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## USFSP Faculty Senate Meeting : 2012 : 10 : 12: Minutes

University of South Florida St. Petersburg. Faculty Senate.

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**University of South Florida St. Petersburg**  
**Faculty Senate**  
**Meeting Minutes**  
**October 12, 2012**  
**12:30 PM**  
**STG109**

- I. **Recognition of Members and Alternates:** Susan Allen (President), Kaya van Beynen, Cynthia Leung, Chris Davis, Ella Schmidt, Wei Guan, Steve Lang

**Absent:** None

- II. **Recognition of Guests:** Dr. Norine Noonan, Regional Vice Chancellor for Academic Affairs; Carol Hixson, Dean of Libraries

- III. **Approval of Agenda:** Unanimously approved.

- IV. **Approval of minutes from previous meetings** (see Motions)

- V. **Administration Reports:**

- **Regional Vice Chancellor for Academic Affairs, Dr. Norine Noonan**
  - Internal Research Awards at USFSP
    - Dr. Hogarth has announced Internal Research Awards of up to \$8,000 for the period of the 2013 calendar year
    - Open to all full-time faculty, which can include Visitors and junior as well as more senior faculty
    - Dr. Noonan hopes to be able to award up to 10
    - Research Council will review applications and make recommendations for awardees
  - In process of withdrawing filtering
    - Dr. Noonan received the letter from the Senate and is following up with Jeff Reisberg to have filters removed
  - State Legislative initiatives
    - Virtual/Online University has been formed as Florida's 13<sup>th</sup> university
    - Gen Ed – 5 discipline areas that will have required courses; discipline specific committees have been formed; will be meeting in Tampa this month and USFSP Gen Ed committee reps plan to attend; there has been correspondence with SACS about effect of this legislation on institutional accreditation
- **Dean of Libraries, Carol Hixson**
  - Presentation and discussion of online/distance learning as USFSP  
**See Appendix A**

- VI. **Action Items:**

- A. System Committees Being Formed**

**(See Appendix B for excerpt from email of Greg Teague, President of the USF Tampa Faculty Senate.)**

President Susan Allen asked for discussion on whether there should be representatives from USFSP on three committees just being formed. Formation of these committees has been initiated by Greg Teague:

1. Committee on the pilot testing of online student evaluation of instruction -
  - Online student evaluations of instruction were piloted in Summer 2012 and will be piloted again this semester
  - All student evaluations for instruction will be done online as of spring semester 2013
  - The same 10 items previous used on the evaluations will be continued at this time
2. Blackboard to Canvas transition advisory committee
3. Committee to update the University guidelines for T & P

**Motion:** The President of this body can solicit members for the a) Committee on pilot evaluation of the student evaluation of instruction, b) Blackboard to Canvas transition advisory committee, and c) Committee to update the University guidelines for T & P once she has received clarification that they will be system-wide committees for system-wide initiatives.

**VII. Business Items for Discussion:**

**A. Update on President's Advisory Committee**

- The committee met on October 12, 2012 to work on the Leadership Statement. The Leadership Statement was approved with revisions. One copy was mailed to System President Judy Genshaft. The next step is to interview candidates. A copy of the Leadership Statement will also be sent to Bill Funk.

**B. Updates on Standing Committees**

- deferred

**C. Union Report – Steve Lang**

- UFF is in the process of drawing up a contract, drafting new language for different articles including merit raises and T & P

**D. Other Business – none**

**VIII. Topics for Discussion at November Meeting**

**A. Teaching loads**

**B. Who owns the curriculum?**

**C. Online Faculty Technology Committee (Carol Hixson suggested Todd Shank speak to the Faculty Senate)**

**XII. Addenda:**

- A. Presentation and handout by Carol Hixson**
- B. Excerpt from Greg Teague email**

**Meeting Adjournment**

- Meeting adjourned, 2:35 p.m.

