College of Education
Faculty Assembly Meeting
Friday, November 02, 2012
10:00 a.m. – 12:00 p.m.
Boca COE 313, Jupiter EC 202C, Davie LA 148

WELCOME

FA President Susannah Brown called the regular meeting of the Faculty Assembly to order at 10:00 a.m.

ATTENDANCE

CCEI: Judy Allgood, Traci Baxley, Nancy Brown, Gail Burnaford, Dilys Schoorman, Evelyn Torrey, Judy Somers

CE: Irene Johnson, Paul Peluso

CSD: Connie Keintz, Deena Wener

Dean's Office: Valerie Bristor, Don Torok

ELRM: Ira Bogotch, Valerie Bryan, Deborah Floyd, Mary Lieberman, Dan Morris, Meredith Mountford, Bob Shockley, Diane Wright

ESE: Mary Lou Duffy, Michael Brady

OASS: Deborah Shepherd, Traci Catto

T&L: Ray Amirault, Andrew Brewer, Susannah Brown, Julie Lambert, Philomena Marinaccio-Eckel, Penelope Fritzer, Joe Furner, Alyssa Gonzales-DeHass, Deborah Harris, Patty Heydet-Kirsch, David Kumar, Barbara Ridener, Angela Rhone, Janet Towel, Jan Andrews

ES&HP: Bob Zoeller

*Please advise **Ray Amirault (amirault@fau.edu)** if you attended and your name does not appear above.*

APPROVAL OF MINUTES

Dr. Susannah Brown welcomed the Faculty Assembly. Two sets of minutes were available for approval from the September 7, 2012 Faculty Assembly and the April 20, 2012 Faculty Assembly. No corrections were requested.

A motion was made to approve the September 7th minutes by Michael Brady and was seconded by Philomena Marinaccio-Eckel. No discussion was made. The motion was unanimously carried (no nays, no abstentions).

A motion was made to approve the April 20th minutes by Connie Keintz and was seconded by Valerie Bryan. No discussion was made. The motion was unanimously carried (no nays, no abstentions).

GUEST SPEAKER

Dr. Brenda Claiborne, University Provost and Chief Academic Officer

Work on Strategic Plan

- The Strategic Plan has been finalized and approved, and now is being implemented.
- Anyone who wishes to work on the Plan should contact Dr. Claiborne, James Capp, or one of the Team Leaders.

Campus-wide Initiative – Student Success

- The goal is to ensure that FAU's students can succeed, and that students graduate in a timely manner.
- Student Success will play a roll in determining FAU's future funding.
- A series of discussions with the Deans and the Senior Staff (the President and Vice-Presidents) have already taken place on how to best accomplish this goal.
- The Deans will focus this year on advising, long-term course scheduling, and course rotation. The Deans have also been meeting to discuss to more fully understand why some students are leaving FAU before graduation.
- A Task Force will study this issue. Volunteers for the Task Force are welcome; IEA has also offered to assist.

Performance Based Funding

- This is a trend seen across the country, where funding is not distributed by head count, but by performance.

- Florida is moving in this direction, and the Board of Governors has taken this issue up. There is a legislative request being developed to ask for $118 million that would go to the Board of Governors, and then be distributed to Florida universities based on performance. The State has reviewed FAU's submitted work plans, and has asked FAU to select a number of metrics that we could improve (*e.g.,* if FAU proposes to increase graduation rates by 2%, can we make a case that the metric could be further improved, given additional funding.)
- The Faculty Senate's Academic Planning and Budget Committee developed a response to this request, recommending which metrics to select. These recommendations were taken by Dr. Claiborne to Dr. Saunders, and were reviewed and prioritized. The prioritization matched the prioritization of the Faculty Senate, and so four metrics were turned in that are believed to be good subjects of improvement given the funding. If the Legislature approves the funding, FAU would receive about $8 million.
- Areas chosen to emphasize: *graduation rates, number/percentage of students graduating in STEM disciplines, increasing research dollars,* and *increasing the number of online courses.*
- Each of these metrics involves a faculty component, so most of the funds, if provided, would be used to hire tenure track faculty (and will be part of a strategy to help build tenure track faculty).

