FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
SEPTEMBER 21, 2016
DODD HALL AUDITORIUM
3:35 P.M.

I.   Regular Session

The regular session of the 2016-17 Faculty Senate was held on Wednesday, September 21, 2016. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:
J. Adams, T. Adams, S. Aggarwal, H. Bass, K. Bearor, L. Beitsch, B. Birmingham, K. Brummel-Smith, M. Buchler, E. Chicken, J. Clark, A. Clarke, R. Coleman, J. Dawkins, V. DeBrunner, J. Fadool, B. Fennema, A. Figueroa, J. Fiorito, S. Fiorito, H. Flynn, R. Gainsford, J. Garibaldi, J. Geringer, J. Gomariz, M. Gross, J. Grzywacz, K. Harper, J. Hellweg, E. Hilinski, C. Hofacker, E. Jakubowski, K. Jones, I. Junglas, T. Keller, A. Kim, E. Kim, B. Landing, S. Lewis, J. Linford, J. Lo, S. Losh, C. Madsen, T. Mariano, V. Mesev, M. Messersmith, U. Meyer-Baese, D. Moore, R. Morris, P. Osteen, I. Padavic, S. Park, E. Peters, K. Peterson, A. Rhine, V. Richard Auzenne, N. Rogers, D. Rohlinger, E. Ryan, P. Sharpe, T. Siegrist, D. Slice, N. Stein, L. Stepina, U. Sypher, Col. M. Vanwert, A. Vanli, D. Von Glahn, E. Walker, Y. Wang, W. Weissert, C. Wood.

The following members were absent. Alternates are listed in parenthesis:
T. Abichou, T. Albrecht-Schmitt, E. Aldrovandi, A. Askew, D. Bookwalter, W. Boot, M. Burr, B. Cox, A. Darabi, J. Delp, P. Doan, K. Erndl, T. Graban, K. Huffenberger **(J. Murphy),** R. Jackson **(R. Brower),** W. Li, C. Marzen, P. Mason, Z. Musslimani, D. Poey, V. Salters, J. Standley, O. Steinbock, N. Stoltzfus, B. Stults, G. Tyson, O. Vafek, K. Yang, T. Zuehlke.

II.   Approval of the Minutes

The minutes of the April 20, 2016 meeting were approved as distributed.

III.   Approval of the Agenda

The agenda was amended and approved.

IV.   Special Order: Remarks by the Senate President, Susan Fiorito

"I am honored to serve for a second year as the President of the faculty senate.
As I mentioned last year in my address to you The Faculty Senate, as the legislative body of the University:

1. Formulates policies in order to maintain a comprehensive educational policy that will serve in the maximum utilization of the intellectual resources of the University.

2. We, as the Faculty Senate body determine and define University-wide policies on academic matters, including: Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted.

"These are important and weighty matters that we must consider and determine for the welfare of the University—its students and faculty. As I did last year, I would like to pledge my commitment to shared governance and to do everything in my power to continue to improve the quality of our academic lives in teaching, research and service. I am committed to the inclusion of all constituents here at FSU and in our community. I am committed to transparency in all of my dealings on issues. I feel strongly that we all can work more efficiently if the issues we are dealing with are out in the open. I am committed to service— serving you the faculty—our most valuable resource here at Florida State. Without faculty service we cannot have shared governance—which is critical in achieving high standards of success in all we do. I want to take a moment here to sincerely thank all of you who have agreed to serve on faculty senate and faculty senate committees.

"Please stand everyone in here who has served on a faculty senate committee. These include:
- Distance Learning
- UCC
- UPC
- GPC
- Grievance
- Honors
- Liberal Studies Coordinating
- Library
- Student academic relations
- Teaching Evaluation
- Technology

"Thank you---This is one of the most powerful ways to make your voice heard—by contributing to the welfare of the university through your service. Now please stand if you have served on a GPC subcommittee for the QER. Lee Stepina is the chair and Ulla Syper is the Associate chair for the GPC. Thank you. The QER is a faculty-driven evaluation of graduate and undergraduate programs. Being on a sub-committee is time consuming yet vital to the continual improvements of our academic programs and academic life here at FSU. Please say "yes" when asked to participate in a University, College and department committee. We need your help to continue to make us great. I also pledge my support and will do everything in my power to make sure there is cooperation between the faculty senate, the faculty union, our administration, our student body and our staff. We need to work together to keep our voices strong to speak with power and conviction. I am also strongly committed to interdisciplinary education. I don't believe today that anyone benefits from building walls and silos around programs. We need to work together to offer the best programs, produce cutting-edge research across disciplines and throughout the university and to look to each other for new perspectives and solutions to our problems. In thinking about my remarks today regarding the environment of higher education, Clint Eastwood came to mind—more specifically—*The Good, The Bad and The Ugly*!

"Let me first share what I see as "The Good". We have much to be thankful for as we begin this new academic year:

- We have an administration and our UFF collective bargaining colleagues who worked tirelessly over the past spring semester to negotiate a faculty salary increase that is one of the best in the state.
- We have an incoming class of students that have the highest GPA and test scores.
- We have a faculty senate steering committee that works tirelessly for you in representing your issues, your concerns and your needs in all that we do.
- Please allow me to introduce them to you (please stand up):
  o Todd Adams in Physics
  o Melissa Gross in Communications
  o Bridget Birmingham in the Library
  o Sandy Lewis in Education
  o Kris Harper in History
  o Jayne Standley in Music, and
  o Eric Chick in Statistics
- We have innovative and inspiring research from all over campus that calls attention to FSU as a leader—from a Zika Drug break-through to one of our Music professors organizing a world-wide peace awareness project.
- I could speak all day about the Good that we see coming out of FSU.

"However, let's not forget about "The Bad." At times the "bad" seems to surround us from random shootings and stabbings, terrorist attacks, bombings, and any violence in our state our country and across our world. Let's be vigilant against violence in every form—knowing that bad things happen to good people. With FSU introducing a safety app for students, faculty and staff—we are working on trying to keep us safe.

"Finally—one last word about "The Ugly" which can be summarized as:

- Current National Politics
- The FSU and Louisville football game
- And of course parking!

"Let me thank you again for this opportunity to serve as your President of the Faculty Senate and know that I am committed to working with you so that we all can be the best that we can be!"

V.   **Report of the Steering Committee, Todd Adams**

"Since the April 2016 Senate meeting, the Steering Committee has met nine times over the summer and since the semester has begun. These included meetings with President Thrasher, Provost McRorie, VP for Faculty Development and Advancement Kistner, and VP Michael Barrett.

"In August we met with Robert Fuselier to discuss online evaluations. The previously announced mandatory move to online evaluations has been put on hold. Robert shared some promising results with regard to participation in online evaluations over the summer.

"We also met with Mark Kearley and Karen Laughlin to discuss the Honors Program. Mark is the new Honors director and he is working on developing goals for the program. While details are in development, the general aim is for a slightly smaller University Honors Program with more quality courses and activities. The Provost has committed extra funds toward improving the Honors experience.

"We discussed a proposal to modify the final exam policy. A draft has been prepared. While it was included in the mailing for this meeting, the UPC is going to review it at their next meeting and it will be considered at the next Faculty Senate meeting.

"Please note, the December 7 meeting of the Faculty Senate will be held in the Turnbull Center. As last year, the first part of the December meeting will be devoted to the President's State of the University Address and regular Senate business will occur after that."

VI.   Reports of Standing Committees

a.   Liberal Studies Committee, Annette Schwabe

See addendum 1 for Annette Schwabe's presentation.

Schwabe spoke about the changes that were made last year to the Liberal Studies program, what the committee has been doing over the last few months, and what they plan to do in the future. She reminded everyone that this is the last year of the pilot for the Liberal Studies for the 21st Century curriculum and that the Faculty Senate will vote on the curriculum in March or April. She also talked about findings about the liberal studies program from the Undergraduate Satisfaction Inventory, a survey students take every three years, in which an overwhelming majority of students agreed or strongly agreed that their e-series courses challenged them to examine important issues from different perspectives and that assignments in these courses helped students develop writing skills. There was a question about the response rate of the survey. The response rate of the survey was about 10-12% and of those who responded to the survey and indicated that they had taken an e-series course, 90% answered the two questions about the e-series courses. Schwabe stated that she found these responses helpful in determining how students see the e-series courses.

Schwabe does not intend to make any major changes to the Liberal Studies curriculum this year. Significant changes were made in 2015-2016 to make sure students meet the requirements and to encourage teachers to develop courses. These changes included:
- Dropping the required number of e-series courses from two to one
- Allowing any faculty member, including adjuncts and postdoctoral scholars, to teach e-series classes
- Modifying the writing requirement to be clearer
- Adding the Gordon Rule to the writing requirement courses
- Allowing one and two credit writing courses to count for the upper division writing requirement

- Allowing Honors in the Major theses hours to count toward the upper division writing requirement
- Allowing students to take two Scholarship and Practice classes with the same prefix
- Establishing that there is no distinction between lower and upper division Scholarship and Practice requirements
- Defining further what counts as Formative Experiences that serve as alternatives to the Scholarship and Practice requirement
- Changing the grade requirement from a "C" to a "C-" for state mandated general education courses
- Modifying the learning objectives to make them more interpretable for faculty delivery, translatable across disciplines, and measurable

In terms of what the Liberal Studies Committee has worked on recently, Schwabe mentioned:
- Streamlining the Curriculum Request Portal
- Overhauling the review process to include more reviewers, technical screening, review guides and checklists, and a review subcommittee
- Increasing the number of upper division writing courses
- Refining the definition of Formative Experiences and the courses that count

In terms of plans for the future, Schwabe mentioned:
- Revising the assessment and evaluation plan
- Setting course re-approval schedule
- Enhancing communication with faculty and students
- Reinstating IFS workshops
- Working on IFS research project

Schwabe also mentioned several items of need for the Liberal Studies curriculum:
- More upper division writing course offerings
- More e-series offerings
- More reviewers

Ulla Sypher: "As far as I remember e-series courses expire after a certain number of years. I can't remember how many though. Is it like three?"

Schwabe: "Those no longer expire. That preceded me, but I'm glad you asked."

b. **Library Committee (Open Access), Kris Harper**

See addendum 2 for Open Access Flyers

Harper spoke representing the Open Access Advisory Board. She reminded the Senate that they voted last year to move forward with open access and now they are ready to go active with it. She asked that the Senators go back to their departments and share with them the Faculty Senate Open Access Policy – both the executive summary and the flyer about it. If departments are interested in open access they

should contact Devin Soper from the Office of Digital Research and Scholarship and he will help departments execute that.

Man: "These items that you want us to forward, was this part of the distribution earlier or can you send this to us electronically?"

Harper: "Yes, we can get this to you electronically as well. For those of you who were in meetings and are just kind of passing stuff out."

Slice: "Dennis Slice, Scientific Computing. It says that waivers are available upon request. That implies that is it mandatory participation. Can you explain that? Will they slash your tires?"

Harper: "No, no. We won't slash your tires. Devin can explain this."

Soper: [Inaudible].

Sypher: [Inaudible]. "Because on the big sheet of paper there is a lot more explanation."

[Inaudible talking]

Sypher: "It's not as clear on the small one as on the big one."

Harper: "But you got this one. We'll get this out to everyone. Please share with your departments and then contact Devin for assistance."

[Inaudible talking]

Fiorito: "Kris brought up a good point which is that you are a representative. There are only one hundred of you. We represent 2,000 faculty. So we need to share the information we are getting here at the Faculty Senate with our colleagues. So send that information to your departments and encourage them to ask questions and bring comments to this body. We need everyone to understand what we are doing."

VII.   **Special Order: Information Technology Services, Michael Barrett**

See addendum 3 for Michael Barrett's presentation.

Barrett spoke about the Information Technology Services to give an update on what they have been working on. One of the major focuses has been on cyber security to have a defense against people trying to steal and misuse information. Recent studies show that a data breach can cost a university $3.5 million and that higher education accounts for 17% of all breaches, second only to the health care industry. To increase cyber security the university is working on complex passwords and multistep verification. In particular they are focusing on protection of personal data, financial data, and critical data on enterprise systems. ITS has implemented this to faculty and staff in June of 2016 and plans to deploy to students before spring 2017. ITS has also completed an Information Security Plan and published it on their website at security.fsu.edu. They also updated their Information Security and Privacy policies. The Security Operations unit is working with Homeland Security and other entities

to address incidents. As part of Security Awareness month in October, FSU will hold events for employees and students. They are also working to assess security risks with the Information Security and Privacy Office and working on a more secure credit card environment. In regards to service offerings, ITS will soon announce a new university-wide contract with Adobe Creative Cloud. It also has two new enhancements for Office 365: a new sync client and OneDrive. MyFSU mobile app is growing and will be enhanced with new features soon. The University events calendar is getting a new system to be mobile friendly and sharable

Man: "I didn't hear but how will the new calendar system be populated?"

Barrett: "Yes. We are going to take all the information in the current university calendar and put it into the new system."

Man: "I'm assuming part of the value you are using with the University and departmental calendars is that once a department puts something on their calendar it will automatically go up on the University and the University stuff will come down?"

Barrett: "It's a process where you have to designate things as being important university-wide. There might be things that are important to your department but do not need to be on the university calendar so we have to have a process where you select what you want it to be. And an important event will want to be on the university calendar."

Woman: [Inaudible]. "You said 'soon.' Do you have a date for when that's going to launch?"

Man: "It's going to be within the next month or two. We are in the process of turning things over to calendar managers to try the hundred or so parts and give it a trial run and become familiar with the user interface and so on. I can certainly say from now to the winter break we will have transitioned to the new public calendar.fsu system."

Woman: "Our school is in the process of transitioning to the calendar."

Barrett: "Yah that's definitely something to be aware of and see if this one would be of use to you."

Man: "Speaking outside your portfolio but something that might be a security issue, I learned today that the reason we see so many students in the faculty parking lots is because Radio Shack sells a device that opens the gate."

Barrett: "That's true."

Johnson: "You can also get it on Ebay."

Barrett: "We do not have very secure radio communication when it comes to the gates. My gate card says 2004 on the label. Its twelve years old so it's not current technology. It's basically a garage door opener. It's not surprising to me that people are using this. I'll pass it on to Parking Services and let them know if they don't already. But I think they scan the parking lots or they should to determine who is parking and who is not. But I don't know how often they do that. But that's a good point. It's definitely something you can buy the technology to get past it."

Barrett concluded his talk about email efficiencies. The University has been working to move everything to Office 365 and make that a standard communication tool for faculty and staff.

Woman: "Is there any possibility of importing existing archived emails into that system?"

Barrett: "Yes. I moved eight years of archives into that system and used it. So I have every email I've ever worked with right there in one place."

Women: "Are there instructions for that?"

Barrett: "Yes, there are instructions already. They are on the frequently asked questions on the ITS website. We'll be happy to work with departments if they are trying to move a lot of folks over. We can have target sessions with folks to look at the best way to make the migration because stuff can be stored in a variety of places. There are a lot of standard formats for exporting emails and [inaudible]. People are doing this all the time and it works pretty well. I just want to emphasize the safeguards against phishing attacks. We are under attack constantly. We are having passwords inadvertently given away. Human error is our biggest enemy. It's really easy to make a mistake and give away a password and the next thing you know we have a compromised account. Then we have to chase it down by locking it down and securing it and people are inconvenienced. We are trying to make a safer experience for everyone involved and hopefully a more pleasurable experience. [Inaudible]"

Woman: "Michael, I was wondering if you could talk about how at the beginning of the semester we once again had that slowdown in the system. [Inaudible] What are we doing to try to address that?"

Barrett: "Each year we go through this - it's a little bit of an evolution because the system is still new. We've had problems on that last two years on the first day we get back. But they are different problems. The good news is that the problems we had the last two years, we did not have this year because we updated our system. This year's problem was very specific to grade rosters and transcripts which were down in the system and in Campus Solutions itself, and we identified that problem around ten in the morning on the first Monday of drop/add. What we did immediately was add more resources to the system around two o'clock. We were on the phone with various academic units trying to get feedback about what was going on and what they were seeing and if it was problematic. Most of the reports we got by 3 o'clock were that things were going better. Tuesday morning we regrouped and made plans for other potential changes but didn't have to because essentially the system was running fine by then. I don't want to create the idea that it is an excuse but we partitioned the administrator and student traffic side so this only affected the administrators' side. It affected faculty trying to do rosters. It affected advisors trying to do advisor reports. Those were the main things that were affected. The students did business as usual. They dropped and added and weren't affected by it. That was the silver lining there but I realize it was definitely a pain. To answer your question about our next step, there is a budget request in to get a hardware refresh because the hardware we have is old and outdated and not very powerful. We are looking at new hardware that would increase by a high magnitude the speed we can deliver. So in some ways you just overpowered it when using it. That's the easy answer. We need to step up to meet that demand. Our goal would be to have something in place before the next drop/add period. For fall, not spring."

Woman: "I just want to know if the registration system is in your area? In your office."

Barrett: "We support it, yes."

Woman: "Is there any way to block students from registering."

Barrett: "Yes, you can do it in the system but we have not implemented it. But there is a project on our portfolio of things to look at which is prerequisite checking where based on eligibility rules you can register for this course or you can't. There's a lot of nuances with that. That's our greatest difficulty. The system has the capability. It was decided not to turn it on when we first implemented Campus Solutions because we thought it would be too complicated. It would probably cause more problems than solve. But we recognize that we need to come back to it to continually improve. Kim Barber is key on driving that."

Woman: "Is it possible to at least flag them in our roster at least?"

Barrett: "It's really the same rule to block them or identify and then say we are telling the student you shouldn't register for this. The real problem is it requires those rules of what is the proper sequence of courses that would take you from where you are today to your graduation. That has many paths and has to be articulated in the system and then rules set up. That's the difficult part of it. Once that's there we can either do it up front of after the fact. That part is pretty easy."

VIII.   Special Order: Office of Distance Learning, Robby Fuselier

See addendum 4 for Robby Fuselier's presentation.

Fuselier, the Interim Director for the Office of Distance learning, spoke about three changes made to the online course evaluations. First, the old "legacy evaluation system" has been retired, and the Office of Distance Learning found and have piloted a new online system called EvaluationKIT. In the pilot, response rates for the evaluations rose by greater than a twenty percent increase from last year which might be because of the system's reminders and the fact that students have more time to respond which can lead to more meaningful responses. Second, there was a minor change made to the online ordering procedure so that the default ordering format is online rather than paper. Lastly, The Office of Distance Learning made a request to review the Course Evaluation Policy which was put together a decade ago. The office also made a revision to the Course Evaluation Policy to mention that the EvaluationKIT system is now being used and that the default ordering procedure is for online evaluations. They also changed the policy to say that late requests for evaluations can only be accommodated through paper evaluations.

Man: "Do you happen to remember the numbers for the response rate for paper?"