**Summary**

<b>Motions</b>		<b>Approval Status</b>
<b>To approve minutes of 9-14-12</b>		<b>_SL_ made the motion.</b>
		<b>_CD_ seconded the motion.</b>
		<b>The Senate voted to approve, 7-0.</b>
<b>The President of this body can solicit members for the a) Committee on pilot evaluation of the student evaluation of instruction, b) Blackboard to Canvas transition advisory committee, c) and Committee to update the University guidelines for T &amp; P once she has received clarification that they will be system-wide committees for system-wide initiatives.</b>		<b>_SA_ made the motion.</b>
		<b>_ES_ seconded the motion.</b>
		<b>The Senate voted to approve, 7-0.</b>
<b>Actions (Follow-up)</b>	<b>Person(s) Responsible</b>	<b>Deadline (if any)</b>

## APPENDIX A

### Online/Distance Learning at USFSP Presentation by Carol Hixson, Dean of Library To USFSP Faculty Senate October 12, 2012

We operate independently, but within a state and USF System framework for some things.

#### **State framework:**

In February 2009, the Florida Distance Learning Task Force issued a report outlining state guidelines for distance learning. Of significance from this report are several things:

- Definition of an online course is one where **at least 80 percent of the direct instruction of the course is delivered utilizing some form of technology when the student and faculty member are separated by time, space or both.**
- institutions may only charge the distance learning fee if a course is listed in the Higher Education Distance Learning Catalog
- DL money may NOT be used for:
  - o Instructional costs (no faculty salaries)
  - o Any costs covered by other fees (health, activity, technology, etc.)
  - o Costs not associated with the development and delivery of eligible distance learning courses
- Permissible expenses may include:
  - o specialized technology and maintenance (e.g., hardware, software licenses;
  - o technology consulting; hosting and network services)
  - o development and/or acquisition (licensing) of instructional content for distance learning courses
  - o distance learning program development and accreditation
  - o distance learning program quality assessment and control
  - o faculty development and support for distance learning courses
  - o distance learning student support services
  - o testing facilities and support

- o distance learning administrative & operating costs
- o course management system server, database, and support staff
- o instructional material

On July 1, 2012 the Florida Distance Learning Consortium officially became part of the new Florida Virtual Campus (FLVC). Joining FDLC in the transition were the Florida Center for Advising and Academic Support (FCAAS, aka "FACTS.org"), the Florida Center for Library Automation (FCLA), and the College Center for Library Automation (CCLA). Section 1006.73, Florida Statutes, establishes FLVC to provide access to online student and library support services, and to serve as a statewide resource and clearinghouse for technology-based public postsecondary education distance learning courses and degree programs. *(It remains to be seen what impact this will have on us.)*

**System framework:**

The amount of the DL fee is set at the System level and stands at \$50 a credit hour for all online courses, whether graduate or undergraduate.

USF System maintains the learning management system (LMS), currently Blackboard. Sometime last year the System started a trial of the Canvas learning management system. A number of USFSP faculty took part, including faculty from the Department of Journalism and Media Studies and the College of Business. Mark Walters, Casey Frechette, and David Brodosi served on a systemwide group to evaluate the LMS and recommend whether the USF System should stay with Blackboard or move to another LMS. Faculty response to Canvas was favorable and the System made a decision to migrate all course content from Blackboard to Canvas, with support for Blackboard ending December 2013.

**USFSP specifics:**

Increasing number of courses, programs and students – with approximately ¼ of credit hours being generated by online courses.

Staffing support for online learning currently consists of:

- DL Team in Library: David Brodosi and four instructional designers
- Gary Austin as DL Librarian
- 2 COB instructional designers
- All faculty who are engaged in developing and delivering online courses
- Barry McDowell in Disability Services Office
- Other assorted staff in Student Services, Academic Affairs, Colleges, Registrar, etc.