GUEST SPEAKER
Dr. Mary Jane Saunders, FAU President

Budget; Program Issues
- We can be very encouraged with the faculty and the Senior Staff working on how we can best serve the institution under the direction of the Board of Governors and the Legislature.
- This work provides a blueprint that can be used to help rebuild the institution, should FAU receive the $25 million that was cut from the base budget last year.
- The difficulties that resulted from last year's cuts are clearly recognized, and FAU will need to struggle with things in the future as the institution funds ongoing costs that will no longer be directly funded.
- All Colleges should look at how they are serving their student bodies. If the curriculum is too fragmented, for example, this can be a hindrance to having students graduate on time. Therefore, programs need be laid out to permit students to graduate in time. FAU may have been at times overly ambitious in the number of programs, and it is necessary to carefully look at under-enrolled programs for purposes of resource allocation. We are asking all colleges to look at this issue in the coming year. While we understand the various reasons why degrees proliferate, we also need to look at the data from the past few years regarding programs so that we can project forward.
- Colleges of Education in general are always highly responsive to their communities. The College of Education can take a leadership role in this issue.

Questions

Faculty Question: What do you see happening in regards to the Governor's Blue Ribbon Task Force on Higher Education, and what recommendations do you see as possibly arising from that Task Force and it's possible impact on the direction of FAU?

> **Response from President Saunders:** There are a couple of issues that are happening at the Board of Governors meeting, and it is recommended that we listen to the live broadcast of the meeting to hear the discussion on how universities are going to be run in the future. Chancellor Brogan has asked that we wait until the report of the Task Force has been delivered and listen to the dialogue, understanding that not everything in the report will be implemented.

> FAU is well respected by the Board of Governors and by the Governor. FAU has done it best to align with the value system of the Legislature and the Governor to demonstrate productivity in the areas of greatest interest, including economic impact, producing teachers in STEM disciplines, and securing grant funding.

Faculty Question: Much of what both President Saunders and Provost Claiborne is dear to my own heart, because I am a teacher. But I have read reports such as the *Boyer Report* concerning this matter. Will the Promotion and Tenure committees recognize teaching in at least equal measure to research in Promotion and Tenure, particularly since teaching is so important to retention?

Response from President Saunders: FAU has embraced all three aspects of being a university professor: original research/scholarship, excellence in teaching, and service (to the discipline, to the College, or to the community in which we serve). Promotion and Tenure should also be a discussion at the College level, as well, because that is where the Promotion and Tenure guidelines are generated, where peer evaluations occur, etc. Every professor in this university should be an excellent teacher, and this should be a shared value among us all.

Faculty Question: The College of Education promotes excellence in teaching, but the rest of the university should perhaps not recognize the College of Education in terms of a hard or a soft science, but in teaching excellence. In order to impact retention, we have to put emphasis on teaching. But if a faculty member is coming up for promotion, and that person has a research grant, their teaching tasks is not equally weighted in consideration of promotion.

Response from President Saunders: I would disagree with that conclusion, but embedded within our faculty are experts that can help us with these kinds of questions at the college and graduate education levels. The COE faculty have been collaborating with other colleges, working together on how to revamp a curriculum, how to reach out to schools, how to engage students in the classroom, how to bring in new technologies, and understanding that there is a pedagogy connected with improving retention. We do need to look internally for guidance on how to do this, and we would love it if the College of Education would step up and work with the Provost on these things, which are certainly university wide issues, but issues that the College of Education already understands the data and research done in these areas.

Faculty Question: The College of Education has seen coming for a long time this issue of accountability. What is the actual shift? It previously was accountability based on FTE. Now we might be focusing on graduation rates. Is this what "performance" means?

Response from President Saunders: Perhaps even further than this, including student placement. National movements have already seen colleges of education evaluated on the outcome of students in a classroom, and from where that student graduated. This will be a large data set with which we will have to interact, including how many of our students are placed in jobs, number of local jobs, etc. The College of Education is ahead of some other colleges in this respect, because some of this information is already being collected by the COE.

Faculty Question: We may already know some of this information, but we do not necessarily have a complete database of alumni information.

Response from President Saunders: The Department of Labor Statistics can be used, which tracks students after graduation, percentage employed, average salary, etc. The College of Education's accreditor will be asking where students are being placed, and the FAU College of Education is located in a growth market. There are many colleges of education in this country that are placing only a few students, because the school systems are shrinking in those states.

You are correct that this is going to require additional data collection, and it will be difficult for some of the colleges that have not yet considered this. The COE can take the lead in finding where graduates are, how the curriculum helped these graduates get placed, and so on.

Faculty Question: I have tried to take the lead in this, and am finding it very difficult. I would like to alert FAU generally that we might require some help in this regard, because there are few available faculty to carry out this task. If we could receive assistance at the next level, this would be appreciated.

Response from President Saunders: Yes. Our regulations are growing, our reporting is growing, and the penalties for not reporting are getting enormous. Our Office of Research has much more work for compliance that must be conducted, much more monitoring of grants and grant activity, and this trend is not going to go away. We wish to ensure that what we enter is accurate and authentic.

Faculty Question: On the Student Success initiative, it is encouraging to hear that we are going in that direction. At the graduate level, we have had programs of study in place for some time, and we were doing them before the Graduate College began. Is this also being discussed at the undergraduate level (students completing a degree plan)?

Response from President Saunders: Sometimes people say retention is difficult to move, due to the personal nature of many students' educational decisions. We know that things like choosing a major early, interacting with a faculty member, working on campus, etc., helps students connect with a university, and these have been a motivation for moving towards a residential campus in Boca. We need to understand what is most effective for our students and our community.

Faculty Question: In regards to doctoral programs, what do you see on the horizon? Some departments are quite heavy in both doctoral and graduate courses, so where do you see the university as gong with that?

Response from President Saunders: We were questioned at the Board of Governors about two things. One, becoming more research active, incrementally moving each year on the path to R1 status, including the number of PhDs, the scope and variety of PhD's offered in different disciplines, research dollars, research publications for faculty members, nationally ranked programs, etc. Two, improve traditional undergraduate retention and grow the size of these programs.

These two are each a part of one another. FAU cannot run our expensive graduate programs unless there is sufficient undergraduate tuition to pay those bills. We know that stellar graduate programs also attract the best undergraduate students who also can graduate with less intervention. I tried to explain to the Board of Governors that many institutions around the country simultaneously offer both graduate and undergraduate programs, and we wish that for FAU. Florida counts FTE a little differently than other states, so when we report our FTE at 17,000, if adjusted to how other states report this, this would be closer to 20,000 (because Florida also counts a number of the summer credits in the FTE calculation). There are very few research institutions in the United States that work at 17,000 – 20,000 FTE. So, this is what we have to do.

Faculty Question: Should we get performance based funding, one thing that will be important to keep students on track is offering summer courses. Do you have a sense of where we are for this summer for purposes of our own planning for courses so that students can stay on track?

Response from President Saunders: I'm proud to say that, although we had such short notice last summer, we served about 4% less semester credit hours with about 20% less courses. Every $50,000 saved in the summer was able to save someone's job for this year. We need to start thinking about next summer's courses now in regards to which courses can make, the cost of each course, and the tuition coming in from students. The College of Education was one of the colleges that offered considerably less in the summer than some other colleges, and that was difficult to accept, knowing the COE serves in-service teachers, and the fact that local school systems are no longer going to offer merit raises based on advanced degrees. The COE will have to address these factors, and decide what courses are viewed by students as essential to their career path. This is an enormous opportunity, because we have the ability to bring in a student body that takes classes during the summer. Plan for summer now, speak to the school systems to see what they need, and think about other kinds of summer activities that generate summer income.

One of the largest growing area of foundation funding is for colleges of education to partner with school systems. Corporations such as Exxon Mobile, the Gates Foundation, and others have much funding available for K-12 education. This is the time to get proposals in for funding. NSF and NIH also have funding available. Look into partnering for high-end students who will go to Scripts and Max Plank in the summer? FAU is a Title III eligible institution, which means that there is education money available through this area. The COE is currently one of the largest grant acquirers, but the cyclical nature of funding makes it is important to take advantage of this while grants are available.

Faculty Question: You suggested looking to our districts and determining their needs. One thing that happened last summer is that we were unable to offer courses that had not been offered the previous summer. As long as we can demonstrate need, can we get these types of courses on the schedule for the coming summer?

Response from President Saunders: I do not think that this message was correctly conveyed. We did not want to have a lot of courses on the books that would not make. We were in a very negative news cycle at this point, and we were trying to combat talk that we would not have courses available. We wanted to be smart, and to

look at courses that previously may have had only one or two students, and not go through another summer where these courses were cancelled.

Faculty Question: And last summer we did have some first-time courses offered where we had documented student need, so we'll expand that for the coming summer.

Response from President Saunders: Also, we are trying to be so much smarter with our use of technology in things like student wait lists, using online advising systems in a better way, the handoff of students from freshman advising to upper division advising, and so on. This is something that the State asked about our degree audit, and luckily, we had put in a degree audit system last year, knowing that these things are helpful to students. Again, at this coming Board of Governor's meeting, one of the things that the Vice Chancellor for Academic Affairs is going to present is where all the institutions are in things like degree audit. I view this as the dissolution of the system. Each Florida university had a different way of doing this, and we had everything from UF doing it from 1996, building on their own system that they built back in the 1980's (that was later commercialized), FSU with a long standing, sophisticated program, to UWF, where they are still thinking about how to implement this. If the system rebuilds as a strong system, we might not have to recreate it at each institution. One example is admissions, where we all had to create our own admissions system with no additional funding. Admissions are now done at each institution, instead of using a statewide common format and portal for admissions.

Faculty Question: Although FAU has a student exit survey, this information is not always fed back to the programmatic areas or the departments so that we can make adjustments based on the data. Is that process being strengthened so we can make informed decisions?

Response from President Saunders: This is another important aspect of outcomes. We could possibly strengthen this by having terminals present at graduation so that students can record that where they will be employed, their income level, etc. This effort is under Charles Brown in Student Affairs. It would be helpful for the colleges to report what type of data they would like to collect. We did not make the exit survey too long, but we asked questions like: *Are you employed? Is this a job you held before graduation? Did you use the career service center? An internship? How much are you earning?*

Faculty Question: Early reports say that tuition may be based on effectiveness by degree area so that these would fluctuate even within one university. What can the College of Education do to substantiate these reports?

Response from President Saunders: This is an ongoing struggle, because the tuition was capped by the Legislature at a very low level. While Florida was able to raise the extra 15%, we have to report every year what extra we have done with that 15%, even though it has not filled any of the budget cuts in subsidy. This tuition discussion is difficult because the national press leads with the high cost of tuition, and is not looking solely at public institutions. When the press does look at public institutions, they report national averages, which FAU is still far below, but do not look at the "all in." FAU educates students "all in" at about $9,000 per student (when we add in tuition and state subsidy), which is lower than most K-12 systems (about in the $12,000 per student range nationally). This speaks to the level of efficiency at FAU. Last year, UF and FSU made one more effort to be deemed flagships and permit tuition go up to the national average very quickly. These are all attempts in good spirit to get the universities to receive additional revenue; I do not see it as hostile to the institution or to the students. The Board of Regents allowed market rate tuition programs about three years ago, where the institution could change any rate they wished for tuition, based on whatever the market would bear. There is an analysis on this approach on the website for the next Board of Governor's meeting. Now in the third year of this trial, there is a desire to determine if students migrated out of regular tuition programs into these higher cost programs. Some of this may have happened, mostly in executive and business programs. The intent was to add flexibility, but the flagship institutions drive much of this, because they feel confident about their capacity to raise tuition and not loose any students (because of scholarships, the tuition payment plans, Bright Futures, etc., that fund so many students).

Faculty Comment: It is very helpful for the Office of Institutional Research to put this data on the web, including enrollment, fulltime/part-time numbers, etc. Not every institution does this, but it is very helpful, because it empowers us in understanding our students. The exit surveys are helpful, but this data is very helpful to have.

Response from President Saunders: It is very important that this data be accurately captured, and we always welcome input on this, if there are any concerns about possible inaccuracies. We do employ student satisfaction surveys, and this information should always be available to be run for your college or program to further understand your student populations. These provide a wealth of information.

Faculty Question: I receive many of the memos about increasing research at the graduate and undergraduate level, but I'm not sure what resources we have available to support this, particularly with undergraduates.

Response from President Saunders: The Quality Enhancement Plan will have funding associated with it. As a College rich in research dollars, this is a way to use some of these dollars by incorporating undergraduates in research projects. We have to offer a different experience than the local colleges, and it will be critical for the College of Education to ensure that the FAU degree offers more future employment opportunities for graduates than those from a local college. This competition will only increase over time. We need to be very proactive in marketing. Transitioning into a graduate college only without an undergraduate base to support the salaries of the college is not a direction that will be successful. Of all of the colleges, the growth of the state college system is going to impact the COE the most. I'm concerned about Colleges of Education competing with the State college system, and an ongoing dialogue needs to be taking place concerning this. Doing research clearly provides a competitive edge.

eLearning
Dr. Monica Orozco, Assistant Provost of eLearning

eLearning Development
- The first faculty development project was started last fall, and has had (counting the current class) 156 completers, 16 of whom are from the College of Education.
- The increase of online enrollment from the prior year (spring and summer only) is 7%.
- The annual growth for 2012 (spring and summer) is 24%, with 55% of that a direct result of that program.
- Applications for spring are now open.
- The newest program is the Quality Matters piece, with two individuals from the COE working on this, anticipating to submit to QM at the end of this term.
- Some of our peer institutions (FIU and UWF) have made significant showings with QM courses.
- QM provides FAU with additional marketing opportunities.