Fuselier: "I can provide all that in a more detailed report. We have all of that on file."

Man: "Last year I asked one of my colleagues if I should use paper or online, and my colleague said emphatically "paper" because students don't respond online. So if it has changed dramatically and students now prefer online, you might want to get the word out. Otherwise people are going to keep telling me to use paper."

Fuselier: "Right. Right. In a lot of cases with paper you have a captive audience. You can sit in the room, here's the paper, leave when you have completed it. But what we find is that a lot of people put blank sheets back in the folder. So the numbers are interesting. But yes, the students seem to enjoy it. Now that they can now do it on their phones, they can do it online in the classroom without having to be at a computer."

Woman: [Inaudible] "School of Information. You and Mike here together is kind of a rare opportunity. Here is this emphasis on [inaudible]. Classroom facilities where we can teach hybrid courses - is there a university initiative to increase the number of facility spaces where we can do hybrid, meaning online and face-to-face at the same time with some model of success?"

Fuselier: "I don't know if I can answer that question."

Barrett: "We have a few rooms we can use for that. They weren't designed with this hybrid emphasis in mind but we are finding they are beneficial for that purpose. We are hoping we will be able to build upon that infrastructure as the need becomes more obvious. I can safely say we are prepared in terms that have completed or accomplished a goal. It's going to have to transition into some funding requests and some changes of philosophy as we begin to revise. Every year we are spending a million dollars or over a million dollars on upgrading the technology in the classrooms."

[Inaudible comment]

Barrett: "Off the cuff I think the most important thing would be for you as faculty members who have an interest in participating in that kind of course to make that known to the Registrar's Office and then that will kind of back-channel down to us through ITS and our classroom renovation oversight and then be taken into consideration."

[Inaudible discussion]

Fuselier: "The Board of Governors is doing a big study right now on Distance Learning across the state and demanding a 40% increase. There's a facilities committee that all the universities are represented on this committee. And a big topic is use of space for distance learning kinds of stuff. So it's definitely on the radar and there are initiatives in the works. But I don't have any details on our position."

[Inaudible discussion]

Man: "Can you clarify a seeming discrepancy item 1c and item 2c? One says [inaudible]."

Fuselier: This is exactly why we are requesting to review the policy. The wording is a bit vague. As far as I understand Distance Learning Courses are not required, but we might want to reevaluate that."

Fiorito: "We are asking the Teaching Evaluation Committee to meet with ODL. We have a lot of business that needs to be handled. A lot of changes. A lot of discussion. So they will definitely be looking at that to make sure it's accurate and consensus."

IX.   Old Business

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There were no items of old business.

X.   New Business

a.   Confirmation of Committee Membership, Susan Fiorito

See addendum 5 for Faculty Senate Standing Committees 2016-2017

"You were all given a handout. Thank you very much for all those people who are on the committees. I do have some minor changes before we vote on your approval of the committee memberships. First, a change for the GPC: the GPC chair is Professor Stepina and the associate chair is Ulla Sypher. On the GPC, please delete Professor Hires and Professor Carlson. They have both come off the GPC and that is two letters that I will be writing asking for other people to serve in their place. Please add Professor Sonja Siennick to the GPC for 2015-2018 and for 2017 Marc Gertz is going to take her place for one term. We are still looking for two GPC folks and four Honors Policy Committee members; those are all pending. So if you take all these amended changes into account we need to have a vote of approval on these committees. All in favor of these committee memberships – I don't need a second because this is a committee recommendation – say, 'Aye.'"

The motion for the approval of the committee memberships passed unanimously.

XI.   University Welfare

a.   Road Scholars, Dennis Moore

"I'm Dennis Moore, the organizer of the Roads Scholars Committee. Earlier this week we shared the schedule for these three dynamic and knowledgeable colleagues that are coming to campus from other ACC schools. The first is three weeks from this Friday. They are on diverse subjects and disciplines. [Inaudible]. We have three dynamic speakers this fall. [Inaudible]. I encourage you to take advantage of this resource that we have with the support of the Provost and Vice President."

b.   United Faculty of Florida, Matthew Lata

"I'm Matthew Lata, a professor of Music and the president of the FSU chapter of the United Faculty of Florida. As Susan mentioned earlier, we did conclude our negotiations on the contract in April and it was ratified overwhelming several weeks later. Why I can't say we were absolutely delighted, I have to say we were pragmatically pleased, and after comparing notes with many of our colleagues at other institutions in the State at our state wide convention in Tampa last week, I really appreciate how this process not only resolved but also played out. If you want to read the entire CBA – if you really have nothing else to do – go to our website, uff-fsu.org. Three areas: 1) We re-wrote the academic freedom article to make it a little broader. 2) We agreed to increase the number of full-paid half-year sabbaticals

by 33% from thirty to forty a year. And 3) on salaries we negotiated a package of performance merit and market equity increases. It's my understanding from HR that the last category of these should be reflected in paychecks on October 16th. There should already have been a couple of increases in some of these categories before then. I've been getting emails from several faculty members asking about that. That's an HR thing. We don't have any control over that. But if there is a problem we will help to try and fix it. And for the first time this year market equity has been extended to specialized faculty. And we're very pleased about that. Other things we are doing. We are focusing on building our membership still. We are – I wouldn't say looking forward to it – but looking towards the upcoming election. We'll do what we can to advocate for candidates who support institutions of higher education and the people who work inside them. And finally, we still have a busy social schedule. We have our monthly socials. We had a pizza party over the summer where faculty could bring their kids. We had a lot of faculty who came that would not otherwise come to these things because of child issues. We're going to try to do that again in November. FSU-UFF is going to the opera again in November. All members are invited to attend a production of *La Traviata*. I'll be sending that out."

XII.   Announcements by Deans and Other Administrative Officers

a.   **College of Medicine – School of Physician Assistant Practice, Dr. Janet Kistner, VP Faculty Development and Advancement**

See addendum 6 for Physician Assistant Practice

"You should have received in your packet of information something about the creation of the School of Physician Assistant Practice at FSU. I think many of you already know about the program. The degree has been approved. The Faculty Senate Curriculum Committee has already approved that. This is just an administrative issue that we'd like your approval on to house this within a school within the College of Medicine. That is a fairly standard way in which Physician Assistant programs are structured. I'm happy to take questions. I am not an expert in their program. I will say we did present it to the Council of Deans yesterday and there was unanimous approval for the school piece of it and this is the last of the approvals."

Fiorito: "So they need our approval to move forward with this proposal to house this program in the College of Medicine."

The motion for the School of Physician Assistant Studies to be housed in the College of Medicine passed unanimously.

b.   **Hurricane Hermine – FSU Response, Dr. Janet Kistner, VP Faculty Development and Advancement**

"I was asked on behalf of the administration to talk about the impact of Hurricane Hermine on FSU's campus – to say what went right, what was some of the damage, and what are the plans to mitigate and handle some of the things in the future. For the last question about what we will do in the future, I can't say much about that because we have not done our after action review. We are still gathering information about how things went. So I think it would be great to have someone – probably not

me – come back and talk about that because there are always ways we can improve. At least that's what we believe.

"First, what went right: We have an emergency team that has worked on things for years. They do exercises periodically and I think all that extra attention paid off. I would say our communications before, during, and after the hurricane were all very good. They were up to date and accurate and used multiple outlets including social media and the Seminole Safe mobile app that got heavy use. We felt we were able to keep the campus community very well informed about how things were going as we were coming back into power and how we were handling the situation. I felt we did very well taking care of our students, especially those living on campus. Just imagine as the dining halls were all down and there was no power. They did things like deliver breakfast the night before, delivered lots and lots of water the next day and made sure they had lunch, and opened the facilities as quickly as they could and invited people in. So our students were well taken care of and the campus safety was really excellent. This was not one of the things they planned but they thought we should have some comfort stations, so they opened up the Civic Center, which they had not been planning to do. But they did, especially for our students who were living off campus and still did not have power several days out. It was immensely helpful to be able to get into air conditioning and charge your phones so you could stay in touch and just so our students could be together again. They had over 2,500 students make use of the Civic Center at that time. Of course, the library also graciously extended their hours to make it a place where students both on campus and off could convene. Some of our key staff members actually agreed and stayed downtown at a hotel the night of the storm so they could be on campus first thing in the morning on Friday to be available to get things running. I think all those are good things about our university and our handling of the situation."

"Damage to campus facilities and issues – we are still getting that information. But the most obvious ones were failed generators which resulted in temperatures rising in certain situations, causing overheating in some areas, particular computer labs. In one case setting off a sprinkler system and damaging some computers. Freezers going down which, unfortunately in some cases, meant research samples and data were lost because the power didn't work and in some cases the backup system didn't work. I don't know how this happened but in some cases the equipment was not plugged into the backups. This was mostly in research labs so that would fall to the researchers to make sure that happens. That is probably one area where we can do more education to make sure we can prevent those problems. As I said, we will have more for you after we get the comprehensive after-action review. But it doesn't make sense to do until we get all the information across campus."

Woman: "Is the priority on [inaudible]?"

Kistner: "Yes, I think that is one of the things that is going to be talked about in the after-action plan because I know in at least one place they could not get into a building to take care of a sprinkler as quickly as they would have liked to. So we have to think about that."

Man: "Unfortunately many of the old buildings don't have [inaudible]."

