through Collaboration**

Tegrity Connect enables students tap into the power of social learning by letting them easily reach out to instructors and fellow students in order to get help when needed.

### **Flexibility**

Many of today's students have multiple demands on their time. Whether it's a non-traditional student balancing their academic, family and work responsibilities, or a student athlete who can often miss up to 30% of their classes, Tegrity provides flexibility to help them better meet these challenges.

### **Higher Course Satisfaction**

Surveys consistently show that more than 80% of students using Tegrity are more satisfied with their courses that use Tegrity as compared to those that do not.

### **Level Playing Field for ESL Students**

ESL students can often be at a disadvantage, as they may have trouble understanding some of what is said in class the first time around. Tegrity's unique playback speed adjustment feature lets ESL students slow down playback so they can better understand what the instructors is saying. Tegrity will maintain the natural tone of speech, despite the slower speed. Students of ESL instructors also find this feature very helpful.

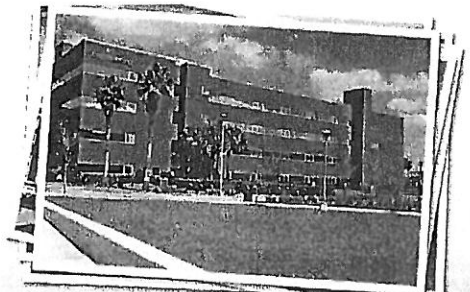
### **SDRC Limited Resources**

Student Disability Resource Center (SDRC) provides notetaking support services as an accommodation/auxiliary aid for students with hearing, visual, motor limitations or those who have learning/cognitive disabilities that significantly affect the ability to take notes in class.



Capture every class for every student

## Case Study: University of Central Florida



### Creating the most advanced class-capture and delivery systems for engineering in higher education

The College of Engineering and Computer Science (CECS) at the University of Central Florida (UCF) has been a leader in distance learning for the last 25 years. The Florida Engineering Education Delivery System was initiated by the Florida legislature to promote engineering education in the State of Florida. The early delivery system utilized video tapes and transitioned to the internet in 2000. In spring 2007, the CECS purchased Tegrity Campus 2.0 with the intent of creating one of the most advanced class capture and delivery systems for engineering in higher education. The system launch included 90 faculty delivering 100 courses to 2300 engineering students. Tegrity provided a solution that enabled UCF to scale online content, reduce costs of operation, and increase production quality.

#### Client Challenge

- **Enable UCF to expand** upon its 25-year history of distance-learning by increasing its online offerings exponentially.
- **Overcome the limitations** of current system requiring high-cost equipment and staffing, including:
  - Limited number of expensive "multimedia classrooms" that require high-end PCs, video cards, and cameras, and cable connections to control room.
  - Need to funnel recordings through a Video Control Room, which introduced unnecessary manual processing and bottlenecks.
  - Reliance on expensive video encoding equipment to digitize and stream output to Web.
- **Solution requirements:**
  - Eliminate requirement for expensive hardware, specialized facilities and staff.
  - Ability to scale across entire college, delivering class capture capability to any classroom with input from a wide variety of inexpensive devices (e.g., webcams, USB microphones, digital tablets).
  - Minimize demands on computing resources, recording capable on notebook and tablet PC's.
  - Automate class capture, indexing, storage, processing and production.
  - Transmit data asynchronously.
  - Reduce costs associated with creation of online course content.

#### Tegrity Solution

In 2006, the distance learning program at University of Central Florida's College of Engineering and Computer Science needed serious rethinking. Innovative when it began 25 years earlier with hand-delivered VHS, the system relied on expensive multimedia classrooms and a process that relied on funneling data through video encoding hardware. CECS wanted to significantly increase the number of courses offered online and eventually offer entire online degree programs, but the cost of scaling the current system was prohibitive.

#### CLIENT PROFILE

UCF is the 6th largest university in the nation and boasts the second largest undergraduate enrollment in the United States. Serving nearly 50,000 students on 11 regional campuses, UCF offers one of the 100 top-rated engineering programs in the country, including over 300 online courses yearly.

#### PROGRAM OBJECTIVE

- **Overcome the limitations of a legacy class recording system** to accommodate the growing demand for online courses and supplemental content. Long-term: offer complete online degrees.
- **Improve the student experience** by making lectures available 24/7 in multiple formats.
- **Improve faculty experience** by allowing content capture from any classroom or location without the need for special equipment, staff or processing.
- **Simplify content creation and distribution** and lower the cost-per-production.

