THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
MARCH 19, 2014
DODD HALL AUDITORIUM
3:35 P.M.

I.   Regular Session

The regular session of the 2013-14 Faculty Senate was held on Wednesday, March 19, 2014. Faculty Senate President Gary Tyson presided.

The following members attended the Senate meeting:
J. Adams, T. Adams, J. Ahlquist, T. Atwood, H. Bass, B. Berg, F. Berry, B. Birmingham, R. Brower, J. Carbonell, W. Carlson, E. Chicken, R. Coleman, J Dawkins, I Eberstein K. Erndl, J. Fiorito, S. Fiorito, K. Fishburn, R. Gainsford, G. Galasko, M. Gerend, J. Geringer, K. Goldsby, E. Goldsmith, K. Harper, C. Hofacker, J. Ilich-Ernst, S. Johnson, M. Kapp, T. Keller, W. Landing, B. Lee, S. Lewis, S. Losh, T. Luke, C. Madsen, D. Maier-Katkin, R. McCullough, U. Meyer-Baese, R. Miles, R. Morris, J. Ohlin, O. Okoli, E. Peters, J. