



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
OCTOBER 23, 2013
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2013-14 Faculty Senate was held on Wednesday, October 23, 2013. Faculty Senate President Gary Tyson presided.

The following members attended the Senate meeting:

J. Adams, J. Ahlquist, A. Askew, H. Bass, B. Berg, F. Berry, R. Brower, M. Buchler, R. Coleman, R. Dumm, C. Edrington, K. Erndl, J. Fiorito, S. Fiorito, K. Fishburn, R. Gainsford, L. Garcia Roig, M. Gerend, J. Geringer, K. Goldsby, E. Goldsmith, R. Gonzalez-Rothi, T. Graban, M. Gross, A. Guyas, C. Hofacker, J. Ilich-Ernst, L. Jakubowski, S. Johnson, M. Kapp, T. Keller, S. Lenhert, S. Lewis, S. Losh, C. Madsen, D. Maier-Katkin, T. McCaffrey U. Meyer-Baese, R. Miles, W. Mio, D. Moore, R. Morris, M. Neal, J. Ohlin, E. Peters, J. Reynolds, V. Richard Auzenne, N. Rogers, S. Rutledge, K. Schmitt, J. Standley, L. Stepina, B. Stults, J. Telotte, F. Tolson, S. Tripodi, J. Turner, G. Tyson, E. Walker, S. Webber, S. Witte.

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

T. Adams, I. Alabugin, E. Aldrovandi, T. Atwood, A. Avina, B. Birmingham (M. Vandegrift), J. Carbonell, W. Carlson, E. Chicken, J. Dawkins, W. Deng (alternate), I Eberstein (J. Elsner), G. Galasko, A. Gaiser J. Gomariz, K. Harper, C. Jackson, M. Hanline, C. Kelley, Y. Kim, E. Klassen, W. Landing, B. Lee (D. Kim), W. Leparulo, T. Luke (J. Marincola), M. Mascagni, R. McCullough, S. Norrbinn, O. Okoli, B. Schmidt, J. Scholtz, D. Slice (P. Beerli), J. Sobanjo, N. Stein, O. Steinbock, P. Sura, J. Tull, M. Uzendoski, O. Vafek, D. Von Glahn, W. Weissert.

II. Approval of the Minutes

The minutes of the September 18, 2013 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, S. Fiorito

The Faculty Senate Steering Committee (FSSC) met four times since the last Faculty Senate meeting.

We met with the chair of the Graduate Policy Committee (GPC), Lee Stepina and the chair of the Undergraduate Policy Committee (UPC), Jen Koslow who reported on the approval of the 3+3 JD plan by both of their committees. Lee Stepina also mentioned discussions by the GPC regarding the timing for graduate students to declare a second graduate degree. Discussions followed concerning the interpretation of the policy which will be clarified by the GPC. Also, discussed by Jen Koslow was a policy regarding undergraduate TA issues which was voted on and approved by the FSSC.

Senior Vice President of Finance and Administration, Kyle Clark met with the FSSC to discuss Florida State's operating budget, and fiscal strategies in order to move us into the top national university rankings. VP Clark mentioned a potential meeting of all CFO's from Florida universities to discuss fiscal strategies in the state. He made it clear that he is looking for opportunities to enhance the University.

The FSSC also met with Bob Bradley, former VP for Planning and Programs who discussed several issues that were brought to his attention during the SACS accreditation report regarding the quality of some interdisciplinary undergraduate and graduate programs. The major concern is that there are no real department homes or faculty directors of for some of these programs, thus there is no one directly responsible who is monitoring the student's progress through the program. This has been brought to the attention of the UPC who will begin to review undergraduate programs for the QER. Policies and a minimum set of standards need to be developed in order to regain oversight of these programs. Department and College curriculum committees should provide meaningful oversight in the development of these policies and standards.

The FSSC also held discussions regarding combined courses, which are those courses taught at the undergraduate and graduate levels simultaneously. There has been an unwritten policy alluded to by Steve Edwards in the 1970's, however written policies have been found. Therefore the UCC developed and approved a policy that was presented to the FSSC, who suggested minor changes. These changes have been made. The combined course policy will be uploaded to the Faculty Senate website and listed under curriculum policies.

The FSS Committee met with each of the four Dean candidates for the College of Human Sciences and have submitted a letter to the Dean's search committee regarding our comments.

Finally, we had extensive discussions regarding the value of having peer letters for faculty in their Promotion & Tenure binder, in particular, letters that addresses interdisciplinary activities of faculty.

V. Reports of Standing Committees

- a. University Curriculum Committee, S. Fiorito

See addendum 1.

- b. Graduate Policy Committee, L. Stepina

There was no report from the GPC.

c. Undergraduate Policy Committee, J. Koslow (See addendum 2.)