Student Support
- Student support work began after the summer term (as a new unit, CeL focused first on faculty development).
- This summer, proposals were requested for units on campus that are supporting learners, and proposals were received from The Center for Learning and Student Success, The University Center for Excellence in Writing, The College of Science's Math Remote Tutoring, and the University Testing and Proctoring Center.
- CeL funded all these programs, for a total of $250,000.
- Testing and Proctoring are now increasing service hours to evenings and weekends for distance learners.

CEL1001 Payments
- CeL worked with the college business managers this summer to revise the overload payment process for CEL1001.
- Originally, all paperwork were done inside the unit, and overloads were paid directly, but there were difficulties in determining if a course was truly an overload section, etc.
- Working with the business managers, it was determined that a list of eligible individuals and sections was needed, and then identify overloads, complete the paperwork in line with normal college business, and then reimbursed by unit (a subset of account codes was created that would go to the colleges to make the audit trail much more clear).

Sloan Consortium
- Institutional membership for the Sloan Consortium has been purchased, so everyone is eligible to make personal memberships.
- Sloan provides research libraries, webinars, etc.
- Bulk passes for the webinars have been purchased, and some 50-60 workshops have been taken at this point.

Marketing CEL1001
- Have provided completers with a pin that says "I survived CEL 1001," a suggestion made to expand reach.
- Incentives have also been offered, and anyone wearing this pin can provide this information; this will be used to develop a pool which will have random drawings to attend eLearning conferences (Sloan EdMedia, and others)

Faculty Question: Are adjuncts eligible to take part in CEL1001, and if so, are they paid at an overload rate?

> **Response from Dr. Orozco:** Adjuncts are eligible. The proposal form provides a signature line for the Chair and the Dean, and that's where we feel it is important to do the hiring decisions. There have been a number of adjuncts that have already gone through the program. We pay for overload teaching of any of the courses developed in our program, and we've recently expanded this to include courses not originally developed in the program. Once through the program, CeL will pay the overload regardless of the course being taught (the skills that are learned are transferrable to any course).

Faculty Question: To clarify, as long as the course is a new online course, then that is paid as an overload, but for adjuncts that are currently teaching the course, go through the program, and then teach the newly designed course, is that eligible for the overload pay?

> **Response from Dr. Orozco:** Just because the adjunct has previously taught the course, this is not the determining factor. If, say, an adjunct normally gets two courses per semester, and budget cuts make it impossible for the adjunct to teach, then one course would be fine for us to pay for. It is really a matter of working with the Chairs and the Deans on an honor system.

Faculty Question: To verify, once the person goes through the program, and they are working on course "A," but in order to fulfill your requirements, could they teach course "B" as the overload?

> **Response from Dr. Orozco:** Yes, and this has happened already. We would like to discourage this, and for everyone to work with the Chair about selecting a course, because it is not optimal to start working on a course and then shift midway to another course. But this has happened when a Chair contacts us with this change. But in most cases, it will be the course that they proposed, then developed in the class, and then teach as an overload, but we realize that some faculty wish to teach multiple online courses, so we can work with providing the overload payment. We had even considered providing an additional overload stipend for each additional course which is developed, and we may get to that at some point, but because of the overload funding model and the limitation to how many overload sections you can realistically handle, we would prefer to develop a model where we have a plan for assigning those sections to adjuncts.

Faculty Question: It would be nice to have the overload could be specified more on the Department, as opposed to putting it on the back of faculty, because sometimes there is an issue with someone teaching too many overloads.

> **Response from Dr. Orozco:** We can look at offering the stipends and other incentives for faculty who are teaching online and inload, but we have not been able to do it with the current funding structure because of the limitations on how the eLearning fee is spent. We can't pay someone for an instructional cost when that is already part of their salary. But we have from the Provost and the President the ability to claim the tuition revenues that are being generated by this program, but we have not wanted to do this because the funds we have are sufficient to start rolling out many of the most needed things, and we would rather have the Provost use the tuition funds, since they are less restricted.

Faculty Question: Because the College of Education has a history of e-courses for some time, if you ask, I think the College of Education would have input if you wanted to seek some ways to do this.

> **Response from Dr. Orozco:** I am always open to suggestions. Please get on my calendar and meet with me, or call on the phone, e-mail, etc. I am very interested in all ideas. I have a team helping me with the strategic planning process, and we'll probably have a survey and some focus groups to help in that.

Faculty Question: Concerning intellectual property, currently, the system is set up that, once we complete a course in Blackboard, others may be teaching with the Blackboard shell I have created. In the past, FAU has backed up these courses. Also, I do not have a way to download the course and save it. Now that we have more courses and adjuncts

and visiting faculty, who can be assured that these things are backed up and also available to everyone who will be teaching these courses.