**Background:**

In fall of 2009, with Dr. Noonan's support, I pulled together a group of faculty who were teaching online courses, along with the College Deans, to begin discussing the state of affairs for online learning at USFSP and what we wanted to occur. We met several times in the fall of 2009 and the spring of 2010 and made a number of recommendations that were followed up on by Dr. Noonan, including:

- establishing a program to support faculty professional development for online teaching
- establishing a program to provide better assistance to faculty preparing online courses
- bringing in an outside consultant to review where we were, where we wanted to be, and how we could get there

Blackboard Consulting, Inc. was hired in the fall of 2010 to undertake surveys, conduct interviews, provide some faculty development sessions, and make recommendations. They acquitted themselves well, working with faculty and a DL Steering Committee (established by Dr. Sullivan and expanded later to include more faculty) and issuing their final report in February 2011. <http://dspace.nelson.usf.edu/xmlui/handle/10806/165>  
The DL Steering Committee met to review their recommendations and decide how to move forward. We made a number of efforts, some of which were more successful than others.



**SOME** of the key recommendations and follow-up efforts were:

**Establish Course Design and Delivery Standards:** Adopt Quality Matters as University course design standards. (Done)

1. Train instructional design staff to become QM certified reviewers and trainers; (DONE)

2. Provide QM training as part of the faculty development curriculum; (DONE)

3. Target a specific number of courses each year to be reviewed through the QM process; (UNDERWAY)

- USFSP joined Quality Matters in 2011. Also joined the Sloan Consortium and Educause
- Several faculty and instructional designers attended QM workshops and conferences
- The Library's Distance Learning team has established a series of workshops to introduce faculty to QM design principles.
- All the Instructional Designers working as part of the library's DL Team, David Brodosi, and Gary Austin have been QM certified as trainers in the QM rubric
- Dr. Steve Lang, COE, has been certified as a peer reviewer in the QM program
- The DL Team worked with Dr. Todd Shank, COB, to shepherd the first USFSP course through the QM certification process. They are now working with Dr. Varol Kahyan, COB. The goal is to get the QM stamp of approval on all USFSP DL courses.

**Establish a Faculty Development Program:** Create a Faculty Development Curriculum that provides a clear pathway for faculty to become effective online course designers and facilitators; Create a community of Practice for experienced online faculty to develop their skills and share teaching strategies and course design examples.

- **Distance Learning Course Development Program** is a multi-pronged program for the development and support of distance/online learning courses and course development. **Emphasis now is on QM training and certification and migration from Blackboard to Canvas.** Details are on the Academic Affairs website <http://www1.usfsp.edu/academics/>
- QM courses for our faculty have been developed by our instructional designers mentioned above
- Canvas transition courses have been developed by our instructional designers

- DL blog <http://usfspdistancelearning.wordpress.com/> established by the Library

**Establish a process for student support:** Establish an online student services coordination team to develop service standards and coordinate efforts between service departments.

**Leverage technology to support online students:** Develop an enhanced website with support resources and links for online student services.

- We developed a website to collect all the student (and faculty) services related to DL <http://www.nelson.usf.edu/dlearn/online.html>

- We established an ADA Workgroup to develop standards for assuring that we were developing courses that would be readily adaptable for students with special needs. They have been working since the spring of 2012 and are currently preparing a project where two fully online courses that have been offered in a previous semester without captions will have all video and/or audio content closed captioned. This will allow for comparison of the student outcome data from both offerings of the course; with and without closed captioning. The information gathered from this project will be used to conduct an analysis of the costs and benefits of moving forward with adding closed captions to all audio and video content for distance learning courses. Members of the workgroup are: J. E. Gonzalez, Elizabeth Hanna, Karla Kmetz, Barry McDowell, Deni Elliott, Casey Frechette, Lyman Dukes, and David Brodosi.

**Establish Operational Capacity:** Establish an Office of Distance Learning to provide coordination and services for all online programs and for faculty developing online courses.