So normally I stand up here and say that we have some liberal studies classes to go [inaudible]. All that is no longer completely our responsibility although many members of the UPC are on the Liberal Studies Board, so they are involved. So what the UPC has been doing the last two months is looking at several different issues. The first one is to help develop a policy regarding undergraduate teaching assistants. There is a policy regarding graduate teaching assistants. Now there will be an undergraduate teaching assistant policy. That will be coming to you shortly; I'm hoping maybe at the next meeting to have a vote.

There is also this new redevelopment of the mission of the UPC to focus on program review. So we've been working on tackling the issue of how we want to do this. We already are involved in some way in the QER. But we are redefining our role looking at the GPC as a model of what we like and what we don't like and coming up with our own policy for program review through the UPC. That too will be coming to you shortly but not in this meeting.

There are two other things we've been working on. One---that will hopefully come to you sooner---is the oral communication competency requirement. There has been a redefinition or a recommendation regarding exemptions for that. It's working its way through the system and that too will hopefully be coming to the Faculty Senate for approval.

So really today I want to focus on the 3-3 program, and Dean Weidner from the Law School and Assistant Dean Ingram are both here to help answer any questions regarding the proposal. It came about last April that the Law School began discussions—or I guess even before that---with the College of Social Science and Public Policy and the College of Criminology about 3+3 programs that existed elsewhere throughout the country. You can see in the memo some of these are: Columbia, Cornell, [inaudible], Tulane, Georgia State—a variety of places throughout the country that already have this type of program in place. They talked to GPC at that moment too and then the semester ended and UPC members went scattered around the world and so we were only able to have some discussions over the summer. We came back and discussed the proposal in our first meeting in September and then brought our recommendation to the Faculty Steering Committee as well.

So the goal here is there are probably about 10-15 undergraduate students who are highly highly highly motivated. We know that some of them come in with gads of accelerated credit. They move through their major quickly; they often double major or have a major and minor. So the question is do we offer them an opportunity---for those who are highly highly highly motivated---to apply to Law School and have part of the credit that would presumably have been elective credit or maybe a double major, instead be Law School. We tried to figure out ways in which to ensure the integrity of the undergraduate degree is maintained. So to try and find ways that this doesn't become a 1+3 or 2+3. The worst-case-scenario would be like a 1+3. How do we make sure that students who are receiving a degree that says they did a B.A. or B.S. at FSU really did have an experience here that merits that degree?

The Law School anticipates probably about 10-15 students per year. It's again no guarantee. All students can apply and are looked at on a case by case basis. If a student decides that Law School is not for them, there is a way for them to come back and finish the rest of their degree, and the deans of the colleges would be responsible for that student's re-matriculation. Well, they never un-matriculate. They are still an FSU undergraduate. The deans would be responsible for making sure that student follows all of what they need to do. Questions?

Question: I talked with [inaudible] about this issue. Her comment was she didn't think it was such a big deal because the students you we want to recruit for the program are already the kind who would likely finish in three years. [Inaudible]

Response from Koslow: Yes. I think so. Yes.

Question: You said you were working out the question of how they should [inaudible] one year of their undergrad. How did you work it out?

Response from Koslow: Well so they have to have completed all of their upper division courses at FSU. So that's basically where we feel like you can't do your credit elsewhere. All of their major requirements would have to be here and all of the graduation competencies. For instance, you couldn't say, "Well, my OCCR is done but who cares." All of those graduation competencies that are not contingent upon the major would also have to be fulfilled. So I mean I guess there could be some student who maybe doesn't sleep who could do some crazy amount of hours. I would suspect that there is no way you could prevent someone from doing---I don't know, how many hours can they do? I don't know. I don't think anyone anticipates that you get some student doing that. But it would allow students who---

Comment: We have a lot of students coming in with as many as 40-45 credits from other places.

Response from Koslow: Right. But so only their upper division [inaudible]. I know. There is a crazy amount of credit they come in with but they have to do their upper division work here.

Question: [inaudible] increase number of credit hours [inaudible]

Response from Koslow: Not necessarily because each college will technically decide from themselves how this will be implemented and the details. But I think the question is whether we want to allow this as a possibility for the colleges to pursue.

Response from Gary Tyson: The intent is that your first year of law school is actually part credit for the undergrad as well. So theoretically there is that much overlap. The question of is there that much is because there is a lot of flexibility in these undergrad degree programs as well. So they might actually get real credit for---

Comment: So I guess I read the proposal as saying [inaudible]. To me that seems like a lot of credit hours.

Response from Koslow: Well it's up to the college to decide if they want to do that or not.

Response from Tyson: So this actually went through the Dean of Undergraduate Studies and it's been through the GPC and the UPC, so a lot of these questions have been thrown around quite a bit.

Question: If they decide that Law is not for them later in the program, at what point are they no longer an undergraduate student? Or if they decide in their fifth year they don't want to do this [inaudible], how does that work? At what point are they no longer an undergrad?