Susan Losh: "I'm concerned with how late in the process we closed the University. I'm concerned for several reasons. Here we had a major storm hit and we didn't give people a whole lot of time to get supplies and get ready. And more than that, we didn't close the University till twelve o'clock shortly before the storm came in. We are contributing to congestion on the roadways that should really be left clear for various emergency vehicles and utility vehicles and so on. I've seen this happen almost every single time. Tallahassee Community College closed. Leon County Schools closed. FSU, keep looking. I was thinking about what we could do with that. What about a standard policy? For example, if Tallahassee is within 150 miles of the center of the storm, close everything down. We've been very lucky. No one has been hurt. No one has been killed."

Kistner: "I'll relay your concerns to the after-action group. I know they struggle with that decision whenever we face these situations because sometimes things don't end up being bad. But I will definitely relay your concerns so they can think about how we can make those decisions in conjunction with other parts of the Tallahassee community and other schools."

Losh: "The consensus is that there isn't a standard policy so that everyone who has these responsibilities is looking at [inaudible] and the weather forecast. If we had a standard policy I think it would make all that decision making a lot easier."

Man: "Is there any discussion about making up the days we missed?"

Kistner: "I have not heard any of that discussion. I think for the number of days we missed we are probably good in most places. But there are certain programs – Law comes to mind – that may have certain requirements, a certain amount of class meetings-"

Man: "I'm devastated because we are already behind in the Engineering College. [Inaudible]. I lost [inaudible] because I teach Tuesday/Thursday. [Inaudible]."

Kistner: "I think you are raising a very important concern. Your question was has there been any discussion. The answer is none that I have been involved in. But I will make sure we talk about that in the next couple of weeks and get messages back. My hunch is that it's going to go program by program and college by college in regards to what the needs are in making up the additional time rather than a University-wide one. That's my inclination but I am not the one who makes that decision."

Man: "[Inaudible]. People have told me they have had problems where the sections they teach are out of synch – where one section missed all the days and the other did not. They are supposed to [inaudible]."

c.   **Announcements from the Provost and President, Dr. Janet Kistner, VP Faculty Development and Advancement**

"Both the President and the Provost wanted me to say a big "thank you" to this group and, in turn, to those you represent in the success we recently had in the *U.S. News and World Report* Rankings from 43 to 38, which is really a very big leap in that

world. That really would not have happened without our faculty and the investment you make not only in your own programs of scholarship but the investments you make in our students. I just wanted to make sure I got that across to you. We looked into all the metrics that go into this and have been for quite some time to try to figure out where we can move ahead. And I do believe our focus in recent years on hiring and retaining faculty has a lot to do with why we moved ahead. That helps the faculty student ratios, size of classes, and everything. There's a real cascade of effects there. We've continued to focus on our already excellent student success measures such as graduation and retention rates and that helps us immensely in these ratings so we will obviously keep working on that. We've also done a lot to really directly target the reputational aspects like sending out some of our exceptional students back to their home high schools, our feature high schools, to give talks and impress their guidance counselors who actually get to rate us and contribute to our rankings in some ways. And also get good stories and communications out there about the university. Our University Communications team is doing extremely well with that, and that influences presidents and provosts who also submit their rankings about other universities that also contribute to our rankings. I think that's why we've moved up. We have a whole lot of work to go from where we are now to top 25. That might not seem like a lot of places but it's tough going. We really need to focus on where we are at our weakest so to speak which is our financial and faculty resources. I'm sure you are not surprised at that. That's why we've been trying to boost those but it's why we are so efficient. We do really well on very little. We need to stop doing the little and get to the bigger. That's what we are really trying to do. At this minute you'll be happy to know that the President and Provost are at the Board of Governor's meeting. They are probably not happy about that, but they are championing our cause. They were asked to respond to the question, 'What is it going to take to get to the top 25?' and they have a very detailed answer about that and it does have a big price tag with it, but we are being really frank about what it takes to do these things that we want to do on behalf of our students and our faculty. We will wish them a lot of luck with that. I will end with a quote from Sally which is a caveat: 'We do not do these things not simply to improve our rankings. We do these things to increase our academic quality and as a result our academic reputation.' [Inaudible]."

XIII. Announcements by Provost McRorie

Provost McRorie was not in attendance.

XIV. Announcements by President Thrasher

President Thrasher was not in attendance.

XV. Adjournment

The meeting adjourned at 5:10 p.m.

Andrea White

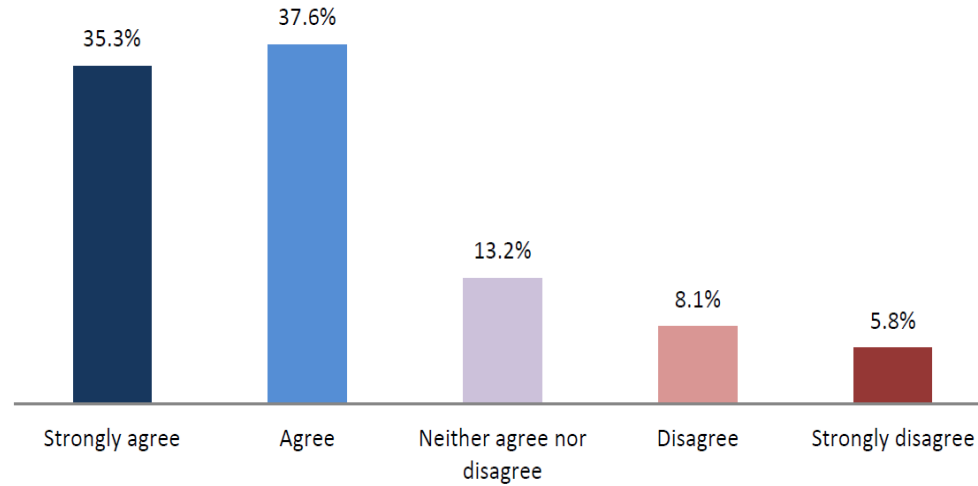Andrea White
Faculty Senate Coordinator

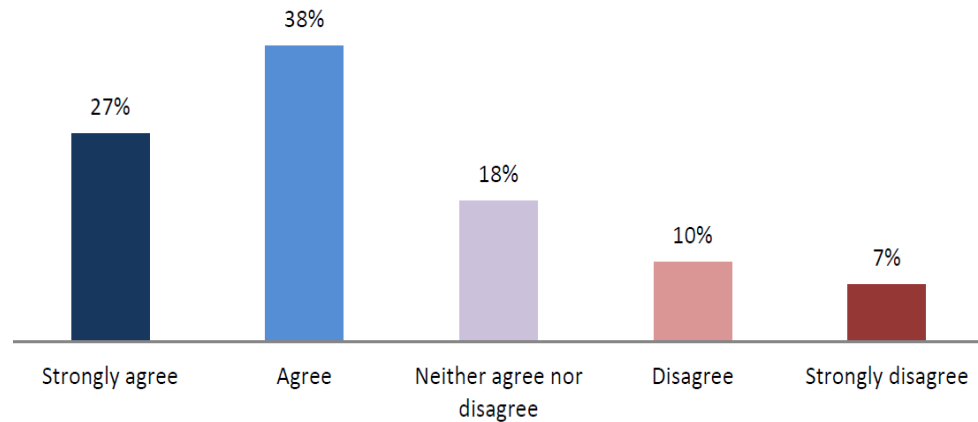# Florida State University
Liberal Studies for the 21st Century

Distribution of Responses to: "My E-Series course/s challenged me to examine important issues from several different perspectives." 2016 USI* (N=532)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
35.3%	37.6%	13.2%	8.1%	5.8%

*FSU's Undergraduate Satisfaction Inventory (F,S,J. 10% response rate).
**Includes all who took IFS of the 1312 respondents to the USI).

Distribution of Responses to: "The assignments in my E-Series course/s helped me develop my writing skills." 2016 USI* (n=532)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
27%	38%	18%	10%	7%

*FSU's Undergraduate Satisfaction Inventory (F,S,J. 10% response rate).
**Includes all who took IFS of the 1312 respondents to the USI).

Key Changes 2015-16

➢ **IFS**

- **Requirement: from 2 courses to 1**
- **Any faculty member (includes adjuncts and post-doctoral)**
- **Writing requirements modified**

➢ **Writing**

- **Approved "W" (AKA "Gordon Rule") writing courses count**
- **Upper-Division Writing**
  - **1- or 2-credit repeatable courses can be submitted for approval**
  - **Honors in the Major theses count**

➢ **SIP**

- **Can count courses with same prefix**
- **No distinction in lower-division vs. upper**
- **Further defined what counts as Formative Experiences**

[Changes 2015-16]

➢ **Grade of "C-" required for**

- **State-Mandated General Education courses**
  - **Quantitative and Logical Thinking**
  - **English Composition**
  - **"W" & IFS**
- **Graduation Requirements**
  - **Upper-Division Writing**
  - **Natural Sciences 1-credit lab**

[Retroactive to SU C 2015]

➢ **Student Learning Objectives modified**

- **Interpretable for course design and delivery**
- **Translate across disciplines**
- **Measurable**

Curriculum Snapshot

A. General Education: 36 hours

   1) Six competency areas aligned with State Core

      1. **Quantitative and Logical Thinking (3 core + 3 other=6)**
      2. **English Composition (3 ENC 1101 + 3 ENC 2135=6)**
      3. **Social Sciences/History (3 core + 3 from the other area=6)**
      4. **Humanities/Cultural Practice (3 from core or other area)** ⎤
      5. **Ethics (3 from core – PHI2010 – or other area)**   ⎬ **HUM**
      6. **Natural Sciences (3 core + 3 other=6)** ⎦

   2) Electives (6 hours – 3 credits must be E-Series)

B. University-Wide Graduation Requirements

   1) **"W" (4th state mandated) (3 hours)**
   2) **SIP (2 courses, no hours)**
   3) **Diversity: Cross Cultural (X) & Diversity in Society (Y)**
   4) **Natural Science Lab (1 credit)**
   5) **Upper-Division Writing (3 hours)**
   6) **OCCR (UPC)**
   7) **Computer Competency (UPC)**

Updates

➢ **Streamlined CRA**

➢ **Review process**
- **38 reviewers up from ~15 & more expertise for each designation**
- **Significant screening (technical) within Liberal Studies first**
- **Reviewer guide and checklists**
- **Review sub-committee of LSCPC**

➢ **Upper Division Writing**
- **28 approved (up from 11 late fall 2015)**
- **14 now in the CRA**
- **~10 more in process within Arts and Sciences**

➢ **Formative Experiences**
- **Definition**
- **Developing list of existing courses to count**
- **Send list to chairs [what can count, if any missing from our list]**

Plans

➢ **Revised assessment and evaluation plan**

- **Using pilot data from spring 2016 to identify changes**
- **More courses and all sections of (representativeness)**
- **Next data collection Spring 2017**

➢ **Set course re-approval schedule**

➢ **Enhance communication**

- **Overhaul website**
- **Departmental/college "tour" to meet with curriculum committees**
- **IFS workshops – get more information from instructors**

Plans

➢**IFS research project**

- **Paul Marty, Michelle Kazmer (School of Information)**
- **4 UROP or other undergraduate students**
- **1 graduate student**
- **Courses taught in Fall 2015 and Spring 2016**
- **3 methods**
  - **Qualtrics survey: instructors & students**
  - **Intensive interviews of faculty**
  - **Focus groups with students**

Workshop for IFS faculty October 21st from 12-2
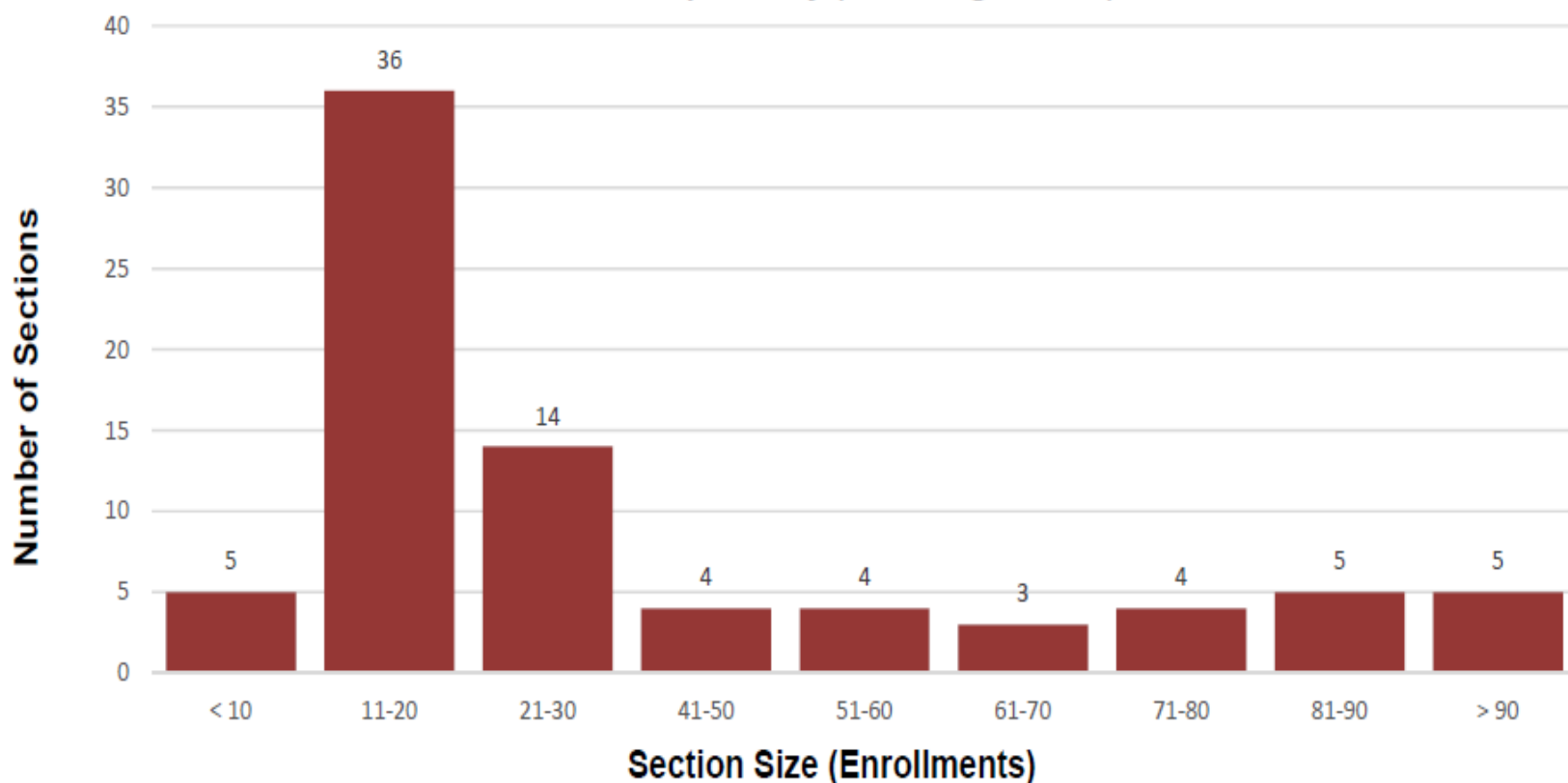
- **Honors, Scholars & Fellows Great Hall**

Needs

➢**Offerings in**

- **Upper-Division Writing**

- **E-Series courses**

- **Ethics offerings**

➢**Reviewers – especially ethics and writing**

Thanks!

Distribution of Enrollments (Section Sizes) in IFS Courses, Fall 2016
Tallahassee Campus Only (including online*)

Mean Section Size = 38 (Mean seats offered=40/section)
Median Section Size = 23
Range = 5-149
*Three (of five) online IFS courses were taught in Fall 2016

The Numbers

- **6,200 incoming FTICs**
  - **IFS seats fall: 3570**
    - **Average section size enrolled = 38 (avg. section offered=40)**
    - **Median section size enrolled = 23**
    - **Range 5-149**
    - **3 online (of 5 approved in online delivery method)**

- **Courses by Designation**

FLORIDA STATE UNIVERSITY

Faculty Senate Open Access Policy: Executive Summary

Under the new policy:

- Faculty grant FSU permission to share the accepted version of their scholarly journal articles for non-commercial purposes

- Faculty agree to submit the accepted version to a Library representative for deposit in the FSU research repository (lib-support@fsu.edu)

- Accepted versions of articles will be made openly available through the repository, in accordance with publisher archiving policies

- Faculty retain the copyright in their work, including the right to enter into separate agreements with third parties (e.g., publishers, individuals, etc.)

- Faculty rights are safeguarded: even if a Faculty member transfers their copyright to a publisher, they can regain broad reuse rights by request to FSU

- Faculty can obtain waivers to withhold permission from FSU to share particular articles. This ensures that faculty remain free to transfer their rights exclusively to publishers if they choose.

Benefits of the policy:

- For authors: retain rights to your articles, make your articles more discoverable, generate more citations, get readership reports on views and downloads

- Brings FSU in line with many peer and prestige institutions (see full list on reverse)

More information:

- Policy information and resources available at http://openaccess.fsu.edu

- Contact Devin Soper (dsoper@fsu.edu | 645-2600) with questions, concerns, or invitations to speak at departmental meetings

Peer and prestige universities with institutional Open Access policies

Public Universities (All within Top 40 from "Top Public Schools")

- University of California System (Berkeley of note)
- University of Virginia
- University of North Carolina – Chapel Hill
- University of Illinois – Urbana-Champaign
- Pennsylvania State University
- University of Washington
- Rutgers University
- University of Delaware
- Miami University of Ohio (Library only)
- North Carolina State University
- University of Florida

Private Universities (All within Top 25 from "National Universities Rankings")

- Princeton University
- Harvard University
- Columbia University Libraries
- Stanford School of Education
- Massachusetts Institute of Technology
- Duke University
- University of Pennsylvania (opt-in approach)
- California Institute of Technology
- Dartmouth College (Engineering and Faculty Arts and Sciences)
- Rice University (does not include license to university)
- Emory University

Other Notable Institutions with Open Access Policies

- University of Kansas
- University of Oregon
- University of Hawaii Manoa
- Boston University
- Georgia Tech
- IUPUI
- University of Arkansas Fayetteville
- University of Colorado Boulder
- University of Iowa
- University of North Texas
- University of Rhode Island
- Utah State University
- Brigham Young University

Open Access Policy

Under the policy:

• Faculty authors deposit manuscript versions of their scholarly articles in the FSU Research Repository at the time of the article's final acceptance for publication

• Faculty can submit articles directly to **lib-support@fsu.edu** for deposit on their behalf

• Waivers available upon request

Benefits for authors:

• Retain rights to your work

• Share your work internationally

• Make your work more discoverable

• Generate more citations

• Comply with research funder policies

• Get readership reports on views and downloads

Learn more at:
openaccess.fsu.edu

The Office of Digital Research and Scholarship provides consulting, infrastructure, and support for technology-focused research projects. **Learn more at lib.fsu.edu/drs**

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INFORMATION TECHNOLOGY SERVICES

INFORMATION TECHNOLOGY SERVICES UPDATE

Michael Barrett

Chief Information Officer

Faculty Senate, September 2016

CYBERSECURITY STATISTICS

o   Recent studies have determined that the average cost of a data breach is $3.5 Million.

o   Universities account for 17% of all data breaches, second only to the health care industry at 27%.

o   Passwords are very important but multi-step verification, similar to what banks currently use to access to your bank account online, provides an extra layer of protection for critical data.

o   FSU has deployed a multi-step verification to protect data – soon faculty, staff, students, alumni and applicants will use this technology to access critical data at FSU.