>**Response from Dr. Orozco:** It is my understanding that OIT does back up all courses each semester, but I am not sure how long these are available to faculty. We can check with Jason Ball on that. Each instructor in a course can do a archive of the course.

Faculty Question: Yes, but this is not a central backup where everyone has access to it. If we teach a course that is not offered for, say, two years, we have to go back to the instructor and ask permission for a copy of the shell. This makes it unclear who owns the intellectual property of the course.

>**Response from Dr. Orozco:** I am working with the Deans on a draft position that we can jointly fund with the colleges that can help with this. We are looking at a potential Assistant or Associate Dean, or perhaps a Director, of eLearning. This would be like Dr. Watlington's position that would be based in the college but work for the Provost's office. One of the next challenges is to look at strategic directions for programs, continuing to work on university level policy on eLearning policy and college level policy. We need to more formally unite what the CEL is doing with the colleges, and these positions would be a step in that direction. These Assistant Deans would come together and work on these things.

Faculty Question: We need more technical support rather than another Assistant Dean. This hands-on support is very important to everyone who is working on eLearning. If technicians are housed in the college, that would be helpful. Adding too many top-level administrators is likely not as helpful as more administrators.

>**Response from Dr. Orozco:** I think we need both, because there are a number of high-level issues that occur at an administrative level that we do not feel is our area, for example, the quality issue. We can help with things like the Quality Matters programs, but we should not be going into courses and reviewing quality. This should be done within the colleges themselves.

Faculty Question: Yes, we have faculty curriculum committees and an active faculty assembly to help with this.

>**Response from Dr. Orozco:** On the technical support side, this is something we have to be careful of, because that is housed in OIT. We try to work closely with OIT, but we feel more staff is needed in the technical support role. This is on ongoing discussion. Perhaps we can help OIT with the funding, but they, too, have been hit on the funding side.

Faculty Question: I have had excellent support from OIT. Very quick response, very helpful. I am very impressed with the support they provide.

>**Response from Dr. Orozco:** Yes, we have seen excellent responses from Alison Marcoff, and it is just that they could use some additional support in this area. College-based designers is also something we also hope to be able to do. We only have three instructional designers to help all the faculty. We have been able to hire two more instructional designers, and will hire a few more at the beginning of the year. We could possibly have these individuals rotate support.

Faculty Question: Will you offer an advanced course?

>**Response from Dr. Orozco:** Possibly. We are trying to do what we can do now, such as get people to conferences, etc. We are looking at hybrid courses. We only had only two individuals who made it all the way through with the blended learning program with UCF, but I am working with the Registrar and IEA to make better use of our coding so we can make better use of blended learning courses. So, if we don't have an advanced course, we can do advanced topics. I have been working with a train-the-trainers approach. We now have enough faculty completers, and so we could possibly offer that as a teaching load for CEL 1001, and it would count as an overload. This would also be a chance for individuals to make a mark on the program.

Contemporary Societal Issues

Dr. Kevin Lanning, Faculty Assistant to the President for Contemporary Societal Issues

Contemporary Societal Issues
- Interested in listening to faculty on the development of the Contemporary Societal Issues theme.
- Was initially top-down, but was persuaded to change this approach.
- How do we relate to each other to bring faculty together?
- Working with CB database, Google Scholar, Jason Ball in OIT to come up with a better way of understanding faculty expertise and then map that onto social challenges.
- Send an e-mail if would like to talk further about this (lanning@fau.edu).

NCATE

Dr. Robert Shockley, Department of Educational Leadership and Research Methodology

Status Report
- It has been a difficult year (SACS, credentialing, summer scheduling, etc.).
- Florida DOE regulations and the new electronic reporting system have generated a large amount of work.
- The President and Provost are carefully watching how the COE addresses accreditation, and this is a reflection on us as a College. This has an impact on our students, as well.
- In 2007, the COE had a very successful NCATE review that generated good publicity for the college.
- NCATE is now called CAPE (Council for the Accreditation of Educator Preparation).
- In Florida, all SUS institutions have been required to hold this NCATE accreditation.
- Another accrediting institution in other states has been TEAC (Teacher Education Accrediting Council).
- The Federal Department of Education, as a regulating body, was not pleased with the presence of these two different accrediting bodies with two separate sets of standards. Considerable pressure was put on both bodies (from the profession itself and from the governing groups, such as the Department of Education) to merge, and so NCATE is now merged with TEAC.
- The new accrediting group is called CAPE, and when we now refer to CAPE, we are referring to NCATE.
- New standards are being developed, but there is an available crosswalk between the current and the new standards.
- CAPE standards will go into effect in 2014-15, which presents the FAU COE with an awkward timeline.
- Our onsite review as currently scheduled is spring of 2014, but this means that the offsite review (fully electronic with database and reports) is fall of 2013.
- The institutional reports will be worked on the spring and summer of 2013.
- The goal is to gain maximum input from the college and the faulty in this process.
- NCATE defers to the Florida DOE for Standard 1 (Content Knowledge) by agreement, which is why we have had joint reviews.
- Florida DOE has decided to change everything, and we have essentially new Florida Accomplished Practices (the standards to which we must respond), new ESOL standards, new reading standards, new uniform core curriculum standards, new subject area competencies for all areas, and new Florida principle leadership competencies and skills that have been adopted.
- As a result of this large change in standards to which we must respond (including demonstrating where we are addressing and assessing these through program matrices that describe where student data is collected), as well as the requirements of the new reporting system, we are in a large undertaking.
- The problem we are concerned about is that, as a result of these changes, the Florida DOE has said it will suspend program visits until 2014-15, which puts us out of sync with the NCATE visit (in spring 2014).
- The concern is that, after addressing NCATE, we will be required to repeat this for the DOE the following year.
- Much of the work we are currently doing (matrices, program design, new standards alignment, credentialing, etc.) will be of help, because this must regardless be done at some point.
- The Core Working Group worked through the summer, and developed a gap analysis to document needs.
- For the assessment system, the only criticism was at the graduate level, but this is being addressed now (we will have to document the transition from the old to the new assessment systems). We have to show how we are using this data for program improvement, and at the graduate level this has been the issue.

Susannah Brown made a motion at 12:00pm to extend the session to 12:15pm. The motion was seconded by Meredith Mountford. The motion passed unanimously, with no abstentions.

Status Report (continued)

- The conceptual framework needs to be addressed, and we are committed to addressing diversity in all our programs, and to demonstrate how we are addressing diversity in all our programs.
- There are some major gaps in this area, and we cannot afford to have such gaps, as we have told NCATE that this is the area in which we are excelling.
- One of the gaps is in the manner in which NCATE defines "diversity;" exceptionalities, for example, is embedded in diversity. Where are we addressing exceptionalities in our programs? This is a large issue in secondary education programs.
- We will be asking at some point where your top three accomplishments.
- Adjunct evaluations must be documented in terms of professional development.
- We are recommending to the Dean and to the Executive Committee that we modify our existing faculty self-evaluation form to include a reflection piece.
- ESOL training needs to be documented.
- The Policy and Procedures Manual is currently under review.

Promotion and Tenure Discussion
- The Faculty Assembly Steering Committee has recommended that this topic be discussed in each faculty assembly.
- President Saunders' earlier discussion may have held some implications for FAU as it seeks to move to R1 status, including research.
- Our question from the Faculty Assembly Steering Committee asked where support for research would be coming from.
- No further discussion at this time.

Dean's Taking Points
Dr. Valerie Bristor, COE Dean

Masters Degree Credit Hours
- The Executive Committee raised the issue of students who were told they could not graduate because of the new credit hours rule.
- Dean Bristor met with Barry Rosen on these concerns, and all students have been assisted, with the help of Deborah Shepherd and the Graduate College.
- There are still some recommended changes that are currently working through the process.

Faculty Comment: There are still some students going through this process at this time.

> **Response from Dean Bristor:** Yes, and if there are continuing questions about such students, please contact Deborah Shepherd for help with these cases.

Faculty Positions Update
- Dean Bristor had submitted four requests in the summer based on the available budget, and all four were approved.
- These requests were: a Chair for CCEI, a TESOL position (CCEI), an Effective Teaching Practices position (Teaching and Learning), and a Speech Pathology position (Communication Sciences and Disorders).
- These searches are underway now to get them filled.
- The next requests can be made next summer (2013); the Executive Committee will discuss in the coming year how we can strategize future requests.
- Concerning the search for Development Officer, two interviews took place about two months ago. This is a joint position between the COE and the Community Engagement Office, so both Jennifer O'Flannery Anderson and the Dean must be agreeable to the selection.
- Feedback on the first interviews were very mixed, so a third candidate will be interviewed.
- We should have already received a message about the open forum for this, using the same process as the first two interviews.

Faculty Support for Research/COE Program Marketing
- These are two of the five items in the Strategic Plan.
- Because of the grants at COE, there are some overhead dollars that Dean Bristor would like to invest.
- To that end, Dean Bristor will be starting a Task Force on this issue; any faculty member can join the Task Force.
- We need to solicit ideas on how we can improve our research agenda, including getting students involved.

- This effort involves more than just money, but also marketing, and using teaching assignments to support faculty research.
- Dean Bristor has been holding back on program marketing until the Development Officer is hired, because this person will be very helpful in this effort; the idea of showcasing College departments is still present, but we also want to see how the new Development Officer views this area.

Summer Schedule
- We know that the 2012 summer courses did very well, so we should start with this approach.
- We do not have the budget we did in 2011, so we know we cannot offer courses with very low enrollment; rotation schedules are very important, because some of this was negatively affected last summer.
- Colleges have not been told about set course minimums for summer 2013 courses.
- The COE should work for a balance between past approaches and the summer 2012 approach.
- The funds for every faculty member to teach one summer course are available with the help of Dr. Robeson, and he has continues to work towards additional money for second courses.
- The COE may be looking strategically at the distance education options, as well.
- Dean Bristor is currently reviewing a second draft of the summer offerings, as well as last summer's cost analysis of courses offered, and is working with Chairs to assign as many courses as possible.

Faculty Question: Is there money associated with the Task Force for improving research?

Response from Dean Bristor: This is overhead money. The COE may have large research dollars, but the University charges 44.5% on most grants. Our grants have limits by the Federal Government and the State of Florida, but the COE has sufficient grants that some overhead dollars that might be used as incentives, investment, etc.

Faculty Question: How can we join the Task Force?

Response from Dean Bristor: I will put out a call for this.

Faculty Question: The Provost and the President used a 2% figure in referencing this past summer. However, many students were taking courses that they really did not want to take in this situation.

Response from Dean Bristor: The Provost is quoting an efficiency number. But we still have students that we need to take care of, and we are aware of this issue.

Constitutional Amendment Vote
- Under Section 2 of the Membership Section, we used to have "*excluding* those on leave of absence, sabbatical, or medical leave," and the Steering Committee wanted to formally bring forward a change to read "INCLUDING" in this text in the constitution.
- A motion was made by Paul Peluso to accept this change. The motion was seconded by Meredith Mountford.

Discussion
It was brought forward that, according to the Faculty Assembly Constitution, we are required to bring the issue forward today, and then to vote on this at our next meeting.

Faculty Comment: With the budget issues that have affected the COE in the past five years, we have more and more non-tenure earning faculty members. We are disenfranchising a large group of faculty members that should, in fact, be voting members of the Faculty Assembly. We need to have a discussion that, if this is a Faculty Assembly, we need to include the faculty as a whole, not just tenure-earning faculty.

Senate Report
Philomena Marinaccio-Eckel, Department of Teaching and Learning

- At the September 7th meeting, the excess hours legislation was discussed. It was later found that this does not affect the College of Education.

    Comment from Dean Bristor: The Dean has asked for confirmation of the interpretation.

    Comment from Deborah Floyd: According to conversations with the Office of the Registrar, and as a part of the Excess Hours Subcommittee, the only COE undergraduate programs impacted by excess hours are Early Care and Education and Exercise Science and Health Promotion. This applies only to those students who have started in Fall, 2009 or later. Teacher preparation programs are not included in this. David Morgan and Ed Pratt have been talking with other Institutions, and this is our understanding. It is true that the language uses the word "certification," but this refers to students who are in degree seeking programs.

- Restructuring of general education from 36 to 30 hours by 2014. The concern is that courses will be uniform across all state universities and colleges.

Electronic Plan of Study Announcement

- The electronic plan of study for graduate programs will be rolled out in February 2013 for the College of Education.

Faculty Question: When do students have to begin using the electronic plan of study?

    Response from Deborah Floyd: There will be training to use this process before this is implemented.

Faculty Question: Will all current plans of study need to be transferred into this new system?

    Response from Deborah Floyd: We are unsure of this at this time. At the last meeting of the Graduate College, it was my understanding that there will be a transition process, where some students will maintain the older plan of study, and newer students will make use of the electronic plan of study until everyone is comfortable with the new process. However, this may change at the next meeting of the Graduate College.

Faculty Comment: Andrew Brewer stated that he wished to sincerely thank the Faculty Assembly for the commendation given him at the last Faculty Assembly, and that it is very meaningful to him, and much appreciated.

A motion to adjourn was made by Dilys Schoorman. The motion was seconded by Meredith Mountford. The motion passed by unanimous consent. Susannah Brown adjourned the meeting at 12:21pm.