Response from Koslow: I think my understanding is that after the first year of completing their first year of law school that--- well let's say they do their first semester and they decide it is not for them, they are still an undergraduate. So they finish their first year and then they are done. Essentially you would figure out in the first semester if this is not for you. So there is only one year of overlap. Columbia does something different. They don't get their B.A. until they finish law school. That's a high level. So this would allow some wiggle room in that first semester if they decide law school is not for them. They are still always an undergraduate during that first---that fourth---year.

Response from Tyson: So we've actually beefed up the requirements on the undergrad side, and this probably isn't an issue. Because even if they backed out of this program completely, the credit hours that we've mandated they do at the undergrad level is awfully close to getting a degree anyway. So these come very late in the program, so if they decide before it's too late then they are just an undergrad. If they decide in that year than those credit hours are still applicable to their undergraduate degree. So if it's after the first semester, they may still have a few classes to take but it's not going to delay what their undergrad degree would have been anyway. Does that answer your question?

Question asker: I think so.

Question: You still can successfully go through this and never have a bachelor's degree?

Response from Tyson: No. After your first year of law school they give you a bachelor's degree.

Question/Comment: If the colleges working with the degree that [inaudible]

Response from Tyson: That's a requirement without being accepted into the program. They have to have found the undergrad degree program [inaudible]

Response from Koslow: The college always clears the majors for graduation, so you have to go through your college. So your college---if you're part of the program---is then going to count the hours and clear you for graduation or not if they don't feel you have completed your program of study.

Question from Tyson: Is it possible in any way---through any situation---where you could end up with a J.D. but not a B.S. or B.A.?

Response: No

Tyson: Ok. I think I had the answer [inaudible]. Make this the last question, and then I'll actually call the motion and we'll have a discussion with the same thing.

Question: You may have answered this already and I didn't quite catch it but is the College of Arts and Sciences in on this too or are they going to be asked to participate as well?

Response from Koslow: That's up to them.

Response from Dean Weidner (?): I think they will be participating. When the law school first got into this the suggestion was that we proceed with deans from other units who appeared to be particularly interested in this and come up with college specific proposals and take it all to the GPC. We did come forward with college specific proposals from Social Sciences and Criminology and we took those to the GPC. The GPC said, oh no a better way to approach this is to have a global proposal and don't take it to us; take it to the UPC. So I think it's fair to say that several of the other deans are standing by enthusiastic about the proposal but they weren't in on some of the early college by college approaches.

Tyson: Alright so now I will call for the motion. Since this came from a standing committee it doesn't need to be moved and seconded, so we go right into the discussion. I ask one thing when I recognize you speak, if you give your name and your association first, just so we know.

Dennis Moore: Hi. Dennis Moore, Arts and Sciences. Jennifer, thank you so much for helping us understand this. I have two questions and the first one involves this list of other institutions [inaudible] Columbia. One of two things I am wondering: is there any one of those institutions whose model we are basically adapting? In other words, is any one of them have a plan that we are simply going to plug in here? Or are we modifying what they are all doing?

Speaker from law school: [inaudible] Essentially, the core of our programs are similar to what the other colleges are doing. [inaudible] Counting up to 30 hours for the first year curriculum for law school in place of the fourth year curriculum for the bachelor's degree. Having certain minimum criteria for the students that we are calling highly, highly motivated students to participate in the program. But the model that we are proposing is the model that is consistently being used at other [inaudible] law schools particularly in Florida.

Dennis Moore: Let me ask my second question. And the answer may be with the schools on that list. I don't know. I'm just wondering if there are there other institutions that have tried this, launched into this, and either had to re[inaudible] or conceivably even decided not to pursue. In other words, does it always run as smoothly as it sounds? [inaudible]

Jennifer: We didn't hear about any failures. I guess the one thing I would say is that we did do something slightly different. Some of the other programs eliminate the possibility of transfer students. There is a written statement that transfer students

cannot apply. They also don't mention, you know making sure that you do all your upper division work at FSU or at that institution. So those two things our program is a little bit maybe more specific on those issues.

The motion passes.

VI. Special Order: Liberal Studies Update, M. Shaftel

(See addendum 3.) As you all well know, FSU is in the process of revising its Liberal Studies Curriculum according to a plan that was approved by this body last April and in response to Legislative actions in 2012 and May of 2013. I'm here to report a few developments since my report last month.