1. Create a Director of Distance Learning position with the chief responsibility to grow and develop new programs in partnership with College and Departments.
2. Locate this office with the Library, to provide central support for distance learning efforts and services.

Although this recommendation was endorsed by the DL Steering Committee, Dr. Noonan, and all the Deans we were not able to proceed until this fiscal year. This position has now been funded and we began recruiting for it September 24. It closes November 9. It is being widely advertised through Educause, QM, online sites, the *Chronicle of Higher Ed*, *Careers*, and the Library's website. It is an A & P position and is intended to supervise the Library's Distance Learning unit (David Brodosi and 4-6 instructional designers and two other staff) and work with the Colleges, individual faculty, and student support units to develop a coordinated approach to supporting online education at USFSP. It does not mean all faculty must do the same thing in designing and delivering their online courses. The search committee is being chaired by Lyman Dukes and includes Barry McDowell, Student Affairs Office of Disability Services, David Brodosi, Coordinator of Distance Learning, Karla Kmetz, one of the instructional designers, and Gary Austin, DL Librarian. Committee meetings will be advertised and open, as all search committee meetings are. When we get to on-site interviews, there will be public presentations and time slots scheduled for faculty to meet with candidates. The position description was developed in consultation with professionals who hold or have held this type of position at other educational institutions around the country.

**Past, present, and future:**

- A lot of activity from many deeply committed individuals.
- Many different approaches being pursued across campus.
- David Brodosi, Dr. Noonan, and I have jointly tried to provide some level of coordination and direction for online learning here at USFSP. Off the side of our desks is not ideal.
- We need one person focused on keeping track of and providing coordinated support for all the DL activity on campus. That person will need to have experience, credentials, and be committed to continuous consultation with faculty and student support services.
- Students are getting inconsistent outcomes.
- Need to review best practices such as the QM Bill of Rights for Online Learners

## **Background Information on Distance Learning at USFSP**

### Background information

- Florida Distance Learning Task Force Report, February 26, 2009:  
<http://www.fldlc.org/taskforce/TFFinalRpt10FINAL.pdf>
- Blackboard Consultation materials, including final report and recommendations, available at: <http://dspace.nelson.usf.edu/xmlui/handle/10806/165> (will need to register and be added to group to view – email [hixson@usfsp.edu](mailto:hixson@usfsp.edu) )

### Online programs at USFSP (many individual courses exist outside these programs)

- Psychology certificate program explained here:  
<http://www1.usfsp.edu/coas/psychology/index.htm>
- Digital Journalism program explained here: <http://djd.usfsp.edu/>
- Online MBA program explained here:  
[http://www1.usfsp.edu/cob/graduate\\_studies/OnlineCourses.htm](http://www1.usfsp.edu/cob/graduate_studies/OnlineCourses.htm)

### Support for faculty and students

- Academic Affairs website with links to course development program:  
<http://www1.usfsp.edu/academics/>
- Faculty professional development offerings through the Library's DL Team  
[http://www.nelson.usf.edu/dlearn/professional\\_development.html](http://www.nelson.usf.edu/dlearn/professional_development.html)
- Online Learning web site: <http://www.nelson.usf.edu/dlearn/online.html>
- DL Blog: <http://usfspdistancelearning.wordpress.com/>

### New position

- Assistant Director of Distance and Distributed Learning position  
<http://www.nelson.usf.edu/npml/vacancy2.html>

**Assistant Director of Distance and Distributed Learning**  
**Reports to: Dean, Nelson Poynter Memorial Library, USFSP**  
**Expected Salary Range: \$65,000 - \$75,000**