–   Protection of your personal data

–   Protection of your financial data

–   Protection of critical data on enterprise systems

–   Faculty and staff implemented in June, 2016

–   Deployment to students before spring of 2017

INFORMATION SECURITY PLAN

- FSU's Information Security and Privacy Plan is complete.
- Information Security and Privacy policies were approved this year.
- Security Operations addresses hundreds of incidents every month.
- October is Security Awareness Month – FSU campaign will hold multiple events for employees and students.
- The Information Security and Privacy Office is working with campus units to assess security risks in their environment.
- Payment card industry (PCI) remediation for campus was completed this year providing a more secure credit card environment.
- Website - security.fsu.edu

SERVICE OFFERINGS

o   Adobe Creative Cloud
-   Will soon announce new university-wide contract for faculty and staff
-   Examples include: Photoshop, Lightroom, Premiere, Acrobat and Dreamweaver
-   Standard Windows/Mac versions as well as iOS and Android
-   Work-at-home option. Annual cost not finalized but will be $10-$20

o   Office 365 / OneDrive
-   Announced new sync client and upgrade of per employee storage to 5 TB space
-   Employee One-Drive has grown 72% since introduction.
-   Student One Drive has grown 155% since introduction

o   Mobile applications
-   myFSU Mobile continues to gain in popularity – used by over 30k users in July
-   Popular uses are associated with maps, dining, alerts
-   Soon to be enhanced with new features to meet the needs of students, faculty and staff

SERVICE OFFERINGS

o   University events calendar (calendar.fsu.edu)
- New system replaces university and departmental events calendar
- Responsive mobile design
- Social sharing
- Trending events
- Events associated with more than 100 existing calendars will be available in the system
- Will be part of the university wide announcement system

o   Email efficiencies
- Plans to expand Office 365 to become a standard communication tool for faculty and staff
- Most university units are already using Office 365 as their primary email system
- Office 365 provides nearly unlimited email storage
- Additional safeguards against phishing and other attacks

QUESTIONS

FLORIDA STATE UNIVERSITY
OFFICE OF DISTANCE LEARNING
Assessment and Testing

COURSE EVALUATIONS
STUDENT PERCEPTION OF COURSES AND INSTRUCTORS

The Florida State University Faculty Senate has mandated the use of the Student Perception of Courses and Instructors (SPCI) course evaluation instrument adopted on November 14, 2012. Quantitative summaries are a Public Records document per Section 1012.91(4), Florida Statutes.

1. All courses must be evaluated, with the following **exceptions**.

    a. **Course type**: Dissertation, thesis, internship, individual instruction, independent study, or practicum.
    b. **Term**: Summer
    c. **Course format**: Distance learning, online, hybrid, or field work.
    d. **Enrollment**: Fewer than 10 for undergraduate courses and less than 5 for graduate courses; course evaluations may not be ordered for sections with enrollment fewer than 5 unless sections are combined for evaluation to result in a total enrollment of 5 or greater.
    e. **Teaching Load**: Less than 25% for courses taught by multiple instructors.

Please note: Beginning fall 2016 term, course evaluations will be conducted using EvaluationKIT online course evaluation software. The default survey instrument is the Electronic Student Perception of Courses and Instructors (eSPCI), used at Florida State since fall 2013. The ordering system for evaluations will now default to the eSPCI, but administrators may change orders to the paper-based Student Perception of Courses and Instructors (SPCI) for non-online courses. Administrators are responsible for ensuring the evaluation orders are correct.

2. Course evaluation requests

    a. An FSUID user account is mandatory for instructors to be evaluated.
    b. Evaluations can be requested for any course instructor or teaching assistant listed in the registrar's course schedule master.
    c. For classroom courses the instructor may choose the evaluation format (paper-based or online) unless the department mandates a particular format. Course taught online, at a distance, or within international programs must be evaluated online.
    d. Requests must be made by the department's designated course evaluation coordinator, the instructor, or the department chair using the web-based request form.

e. The Assessment & Testing unit of the Office of Distance Learning will publish the deadlines for course evaluation requests on its website. Requests placed before the deadline will be processed in time for all packets to be sent to the departments three (3) weeks before the last day of classes.

f. Any packets that need to be received early for any reason must be justified, ordered using the designated Early Packets Request Form, and picked up in person at the ODL-AT office.

g. Requests made after the ordering deadline should only be made in exceptional cases. ODL-AT can only accommodate late requests that are made before the evaluation period opens and only with paper packets. Online orders may be adjusted (i.e., changing an instructor, deleting a course order) until the close of the admin window. In exceptional cases, a petition may be filed to administer paper-based evaluations that were ordered after the deadline. These requests must be justified, ordered using the Petition for Paper Late Packet Form, and approved by the corresponding academic dean.

3. Administration of paper-based course evaluations

   a. Only official course evaluation envelopes and forms may be used, and the envelopes and labels may not be altered in any way. Any corrections to the information on the label must be requested through ODL-AT before administration and will require the original packet to be returned to ODL-AT to be replaced with the corrected label.

   b. Department coordinators shall verify the accuracy of course reference numbers before course evaluations are forwarded to instructors. Instructors shall verify that they are using the correct packet before administration.

   c. Course evaluations must be administered
      i. During the last two weeks of classes, unless previously approved as a justified, exceptional administration;
      ii. At the beginning of a class session during which no examination is scheduled;
      iii. Giving students no less than fifteen (15) minutes for explanation and completion.

   d. The administration must be done by a designated student proctor.

   e. No instructor or teaching assistant may be present in the room while students complete the evaluations.

   f. The student proctor must:
      i. Sign and date the proctor form printed on the evaluation envelope;
      ii. Mark any irregularities during administration on the proctor form;
      iii. Collect all evaluations in the official evaluation envelope;
      iv. Close and seal the envelope; and
      v. Personally deliver or send it via campus mail to ODL-AT to ensure it reaches the ODL-AT office by the deadline indicated on the label.

4. Processing and reporting (paper packets)

    a. ODL-AT will accept completed course evaluation packets until no later than one (1) week after the last day of classes, thereby allowing for irregular delivery and proctor errors.
        i. Packets that arrive after this deadline will be returned to the instructor unprocessed. (They will not be scanned and their data will not be included in any reports.)
        ii. Forms that are filled out with an instructor name that is different from the instructor name on the label or with multiple instructor names will not be processed, but will be returned with the processed packet.
        iii. Packets containing a majority of forms with an instructor name that does not match the name on the label or with multiple instructor names, will not be processed and will be sent to the department chair.
        iv. Packets with altered labels or packets that are in unofficial envelopes will be returned to the instructor unprocessed.

    b. ODL-AT will process the course evaluations and publish the reports within one (1) week after the deadline for accepting completed packets, i.e. two (2) weeks after the last day of classes.
        i. Individual reports will be accessible to the instructors via a <u>secure web site</u>.
        ii. Any original paper forms will be returned to the instructor without printed reports.
        iii. Designated department officials will have online access to individual reports on all courses taught in their academic department.
        iv. Deans will have online access to a collection of university-wide summary reports as well as all individual reports on all courses taught in their school or college.
        v. The Office of the Provost will have online access to a collection of summary reports as well as all individual reports on all courses

5. Access to data

    a. Instructors
        i. Reports show frequency analysis of all quantitative data.
        ii. Original paper forms with hand-written comments are returned to the instructor via the department for which the course is listed.
        iii. Written comments submitted in online evaluations are only accessible to the instructor.

    b. Academic department officials
        i. Department chairs have online access to all reports for courses taught in their department as well as summary reports at the department, college, and university level.

    c. Administrative officials (provost, deans)
        i. The Office of the Provost and all university deans have online access to individual reports and summary reports.

d. General public
    i. According to Florida Sunshine law, the general public has access to quantitative summary reports of all evaluated courses.

    ii. Online access through a non-secure website that allows searching of reports by term, course, and instructor is available for all course evaluations starting fall 2003.

    iii. Paper copies of public course evaluations between spring 1996 and fall 2003 are available in the Special Collections at Strozier Library.

Online Course Evaluation Changes

Robert J. Fuselier

Interim Director, Office of Distance Learning

Online Course Evaluations

- EvaluationKit: New Online Evaluation Program

- Online Evaluation Ordering: Procedure Changes & Ordering Form Update

- Course Evaluation Policy Review

EvaluationKIT Beta Results (Summer 2016)

Results from 2016 Beta Participants:

	Enrollments Ascending	Responded	Response Rate	Response Rate (2015)	Opted-Out	% of Enrollments Opted Out
CICOM - Communication	2,203	1,968	89.33%	43.39%	329	14.93%
CICSI - Communication Science & Disorders	556	510	91.73%	56.48%	42	7.55%
CILIS - Information	628	559	89.01%	59.51%	37	5.89%
LW - Law	504	397	78.77%	56.99%	69	13.69%
Overall	4,030	3,559	88.31%	54.09%	493	12.23%

Course Evaluation Order Form Update

COMBINE SECTIONS	COURSE	REF#	INSTRUCTOR NAME	ENROLLMENT	EVALUATION REQUEST	EVALUATION FORMAT	FORMS ORDERED
combine	IFS2057 - 0001	10765	Broyles, Michael	5	☐	online ▾	
combine	IFS2059 - 0001	10766	Gunderson, Frank	19	☐	online ▾	
combine	IFS2061 - 0001	11338	Clendinning, Jane	5	☐	online ▾	
combine	IFS2073 - 0001	10767	Witulski, Christopher	4	☐	online	
combine	IFS2100 - 0001	10768	Brewer, Charles	8	☐	online ▾	
combine	MUE2040 - 0001	5454	Fredrickson, William	10	☐	online ▾	
combine	MUE3311 - 0001	5457	Darrow, Alice-Ann	1	☐	online ▾	
combine	MUE3334 - 0001	5459	Van Weelden, Kimberly	5	☐	online ▾ paper online	
combine	MUE3343 - 0001	5488	Bugaj, Katarzyna	1	☐	online ▾	
combine	MUE3456 - 0001	5462	Keesecker, Jeffrey	1	☐	online ▾	
combine	MUE3457 - 0001	5463	Bish, Deborah	1	☐	online ▾	
combine	MUE3465 - 0001	5464	Madsen, Clifford	2	☐	online ▾	

ODL Course Evaluation Procedure Updates

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    b.   **Term**: Summer

    c.   **Course format**: Distance learning, online, hybrid, or field work.

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ODL Course Evaluation Procedure Updates

2. Course evaluation requests

g. Requests made after the ordering deadline should only be made in exceptional cases. ODL-AT can only accommodate late requests that are made before the evaluation period opens and only with paper packets. Online orders may be adjusted (i.e., changing an instructor, deleting a course order) until the close of the admin window. In exceptional cases, a petition may be filed to administer paper-based evaluations that were ordered after the deadline. These requests must be justified, ordered using the Petition for Paper Late Packet Form, and approved by the corresponding academic dean.

Closing

- EvaluationKit: New Online Evaluation Program

- Online Evaluation Ordering: Procedure Changes & Ordering Form Update

- Course Evaluation Policy Review

Membership of Faculty Senate Committees 2016-2017

Budget Advisory Committee 2016-2017
1 year appointments; 4 names annually submitted to the President

Sandra Lewis, Education
Alma Littles, Medicine
Tim Logan, Arts and Sciences
The following names were submitted for consideration:
1. Ettore Aldrovandi, Arts and Sciences
2. William (Bill) Landing, Arts and Sciences
3. Jayne Standley, Music

Ex officio:
Cliff Madsen, Music, Chair -1member appointed by the Steering Committee who serves as Chair
Susan Fiorito-Faculty Senate President

Distance Learning Committee
3 year terms appointed by the Steering Committee; Steering Committee appoints Chair

2014-2017
Charles Hinnant, Communication and Information

2015-2018
Chris Lacher, Arts and Sciences

2016-2019
Stacy Sirmans, Business, Chair

Other Members:
Eric Chicken, Arts and Sciences, UPC Chair
Lee Stepina, Business, GPC Chair
Liz Jakubowski, Education, UCC Chair

Ex officio:
Vice President for Academic Affairs or designee
Vice President for Faculty Development and Advancement or designee
Director, Office of Distance Learning

University Curriculum Committee
3 year terms appointed by the Steering Committee; committee elects Chair

2014-2017
Steve Bailey, Business
Liz Jakubowski, Education, Chair
Don Latham, Communication and Information

2015-2018
Amy Burdette, Social Sciences and Public Policy
Kris Harper, Arts and Sciences
Piyush Kumar, Arts and Sciences

2016-2019
P. Bryant Chase, Arts and Sciences
Dianne Gregory, Music
Greg Turner, Medicine

Ex officio: Vice President for Faculty Development and Advancement or designee

Elections Committee 2016-2017
1 year terms appointed by the Steering Committee; Steering Committee appoints Chair; members must be Senators.

Denise Von Glahn, Music, Chair
Liz Jakubowski, Education
Carla Wood, Communication and Information

Graduate Policy Committee (GPC)
3 year terms appointed by the Steering Committee; committee elects Chair

2014-2017
Sudhir Aggarwal, Arts and Sciences
Tomi Gomory, Social Work
Stanley Gontarski,Arts and Sciences
~~Kimberly Hires, Nursing~~
Jamila Horabin, Medicine
Diana Rice, Education
Ulla Sypher, Communication and Information, Associate Chair

2015-2018
Todd Adams, Arts and Sciences
Reb Braddock, Motion Picture Arts
~~Woody Carlson, Social Sciences and Public Policy~~
Linda DeBrunner, Engineering
Gregory Gerard, Business
Sonja Siennick, Criminology and Criminal Justice (less Spring 2017)
Marc Gertz, Criminology and Criminal Justice (Spring 2017 only)
Kimberly Van Weelden, Music

2016-2019
Ron Doel, Arts and Sciences
Jasminka Ilich-Ernst, Human Sciences
Lee Stepina, Business, Chair
Jeannine Turner, Education
John Myers, Education
Victor Mesev, Social Sciences and Public Policy (spring 2017-2019 only)
Jim Elsner, Social Sciences and Public Policy (fall 2016 only – serving on behalf of Victor Mesev for one semester)
Naresh Dalal, Arts and Sciences
Daniel Landau, Law

Ex officio:
Vice President of Academic Affairs or designee
Dean of The Graduate School or designee
2 graduate students from different colleges/schools appointed annually by the President of student government (Student rep: Ben Elwood – only one was confirmed)

Grievance Committee
Election shall be by the General Faculty for three-year staggered terms; Steering Committee appoints Chair.

2014-2017
Jack Fiorito, Business
Shelley Greenberg, Business
Michelle Kazmer, Communication and Information, Chair
David Landau, Law
Valliere Richard Auzenne, Motion Picture Arts
Kimberly Van Weelden, Music
Lisa Wakamiya, Arts and Sciences
Kathleen Yancey, Arts and Sciences

2015-2018
William Bales, Criminology and Criminal Justice
Carolyn Herrington, Education
Kate Petersen, Arts and Sciences
Marlo Ransdell, Fine Arts
Oliver Steinbock, Arts and Sciences
Lee Stepina, Business
Mei Zhang, Engineering

2016-2019
Lara Balbis, Nursing
Christopher Coutts, Social Sciences and Public Policy
Vanessa Dennen, Education
Tom Keller, Arts and Sciences
Robert Moffatt, Human Sciences
Michael Nair-Collins, Medicine
Melissa Radey, Social Work
Koji Ueno, Social Sciences and Public Policy

Honors Program Policy Committee*
Nine faculty members needed for staggered 3 year terms appointed by the Steering Committee; Steering Committee appoints Chair; no college or school shall have more than 3 faculty representatives.

2015-2018
TBD
TBD
TBD
TBD

2016-2019
Douglass Seaton, Music
Edwin Hilinski, Arts and Sciences
Daniel Maier-Katkin, Criminology
Bridget Birmingham, Libraries
Paul Marty, Communication and Information

Ex officio:
Vice President of Academic Affairs
Director of the Honors Scholars Program
2 undergraduate students appointed annually by the President of student government from among present or past participants in an FSU honors curriculum.

Liberal Studies Coordinating Committee
Nine members appointed by the Steering Committee to serve for staggered 3-year terms, including one representative each from the Undergraduate Policy, Honors Program Policy and University Curriculum Committees. Steering Committee appoints the Chair.

2014-2017
Eric Walker, Arts and Sciences
Lisa Waxman, Fine Arts
Edwin Hilinski, Arts and Sciences (Honors)

2015-2018
Reginald Perry, Engineering
Piers Rawling, Arts and Sciences
Annette Schwabe, Social Sciences and Public Policy, Chair

2016-2019
James Fadool, Arts and Sciences
Lisa Tripp, Motion Picture Arts (UPC)
Kris Harper, History, Arts and Sciences (UCC)

Ex officio:
Dean of Undergraduate Studies
Vice President for Academic Affairs or designee

Library Committee
3 year terms appointed by the Steering Committee; committee elects Chair.

2014-2017
Deb Armstrong, Business
Ewa Sienkiewicz, Medicine
Gary Burnett, Communication and Information
Gang Chen, Engineering
Jeffrey Lacasse, Social Work
Richard Morris, Communication and Information
Ashley Rubin, Criminology and Criminal Justice
Jimmy Yu, Arts and Sciences

2015-2018
Lindsay Dennis, Education
Matthew Goff, Arts and Sciences
Ron Honn, Motion Picture Arts
Tahirih Lee, Law
Keith Roberson, Fine Arts
Kathryn Tillman, Social Sciences and Public Policy
Silvia Valisa, Arts and Sciences
Denise Von Glahn, Music

2016-2019
Kris Harper, Arts and Sciences
Eundeok Kim, Human Sciences
Dennis Moore, Arts and Sciences
Susan Porterfield, Nursing
Alysia Roehrig, Education, Chair
Svetlana Pevnitskaya, Social Sciences and Public Policy
David Orozco, Business

Ex officio:
Vice President of Academic Affairs or designee
Vice President for Faculty Development and Advancement or designee Dean of University Libraries
Undergraduate and 1 Graduate student from different colleges/schools appointed annually by the President of student government (James Gaboardi, graduate student; Madelyn Pendervis, undergraduate student)

Student Academic Relations Committee
2 year terms appointed by the Steering Committee, committee elects Chair

2015-2017
Keith Howard, Arts and Sciences
Lee Stepina, Business
Patricia Warren, Criminology and Criminal Justice, Chair

2016-2018
Meegan Kennedy, Arts and Sciences
Nancy Rogers, Music

Teaching Evaluation Committee
3 year terms appointed by the Steering Committee; Steering Committee appoints Chair

2014-2017
Neil Abell, Social Work
Russell Almond, Education, Chair
John Geringer, Music

2015-2018
Elizabeth Jakubowski, Education
Rhea Lathan, Arts and Sciences
Candace Ward, Arts and Sciences

2016-2019
Jon Ahlquist, Arts and Sciences
Tom Keller, Arts and Sciences
Sanghee Oh, Communication and Information

Ex officio:
Vice President for Faculty Development and Advancement
Coordinator of Instructional Development
Coordinator of Assessment Services

Technology Committee
Members of this committee shall be appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. Each college shall have one representative; the College of Arts and Sciences shall have two representatives. University Libraries shall also have a representative. The Committee shall annually elect its Chairperson from the faculty representatives.

2014-2017
Ashley Bush, Business
Vanessa Dennen, Education
Eundeok Kim, Human Sciences
Phillip Osteen, Social Work
Gary Tyson, Arts and Sciences, Chair
Hannah Wiseman, Law

2015-2018
Robert Coleman, Fine Arts
Sabrina Dickey, Nursing
Brian Gaber, Motion Picture Arts
Dianne Gregory, Music
Don Latham, Communication and Information
Carl Schmertmann, Social Sciences and Public Policy

2016-2019
Michelle Arbeitman, Medicine
Victor DeBrunner, Engineering
Ron Doel, Arts and Sciences
Jean Phillips, University Libraries
Brian Stults, Criminology and Criminal Justice

Ex officio:
Associate Vice President for Technology and Chief Information Officer

Undergraduate Policy Committee (UPC)
3 year terms appointed by the Steering Committee; committee elects Chair

2014-2017
Tarez Graban, Arts and Sciences
Steven Kelly, Music
Trinyan Mariano, Arts and Sciences
Daniel Mears, Criminology and Criminal Justice
Tingting Zhao, Geography
Marsha Rehm, Human Sciences
Besiki Stvilia, Communication and Information
Lisa Weinberg, Social Sciences and Public Policy

2015-2018
Kathleen Clark, Education
Keith Howard, Arts and Sciences
Cindy Lewis, Nursing
Karen McGinnis, Arts and Sciences
Latonya Noel, Social Work
Xinlin Tang, Business

2016-2019
Jim Dawkins, Fine Arts
Eric Chicken, Arts and Sciences, Chair
Tingting Zhao, Geography
Patrick Hollis, Engineering
Irena Hutton, Business
Need faculty member, Education
Lisa Tripp, Motion Picture Arts

Ex officio:
Vice President of Academic Affairs
Dean of Undergraduate Studies or designee
1 undergraduate student appointed annually by the President of student government

Creation of
The School of Physician Assistant Practice
at the Florida State University College of Medicine

Rationale

The College of Medicine (COM) is in the process of establishing and seeking accreditation for a physician assistant program. A physician assistant (PA) is a nationally certified and state-licensed medical professional. PAs practice medicine on healthcare teams with physicians and other providers. They practice and prescribe medications in all 50 states, the District of Columbia, the majority of the US territories and the uniformed services. PA programs require a separate and distinct accreditation process by the Accreditation Review Commission on Physician Assistant Education (ARC-PA).

The purpose of the School of Physician Assistant Practice (SPAP) at the Florida State University is to further expand upon the statutory mission of the COM to provide qualified healthcare practitioners who practice patient-centered healthcare, discover and advanced knowledge, and are responsive to community needs, especially through service to elder, rural, minority and underserved populations.

Florida faces a physician shortage in the coming decade due to an increased demand of healthcare services, population growth and an aging population. As physician shortages have been more prominent, PAs have been assuming a larger role in patient care. The SPAP will help address the shortage of primary care providers and expand access to health care services in the State of Florida through the offering of the Master of Physician Assistant Practice (MSPAP) degree and graduating board eligible providers who will be immediately available to enter the healthcare workforce.

The SPAP will provide students with the opportunity to learn and serve in at least three venues governed by the COM's mission:

1. Florida's rural and underserved communities have a shortage of primary care practitioners. The SPAP will emphasize the practice of primary care in these areas through collaboration with the Department of Family Medicine and Rural Health.
2. The COM is one of 11 medical schools in the nation with a Geriatrics Department. The SPAP will collaborate with the Department of Geriatrics to focus on the special needs of Florida's rapidly growing senior population.
3. The SPAP is exploring partnerships with the US Air Force, US Navy and VA healthcare facilities to create educational and career opportunities for veterans.

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Name

The name of the proposed Sschool to house and implement the new degree will be The Florida State University, College of Medicine, School of Physician Assistant Practice (SPAP).

Operation and Governance

The SPAP will coordinate all physician assistant educational activities related to the MSPAP degree and work closely with other entities such as the campus community, local/regional communities, and clinical training sites such as doctor's offices, clinics, and hospitals to provide comparable training activities for all student encounters.

The SPAP will reside in the COM with the SPAP Associate Dean and Director (Director) reporting directly to the COM Dean (Dean). All decisions related to curriculum and admission requirements will be made by the faculty with oversight by the Dean and SPAP Director. Faculty appointments, and other academic issues shall reside solely with the Dean and SPAP Director, in consultation with the other academic departments in the College of Medicine. The SPAP Director will be vested with the same authority exercised by the Associate Deans and Chairs of the other academic departments within the College of Medicine. The SPAP Director will serve at the pleasure of the Dean of the College of Medicine. Faculty within the School will report to the SPAP Director. The SPAP Director will be accountable for ensuring the faculty of the School are participating in the University's academic mission in teaching, research, and service. The SPAP Director will be responsible for administering the unit's academic programs and policies pertaining to admissions and, in consultation with the Dean and faculty, determining degree requirements, requirements for graduation, and the nature, content and scheduling of courses. The SPAP Director will meet with and participate as a member of the College of Medicine's Executive Staff and Dean's Group.

The SPAP will develop policies and procedures for the admission, advisement, and tracking of students. It will formulate degree maps/course offerings in conformance with University policy and initiate the appropriate procedures to ensure use of and articulation within the common course numbering system. It will utilize the College of Medicine's faculty evaluation processes and explore the best use of tenure-track or specialized faculty in conformance with the Faculty Handbook and the Collective Bargaining Agreement, with the understanding that the faculty of SPAP are considered to be out-of-unit. The SPAP will maintain information on faculty and students that allows compliance with Accreditation Review Commission on Physician Assistant Education (ARC-PA), SACS accreditation guidelines, and state statutes and regulations.

Program Offerings

The SPAP Director will have direction and oversight of educational offerings for PAs at Florida State University. The SPAP will offer the MSPAP degree and a single undergraduate exploratory course of the PA profession. Each MSPAP student will, at the completion of their

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degree program, be eligible to take the National Commission on Certification of Physician Assistants (NCCPA) board exam and then be eligible for licensure to practice in all 50 states, the District of Columbia, the majority of the US territories and the uniformed services.

We are currently in the process of hiring faculty and not all have been hired. Those who have been hired and will be affected by this change have been consulted and voted unanimously to approve this proposal. All faculty from the College of Medicine who will be in the SPAP will report to the SPAP Director.

All individual courses have been approved at all required levels of the University Curriculum Committee. The degree has been approved by the FSU Board of Trustees in accordance with the process prescribed by and the Florida Board of Governors.

The approved course listing is provided below.

PAS 2050: Introduction to the PA Profession
PAS 5050: Essentials of PA Practice
PAS 5056: US Healthcare Systems and Policy
PAS 5110L: Health Promotion and Disease Prevention
PAS 6053: Professional Development for the PA
PAS 5022: Clinical Gross and Radiographic Anatomy
PAS 5025: Foundations of Clinical Physiology
PAS 5028: Systemic Physiology and Pathophysiology I
PAS 5029: Systemic Physiology and Pathophysiology II
PAS 5045: Integrated Clinical Science
PAS 5000C: Patient Assessment I
PAS 5006: Patient Assessment II
PAS 6007: Clinical Procedures
PAS 5071: Clinical Pharmacology I
PAS 5072: Clinical Pharmacology II
PAS 5073: Clinical Pharmacology III
PAS 5074: Clinical Pharmacology IV
PAS 5254: Foundations of Clinical Nutrition
PAS 5010: Clinical Medicine I
PAS 5020: Clinical Medicine II
PAS 5030: Clinical Medicine III
PAS 5040: Clinical Medicine IV
PAS 5127: Behavioral and Mental Health
PAS 6605: Emergency Medicine
PAS 6303: Pediatric Medicine
PAS 6505: Women's Health
PAS 6200: General Surgery
PAS 6941: Transition to Clinical Practice
PAS 5013: Evidence-Based Practice

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PAS 6097: Evidenced-Based Research I
PAS 6098: Evidenced-Based Research II
PAS 6099: Evidenced-Based Research III
PAS 6876: Clinical Clerkship – Emergency Medicine
PAS 6490: Clinical Clerkship – Family Medicine
PAS 6291: Clinical Clerkship – General Surgery
PAS 6491: Clinical Clerkship – Geriatric Medicine
PAS 6190: Clinical Clerkship – Internal Medicine
PAS 6390: Clinical Clerkship – Pediatric Medicine
PAS 6492: Clinical Clerkship – Psychiatry
PAS 6591: Clinical Clerkship – Women's Health
PAS 6495: Clinical Clerkship – Elective