- (1) The provost has generously approved the use of preeminence funding to support Liberal Studies for the 21st Century at FSU. The funding comes in two forms:
 - a. First, there will be \$5,000 in summer course-development support for faculty designing a new E-Series or lower-division Scholarship-in-Practice course.
 - b. Secondly, we will have enrollment support funding to help departments make the shift from the old curriculum to the new and to address the increased number of faculty teaching liberal-studies course.
 - i. This funding is on a per-enrolled student basis, of \$75 for each enrolled student in an E-series, which will be capped at 120, and \$180 for each enrolled student in an Honors E-Series course, capped at 19 students.
- (2) Students are already enrolling in our first 11 Honors E-Series courses, which are already on the books for this coming January. The list includes:
 - a. Seeing Sounds, Hearing Pictures: the Interactions of Music and Photography
 - b. Defining Moments and Identities: From the Persian Wars to September 11th
 - c. Living Green: Theory to Action
 - d. An apple a day?: Medicine in a changing world
- (3) The online course-submission portal is on track to be completed for beta testing in the next week. In the meantime, we have been receiving course proposals through a series of writeable PDFs available on the Liberal Studies website: liberalstudies.fsu.edu.
- (4) We are setting target dates to have courses of specific levels re-approved. We would like to see all 2,000-level courses that wish to have approval in the new liberal studies program submitted by mid-February. The following phase will be 3000 level, and the final stage will be 1000 level (and the few 4000-level multicultural courses). Courses are always welcome to come in early, and, of course, we'll have rolling approvals of E-Series and Scholarship-in-Practice courses.
- (5) Finally, the deadline for final comments on the statewide core is coming up a week from today. Please feel free to send comments to me or Dean Laughlin.

As always, I am available night and day to answer questions and meet with small or large groups of faculty. If I have not yet been in to meet with your department, please consider allowing me to invite myself to discuss the many exciting opportunities available in the new curriculum.

Feel free to contact me by email, telephone, or text-message.

VII. Old Business

There were no items of old business.

VIII. New Business

There were no items of new business.

IX. University Welfare

a. Rosie Contraras, Student Body President

First and foremost, good afternoon, everyone. Thank you for the opportunity to speak to you all this lovely day and represent the Student Government Associate and inform you about the work we do if you're not familiar with it. As a primer, Florida State University Student Government Associate at its heart strives to cultivate leaders who will serve our student body and give students transferable skills to work for surrounding and distant communities.

Coming into my term as president of Student Government, I was sure about three things. First was we needed to do everything we could to maintain the integrity of student government as an advocacy tool. Two that there was a sense of creativity and innovation among our student body that needed to be harnessed and feed. And three that Student Government could really be a powerful partner in helping bolster the Academic reputation of our university. Those three realizations helped form the tenets of my administration and have served as guidelines for the initiatives that we have taken on.

By way of example, the Student Council for Undergraduate Research and Creativity, which is a bureau of the Student Government Association, recently revised its government statues to allow funding for undergraduates to travel regionally and nationally to present their research at conferences. This is a significant step in the right direction, I believe. By providing the resources necessary to send our students across the country to share their research we have effectively increased the number and the quality of Florida State ambassadors, and thereby we ensure that our status as a preeminent institution is known well beyond the state of Florida.

It's my hope that Student Government will remain committed to helping make that kind of experience possible. At its heart it is an advocacy network and a means for students' voices to be heard and respected. But we are also aware about how many of us are worried about life after graduation and the jobs we will get once we accept our diplomas and walk across the stage. We are also frustrated about the student loan debt that we've racked up during our time here, and we are concerned about how competitive our degrees will be once we enter that job market. As an administration, I can definitely say we've learned that Student Government can use its resources to invest in student innovation and scholarship. We have supplemented and bolstered their education in a way that no other university can or no other university has done.

For example, our Golden Tribe Lecture Series, which Dr. Moore actually serves on the committee of, is an example of such an initiative. It's cosponsored between Student Government and Union Productions and it's an academically focused speakers series which attempts to connect students to outstanding individuals who are either experts in their field or working at the forefront of a relevant political or social issue. The mission of the series is to engage students in issues and dialogue that will positively benefit their overall academic, scholastic, or humanitarian

experience. Astrophysicist Dr. Neil deGrasse Tyson will be sharing an evening with us on November 5th as our second Golden Tribe lecturer this year. Spring lectures include MSNBC correspondent Melissa Harris-Perry and Cambodian activist, Somaly Mam, who I hope you all are familiar with. It's an incredible feeling to know that we have given students the opportunity to interact with individuals of such caliber during their time at Florida State.