The Nelson Poynter Memorial Library of the University of South Florida St. Petersburg (USFSP) seeks an entrepreneurial, collaborative, innovative and service-oriented leader for the new position of **Assistant Director of Distance and Distributed Learning**. USFSP is a separately accredited university within the University of South Florida System. USFSP offers bachelors and master's degrees in Business, Education, and Arts & Sciences to approximately 6000 students, with a growing number of courses and degrees being offered fully online. This position will provide leadership and vision for USFSP's distance and distributed learning efforts, working collaboratively with academic units to identify programmatic opportunities for online degrees, certificates, and courses. Develops external collaborations for online learning content and partnerships. Has responsibility for monitoring the financial stability of the distance learning program at USFSP. Develops and coordinates business processes to support online learning efforts. Coordinates instructional support for distance learning with academic units to provide faculty and student training, support, and resources for online academic offerings. Responsible for expanding high-quality online learning efforts. Seeks grant funding for online learning projects. Supervises assigned personnel. Interacts professionally with all internal and external customers using strong interpersonal skills. Provides administrative backup for the Library Dean when appropriate and serves as a member of the Library Leadership Team. Reporting to the Dean of Library and working closely with other members of the Library's Leadership Team, the **Assistant Director of Distance and Distributed Learning** will embody the Library's mission to be an active partner in the teaching, research, and learning at USFSP. Salary range: \$65,000 - \$75,000 depending on experience and qualifications.

**Position Responsibilities:**

- By embracing the transformative role of information technology and online, distributed learning, provides leadership for the University's distance and distributed learning efforts.
- Builds relationships with the Colleges and other functional units within the University to refine or design processes that support online learning students and enrollment growth for the University through online learning.
- Coordinates instructional support for distance and online learning.
- Responsible for maintaining high levels of quality in distance and online learning programs that support growth in University enrollments and retention.
- In conjunction with Library Systems and Campus Computing, designs and develops an online learning infrastructure and long-term technology plan.

- Works to secure grant money for funding of new and ongoing distance learning projects by identifying sources and writing proposals to secure grants or contracts from private and public funding agencies.
- Represents the University on designated internal and external committees and organizations.
- Supervises assigned personnel in the Library's Distance Learning and Instructional Media Services unit by providing orientation, guidance, and professional development as required. Provides assistance in analyzing and resolving complex issues. Approves or makes recommendations regarding employment, performance appraisals, salary changes, promotions, transfers and terminations.
- Incorporates principles of teamwork and customer service with all organizational levels in the resolution, completion and follow-up of various responsibilities. Facilitates the creation of a team, service-oriented environment.
- Remains current with technological, pedagogical, and policy trends in online learning through participating in continuing education courses, professional organizations, seminars and workshops; reading current literature; and maintaining professional contacts in the community.
- Provides administrative backup for the Library Dean when appropriate and serves as a member of the Library Leadership Team.

**Required Qualifications:**

- Master's degree in Instructional Design and Technology, Instructional Systems, Educational Systems, Educational Technology, or a related field.
- Five years of experience directly related to distance learning and/or instructional technology.
- Experience in online course development and/or in teaching in an online environment, including assessment of student outcomes.
- Three years of supervisory experience.
- Strong verbal and written communication skills.
- Ability to handle multiple projects and deadlines.
- Demonstrated student focus and an understanding of managing a service organization.
- Experience managing departmental budgets.

**Preferred Qualifications:**

- Familiarity with academic library services and processes.
- Previous experience in an administrative role in an accredited higher education institution.
- Experience managing a distance learning organization within higher education.
- Familiarity with processes for admissions, marketing, financial aid, program development and assessment in higher education institutions.
- Marketing and market research experience. Grant writing experience.
- Ph.D. or Ed.D.

## Quality Matters™ Bill of Rights for Online Learners

**Whereas**, the online learner is expected to:

- o Communicate regularly with faculty
- o Be an active course participant
- o Seek out campus resources to resolve any technical difficulties
- o Meet course deadlines, and
- o Act with academic integrity.