#### SUCCESS SNAPSHOT

- **Increased online course offerings.** Approx. 300 courses are now available online with no limits to future scalability.
- **Enhanced student experience.** 2500 students currently participate and 74-76% report increased ease of learning and review.
- **Increased faculty participation, ease of use:** 70% of instructors now create online class content, with a large percentage recording content from both office and home.
- **Reduced costs.** Eliminated physical constraints on capturing classes. Faculty can now record anywhere, anytime. In addition, cost for maintenance and training staff reduced by 50%.

# Case Study



## University of Missouri

University of Missouri Takes a Proactive Stance on Technology; Teaching and Learning Task Force Implements Tegrity

### Challenge

Located in Columbia, Missouri, the University of Missouri (Mizzou) is the largest university in the state. To support the university's goal of providing students with exceptional opportunities to explore, grow and succeed, Mizzou set up a task force to evaluate the school and make sure they were on par with other top-notch institutions from a teaching with technology standpoint.

The task force found that several instructors were doing lecture capture on their own, but it was a very manual, time intensive process. Since the university was beginning to set up strategic directives for e-learning, acquiring lecture capture technology made sense. It would enable the school to offer more access to students, allow completion of assignments after an illness or excused absence, and help students review for exams.

Instructors had begun requesting standardized university-wide lecture capture. One of the goals of the task force was to evaluate and purchase lecture capture technology.

### Tegrity Solution

What attracted the task force to Tegrity was its user-friendliness, especially from faculty members' standpoint. Instructors needed only to click record, stop, and publish.

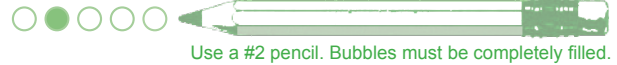
Mizzou evaluated other vendors, but found they required specific appliances to be installed in classrooms. There were too many classrooms to make this feasible, leading Mizzou to Tegrity's software-based lecture capture solution.



- To support the university's goal of providing students with exceptional opportunities to explore, grow and succeed, the University of Missouri's teaching with technology task force recommended the evaluation and implementation of lecture capture technology campus-wide.
- What attracted the university to Tegrity was its user-friendliness. Instructors needed only to click record, teach their class, stop, and publish to Blackboard.
- Students like Tegrity, saying it helps them improve their study habits and allows them to concentrate on listening, learning, and absorbing information rather than focusing on note-taking.

# Florida State University

## Student Perception of Courses and Instructors



Instructor Name
Course Number & Section
Course Title
Date

### Course Content Statements

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The course materials helped me understand the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The work required of me was appropriate based on course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The tests, projects, etc. accurately measured what I learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This course encouraged me to think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I learned a great deal in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Instructor Statements

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
6. The instructor provided clear expectations for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor communicated effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor stimulated my interest in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor provided helpful feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor demonstrated respect for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor demonstrated mastery of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Summary Statements

Respond to Questions 12 and 13 using a 5-point scale, from excellent (5) to poor (1).

	EXCELLENT 5	4	SATISFACTORY 3	2	POOR 1
12. Overall course content rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Overall instructor rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Student Information

What is your year in school?  1<sup>st</sup> year  Sophomore  Junior  Senior  Grad/Other

What is your cumulative GPA?  Not Applicable  1.99 or less  2.0 - 2.49  2.5 - 2.99  3.0 - 3.49  3.5 - 4.0

What grade do you expect to receive in this course?  A  B  C  D  F  Not Applicable

Is this a required course for you?  Yes  No

### Department or Instructor Questions

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F  | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F  | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F |
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Please turn over for free response questions.

## Free Response Questions

The following items are designed to encourage you to express your opinions about this course. Your particular feelings and suggestions concerning the course will be communicated **directly to the instructor**.

**NOTE: The instructor will receive this form, as is, after the semester is over and final grades have been recorded.** If you are concerned that the instructor might recognize your handwriting, you may wish to communicate your comments in a typed format separately at a later time rather than completing this section.

**What did you like about the course and/or instructor? Please give examples.**

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**What aspects of the course and/or the instructor's instructional methods should be improved? Please give examples.**

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**Please list additional comments and/or suggestions.**

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