In closing, I just wanted to tell you all that we are proud to be working with some many areas of this university including those of you in this room to uphold the garnet and gold, as we call it, and serve the students at Florida State. We truly want to help foster engaged citizens who are unafraid and willing to change the world around them. That certainly would not be possible without the tireless work of faculty like you who have a hand in shaping the future of our students both inside and outside of the classroom. Thank you for your service, and if I can ever be of service to you, please let me know. I hope I've given you all an idea of what student government stands for and the work that we do on a daily basis, but it would certainly be my pleasure to chat with you all at your convenience if you have any questions. Thank you all for your time.

b. United Faculty of Florida Update, J. Proffit

As I reported last month, the UFF-FSU faculty team and the administration/trustees team concluded negotiations for our 2013-2016 collective bargaining agreement. The final tally from last month's ratification voting was 206 "yes" and 2 "no" and one provisional ballot. As an immediate consequence, you may have noticed a little extra money in your last paycheck. The implementation schedule for the negotiated pay increases and bonuses is as follows:

- Promotion increases of 12% and 15% were implemented August 8, 2013.
- Performance pay increases of 1.1% to nearly all faculty and the competitive adjustment increases of \$1,000 for faculty earning more than \$40,000 and \$1,400 for faculty earning \$40,000 or less, were implemented October 1, 2013.
- Merit increases averaging 0.6% will be implemented October 25, 2013.
- Sustained performance increases of 3% for full professors and eminent scholars in rank for 7 years who have not already received a sustained performance or salary plan for professors increase were implemented October 1 as well.
- In acknowledgement that the delay in implementing raises is a loss of pay to faculty, the bargaining teams agreed to distribute the funds across the bargaining unit, which will result in a one-time payment to faculty members who were rated satisfactory on their 2012 annual evaluation. This payment will be distributed on December 13 and will be more than \$200 with the exact amount to be calculated by the university.
- The dean's merit bonuses—that is, non-recurring Legislature-provided bonuses in the amount of \$600 to 35% of faculty in each department—will be implemented June 2014.

Our next consultation with President Barron and Provost Stokes and other top administrators will be held next week. We look forward to a productive meeting about topics ranging from parking to the prestige-based award raises to salary compression and market equity.

Question: [inaudible] Are those based on the ones that were applied in the last round? [inaudible] The department asks professors to submit things like we did last round.

Response: No. You have to have satisfactory for the last seven years on your annual evaluation and you should be eligible—

Question asker: [inaudible] protocol that has to be . . .

Sally McRorie: The FCI—the increase--- is based on a satisfactory completion of the sustained performance evaluation, which is a process that has to be completed. There is paper work related to that that has to be submitted in to HR for the salary to go into effect. If that hasn't happened in your units, it's still possible for people who are eligible and have a satisfactory SPE, who didn't get the raise last year or the one before that that was called Salary Plan for Professor Track. If you didn't get one of those and you completed your SPE this year, HR will take paperwork to that effect and they can be retroactive back to August the 8th.

Question asker: That's exactly what I thought. Thank you, Sally. It wasn't announced in our department to do a new round.

Question: Where do we send [inaudible]?

Response: HR. They deal with [inaudible]

Question: And we have to approach them to get it? How do you initiate this process?

Response: Your dean or chair should know how to do this. It's an EPAP that changes the salary related to the completion of the SPE.

Question: For the compression of raise issue, is there going to be any additional paperwork or something that needs to be applied for or is it something you automatically get [inaudible].

Response: We are starting a discussion about that.

c. **25 for 25, D. Maier Katkin**

We want to allow people an opportunity to get involved in the campaign, and we will also soon have a committee, an organizing committee, to advance, but we are not quite there yet. The Foundation seems to have embraced the campaign pretty enthusiastically. I want to remind you that the purpose of the campaign is to recruit faculty and staff as part of the upcoming capital campaign. The particular focus of this is directed, first of all, to helping the university make it into the top 25 public universities. Thus the name 25 for 25. We're hoping the gifts have 25's in them.

Recently I've gotten questions about faculty participation. In the last three years more than 5,000 faculty and staff have made contributions to the university, and we've received more than \$12 million. There are 18 faculty and staff at the university who have paid more than \$100,000. That last time the university had a major

campaign, the total amount of the fundraising from faculty and staff exceeded \$35 million. So there is potential for a pretty successful fundraising effort here. The campaign is geared towards the universities libraries on the basis that a great university needs a great library.