**Therefore**, the online learner in a fully online or blended course should expect:

- o A course designed with logical, consistent, and efficient navigation.
- o Clean and readable screen design.
- o Clear and sufficient instructions on how to
- o get started in the course,
- o find various course components,
- o access online resources, and
- o meet the course learning objectives.
- o An instructor who honors clearly stated response times and availability (office hours, etc.).
- o A grading policy including clearly stated, descriptive, and specific criteria for how work and participation will be evaluated.
- o Clear explanation of the requirements for interaction with the instructor, content and other students.
- o Learning objectives that are appropriate for the level of the course.
- o Instructional materials that
- o contribute to the achievement of the course and module/unit learning objectives
- o are clearly related to learning activities, and



- o have the breadth, depth, and currency to enable him or her to learn the subject.
- o Required course components, technologies, tools and media that are
- o web-based or easily downloaded,
- o readily available, and
- o appropriate for the content delivered.
- o A variety of assessments distributed throughout the course, that are
- o appropriate to the content being assessed,
- o consistent with course activities and resources, and
- o focused on the stated learning objectives.

## APPENDIX B

Excerpt of 10/1 email from Greg Teague, President, Faculty Senate, USF Tampa

This is to let you know about some committees that are being formed, one with considerable urgency, concerning transition to 100% online evaluation of instruction and transition from Blackboard to Canvas. They are described below in an excerpt from a note I sent early today to Senators reminding them of my request in the last Senate meeting to help me populate committees. Fortunately, responses are flowing in, so I'm not empty-handed.

Since the matter had come up within our campus and faculty governance setting, I had cruised along thinking of this business as a Tampa affair. But of course it isn't. SP participated in the on-line evaluation pilot, and I now assume both SP and SM will transition along with Tampa to 100% online by the end of the year (though costs are borne locally, and I suppose you could decide to continue using paper to some extent). More clearly, Blackboard will simply go away by the end of calendar 2013. The contract with Canvas has just recently been finalized, and planning needs to speed up.

Without having been formalized as SFC business, both of these matters should at least offer the opportunity of participation by faculty in all three places. Would you be willing to identify interested parties? I realize that in the best of all worlds this would pass through the SFC in the usual stately fashion for our business, but at least the first one must get going very quickly. I am reminded that there are only 4 weeks until the end of the 10-week courses; if any of them are to participate in the fall term expanded pilot, the plan must be in place very soon.

The review & revision of the T&P guidelines is technically Tampa business, since the guidelines (<http://files.acad.usf.edu/facprogdev/5464.pdf>) are not codified as a system policy, even though they originated when there was only one accredited institution. I mention the topic, however, since I would hope that we are able to do something that countless committees have begged for, i.e., improve the environment to make it easier for newer faculty to be suitably credited for activities that comport better with contemporary needs, e.g., interdisciplinary and community-engaged work. I am not sure whether there might be any potential for impact elsewhere, e.g., what if any even informal linkage there might be with your institutions' guidelines and policies.

The committees, in decreasing order of urgency:

Committee on pilot evaluation of the student evaluation of instruction. The committee will have a hand in determining both the evaluation design/process and survey content. This is most urgent because pilot data will be collected no later than early December. There should be at least one person from each college; in the case of CAS, we would expect more, given the wide range of disciplines.

Blackboard to Canvas transition advisory committee to work with IT in planning and executing the transition. No structure has been formally articulated, but there is an acknowledged need for such a group, and it should be ready for action soon, because aspects of technical planning are already under way. Members of the Council on Technology for

Instruction and Research will likely be involved, but there should be broader participation, as well, on the part of faculty representing a range of instructional strategies.

Committee to update the University guidelines for T&P. There is no specific deadline, but we should expect to be done by the end of spring term and so should get started with recruitment soon. In addition to relatively simple adjustment of certain details in order to align the document with current organizational structure, etc., there is opportunity to review how well it facilitates or at least does not undermine attainment of and reward for the kinds of academic, scholarly, and creative achievement consistent with what we wish this university to be in the future.