X. Announcements by Deans and Other Administrative Officers

a. Dean Peter Weishar, College of Visual Arts, Theatre and Dance

I'm Peter Weishar; I'm the dean of the College of Visual Arts, Theater, and Dance. I've been at FSU for a little under four months, so this is my first semester here. And Gary Tyson had asked me to come up and make a few announcements and just let you know a little bit about what is happening in the college. So some of these are FYIs and some of them are announcements. First, we are doing a great deal of work and I've put a great deal of effort into collaborating both within the college and outside. We are doing a lot with Ringling. Art history and art education are both going to join programs. This will start next year where students will be taking part of their classes down there. This month is going to start a shuttle program where people from Ringling will come up once a month to Tallahassee. Hopefully we will be able to make that reciprocal. They'll be here on the 28th for the first time. Next semester we are going to do an interior design project with them. We are going to start redesigning their retail space, so that is hopefully a multi-semester project. Starting next semester too we are going to be working with Walt Disney Imagineers. They will be working with our sculpture department and teaching our sculpture students to create their worlds basically. They have many specific techniques of sculpting with concrete and etc. So they are going to be working with sculpture and then the following semester they will be working with our technical theater department painting basically a lot of these large sculptures and creating whole environments. We are very much looking forward to that collaboration. The Imagineers are very excited about working with us. We intend to expand that program beyond those two departments. We are rapidly filling up the Carnaghi Arts Building, and we have an official dedication tomorrow, which is a good thing for us because there has been a lot of activity within that structure. So we have the full M.F.A. and B.F.A. galleries now open and available for the first time. I would encourage you if you are in that area to come by and see the building. You'll see a lot of changes to it from what was the old Belle Vue Middle School. We have a very notable sculptor and artist, Michael Rees, who will be our first artist and resident at our Facility for Arts Research. If you are not familiar with the Facility for Arts Research, they do a lot of 3D printing and for creation using digital-to-real fabrication. Michael Rees is probably the most notable sculptor in that area. He'll be with us the whole week, and he'll be running a seminar at the end of that week. I think it will be November 22nd. Lastly, I'd be remiss to mention, my school puts on a lot of shows, and I'm selling tickets now. We have *Company* going on right now in the Fine Arts building. It will be running through the 27th. It's a wonderful show; the kids have done a terrific job. November 8th -27th *The Love of the Nightingale* will be showing. In the same building we have—in the Fine Arts art gallery---there is a great show on Pre-Columbian works from the Carter Collection. We also have I think it's an alumni exhibit, Gabriel Wu Lee [inaudible]. And that will be running through the 27th. This is also our 80th year of dance on campus. There are a lot of performances to go there. We have one of the best dance departments in the country. Thank you.

b. Academic Integrity, Jennifer Buchanan, Assistant VP for Faculty Development and Advancement

Gary and I were in a meeting together recently where a topic came up that he asked me to share with you just because it's a new phenomenon for me and for him too and possibly for you, so just to alert you to this dynamic that seems to be happening in the world of academic integrity. We have seen several cases recently related to students using Facebook pages to share unauthorized information in some way or another in classes. I told Gary the other day that we had finished a hearing and we were sitting there talking with the students who had served on the panel. The faculty members and the students were discussing whether this was a typical thing. Did the students know about this kind of thing? So the students, the outstanding students who were serving on the panel to judge the cases with us, said it is very prevalent especially prevalent in online courses. For online courses students are setting up these Facebook pages, not informing of course the instructor or the teaching assistant, and then sharing information whether it's about homework assignments that they are supposed to be doing individually---someone will do one and then post it up on the website and then other people in the group use that material---or if you're doing online assessment and let's say the window is open for three days or a week, then students will take that test early and copy and paste either just the questions or the questions and the answers into the Facebook site and the other people who have been invited into the group use that material. So I just wanted to let you know. We are seeing more and more of it. It's not just in one department or one college. We're seeing it crop up again and again. That might be something you want to think about for your own courses, talk with your colleagues about, and have them have a straight forward talk with their students at the beginning of every semester to warn them that this is not appropriate. In a sense, it's what you get for your homework in a way or on a quiz, but it's using a different channel of communication to share that information inappropriately. I just wanted to let you know.

**XI. Announcements by Provost Stokes
Sally McRorie, Vice President for Faculty Development and Advancement, filled in.**

The Provost is sorry that she wasn't able to be here. She is in the middle of preparing things for the BLT meeting which starts tomorrow and a lot of things for the BOG, which is always an enormous task. It's unbelievable how many things they want to see all the time.

I wanted to give you two quick updates. Thank you, Gary, for serving as a supporter of the Coach survey which has gone out to all faculty on campus. I have gotten messages from some people saying they didn't get the link. If that is the case with you or with any of your colleagues, please have them send me an email to that effect and I'll send you the information on how to re-do that. It's a survey on faculty job satisfaction. I have had some questions from some faculty members who are concerned that they might be identified somehow with their responses. That is not a possibility. All the responses are going to Harvard---to the Coach group there---and we will only get back here on campus aggregated data. We will never know on this campus who responded how. We won't even know if anybody as an individual actually responded or not. They keep all that information. We just get the aggregated data, and that will be something that we share with the campus widely. The survey is just the start of a three year process, and it is designed to help us improve faculty job satisfaction and faculty work life. So I think it's really important. As of this

afternoon, we are 10% above the average of responses of all universities. So far we've had 550 responses from our faculty with 480 completing the whole survey. So some people are bailing out midstream. It does take about 25 minutes, but it's really, I think, worth it for us to have this kind of information. So please encourage your colleagues to complete that.

The other thing I wanted to bring a short update on is the process for the alternative exceptional awards. There is a short process that one needs to do, and Jennifer mentioned that. These are the "highly prestigious" and "prestigious" awards that are at this point based on the NRC groupings, the awards that meet those qualifications or can be described that way. The Provost, as you probably remember, has awarded a \$10,000 increase to base for those awards that are considered highly prestigious and a \$5,000 increase to base for those that are considered prestigious. But there is a recognition by the Provost and everyone in the administration that not all disciplines are represented equally among the NRC awards. The NRC will tell you they were fairly subjective in their approach for coming up with these awards. There is a process for submitting a request or a petition to have an award that you or a colleague has received to be considered that is on the website for the Office of Faculty Recognition and on the Provost website, but there are really only three things that one would need to do: first, a letter requesting consideration that places the award---not the awardee---relative to other NRC recognized prestigious or highly prestigious awards. That can come from you or your chair or your dean or a colleague. Second is a copy of the award letter from the sponsoring organization. And third is the name and contact information of a professional colleague at the sponsoring organization is preferable or elsewhere who is qualified to speak to the caliber of the award being petitioned. The bar is set pretty high; these are supposed to be highly prestigious and exceptional awards to get this recognition and the award of the money. We have a standing committee who is reviewing the alternative reward petitions. To date, they have gotten through 12 reviews. They are taking it very slowly, and I can verify that they are very conscientious and are really looking at all the material that is presented to them very carefully and having long discussions about those. So 12 have been reviewed and there are 7 more that they will be considering very soon and then the process will start again with the next group of petitions in January. The committee will continue their work throughout the year. So that's a brief update on where we are right now. If you or your colleagues have an award that you think should be considered, please let us know. If an award is approved through this process it will be added to the list, and so anybody who gets that award later will also have the availability of the funding. Any questions?

Question: How about for subsequent awards, let's say for next year and in two years will these prestigious and highly prestigious will they be—

Response: Absolutely. It's an ongoing program from now on. And if you received a prestigious or highly prestigious award earlier in your career it should have already been recognized, but if it was not and you want to petition, you can go back to 2008. If you received a highly prestigious award prior to that and you received it while you were an FSU faculty member not if you were at different institution, you can also petition for that.

Question: I was talking to somebody who submitted one of these and didn't get any kind of response in terms of "thank you; we've received your materials and they will go to a committee.

Response: They should have received a response from my office. And if that didn't happen, I have to apologize. I will try to make sure that everybody who has turned in something has been acknowledged and has been told when their petition will be considered.

Question: [inaudible] Why is 2008 the cut off period?

Response: I don't know. I didn't make that decision---the Provost did---but I think it was relative to the amount of funding that she had available to start this process. So as you can imagine, going back that far---it was quite an investment from her office to meet all the rewards that fell within that period.

Tyson: In the original proposal that was also applied to the highly prestigious, we went and said these are career awards, can you consider going back farther? So those ones we get.

Response: Anytime you have received something like that---as long as you were an FSU faculty member when you received it. We don't like to think money is the deterrent but there really is only so much money. So I think that is probably where that decision came from.

Tyson: We do recognize that is in an enticement.

Response: It's an enticement, yah, and it's in everyone's best interest---the faculty member and the university. I think it's a great program. I am very proud of it.

XII. Announcements by President Barron

President Barron was not in attendance.

XIII. Adjournment

The meeting adjourned at 5:06 p.m.



Melissa Crawford
Faculty Senate Coordinator

Title of Policy: Policy for Combined Section Classes (also termed Linked) at the Undergraduate and Graduate Level

Responsible Executive: Vice President for Faculty Development and Advancement

Approving Official:

Effective Date: **October 2013**

Revision History: Initial hard copy draft July 2013

Combined section (linked) courses are courses that both undergraduate and graduate students can attend (gain academic credit towards graduation) at the same time. They are limited to upper division and 5XXX level classes. This policy is designed to maintain the integrity of the course work for both the undergraduate and graduate students. Students enrolled in the 5XXX level are required to do a higher level of work than the upper division students in the same class. In order to justify the 5XXX credit, any of the following should be part of the required work: additional assignments, more extensive assignments, additional meeting times, additional reading or writing assignments or other educational assignments. These additional assignments must be at the graduate level.

Reviewed by:

The University Curriculum Committee (July, September and October 2013)

**Proposal to consider a 3+3 Accelerated BA/BS/JD Degree
between the College of Law and various colleges at
The Florida State University** (as of 9/12/2013)

The proposed 3+3 program is a joint endeavor of the College of Law and colleges within the University, including the College of Social Sciences & Public Policy and the College of Criminology. The program provides for the completion of both a BA/BS and a JD degree in six years rather than the normal seven. It is designed for those students with a commitment to academic excellence and who desire a rigorous academic program. Students in the program would essentially complete their major requirements and 90 undergraduate credit hours in three years and then double-count up to 30 credit hours in the first year of law school.¹ The overall purpose of the program is to attract more qualified students to Florida State University and ultimately the College of Law.

To our knowledge, at least 30 law schools already have established 3+3 programs with undergraduate institutions, including Columbia, Cornell, Chicago-Kent, Fordham, Tulane, and Georgia State. Within Florida, there are five known law schools with such programs: Barry, Florida Coastal, FAMU, St. Thomas, and Stetson (although the FAMU program is currently inactive). *See accompanying chart of 3+3 Accelerated JD Programs.*

Undergraduate students who gain admission into the J.D. program through the 3+3 program will follow the usual prescribed course of study for full-time, first-year law students. Upon successful completion of the first year of law school, the 30 credits earned will be counted toward the undergraduate degree, sufficient to complete university requirements for the bachelor's degree.² The Juris Doctor degree will be awarded upon successful completion of the required minimum 88 total course credits in the law school (including the 30 hours earned during the first year as part of the 3+3 program) and of all other J.D. graduation requirements.

Admission to the law program is highly competitive. Students participating in the 3+3 program generally will be required to:

- Take the LSAT during (or prior to) their junior year
- Earn at least 90 undergraduate credits prior to matriculation at the law school. Participants must complete at least 45 units of lower-division credit at FSU, and all upper-division courses must be taken at FSU.
- Fulfill all major and graduation competencies by the end of their junior year.
- Apply for admission to the law school by April of their junior year.

¹ We are aware that current graduate policy for combined bachelors and masters programs allows double-counting of up to 21 hours. However, it is our preference that a policy be approved to allow for up to 30 hours to be double-counted for combined bachelors and doctoral programs, making this a true 3+3 program.

² Given the law school's grading curve and numerical grading scheme, it is unlikely that the student's actual first-year law grades will be included with the student's university grades in calculating the undergraduate grade point average. Instead, such grades will be counted as S/U (pass/fail) grades toward the undergraduate degree.

- Pay the same tuition and fees to the law school as do other first-year students.³

The various colleges may impose other requirements upon their students who choose to participate, so long as they fall within the general parameters of the 3+3 program.

The College of Law does not guarantee admission; each student must meet the admission standards in place at the time of their application. A denial of admission under the 3+3 program will not foreclose opportunities for the student to apply to the College of Law (as well as other law schools) in the future upon completion of the bachelor's degree. Further, students who fail to complete successfully the first year of law school, or who elect for other reasons to withdraw, may return the next semester to the university without applying for readmission as bachelor's degree candidates. Any successfully completed course work at the law school will be treated by the University in the same manner as other transfer credit.

Currently, the law school manages an undergraduate program, called the Honors Legal Scholars Program (HLS), which was designed several years ago to encourage the early integration of Florida State Honors students into the College of Law community. The 3+3 program could be structured to offer certain benefits, similar to those enjoyed by participants in HLS, including, but not limited to:

- Participation in events at Florida State University College of Law specifically for students in the Honors Legal Scholars Program.
- Invitations to participate at general Florida State University College of Law events such as distinguished lectures and public policy programs.
- Current law student assigned to mentor participants as requested during the year before the participants applies to law school.
- Access to law faculty and administration to advise you in the law school admissions process.
- Preferred status in the applicant pool for the College of Law's Summer for Undergraduates Program.
- Participation in an exclusive undergraduate course taught by College of Law faculty.
- Possible research assistantship with College of Law faculty.

While it is difficult to predict how enticing this program may be to undergraduate students, we hope that providing an accelerated BA/BS and JD degree program will help us attract and retain promising students from the undergraduate campus to the College of Law.

³ We have determined that students participating in the 3+3 program may carry over certain financial aid into the first semester of graduate status, namely any remaining Bright Futures funds or University Scholarship funds (\$2,400 per year provided student maintains GPA and academic progress). Also, 3+3 students admitted to the College of Law will be considered for merit and need-based scholarships along with other admitted students.



Liberal Studies for the 21st Century Funding:

Faculty Summer Stipend or Travel/Equipment Support:

- \$5,000 summer stipends for all faculty who design an E-Series (enrollment between 60-120, may be split across multiple sections) or Honors E-Series courses (maximum enrollment of 19) and offer to teach it at least three times (preferably over a minimum of 3 years).
- \$6,500 would be available if a faculty member agrees to teach both a regular and an honors version of the same E-Series course over a 3-term period.
- \$5,000 summer stipends for all faculty who design a *new* Scholarship-in-Practice course (minimum enrollment of 30)

Enrollment support to Departments and Colleges

(Two thirds to Departments, one third to Colleges):

- Regular E-Series, for the first two years, \$25 per credit hour, then \$15 per credit hour Based on an average enrollment of 80 students (in one or perhaps two sections), this would provide \$6000 per course.
- Honors E-Series: \$60 per credit hour. Based on an average enrollment of 18 students, this would provide \$3,240 per course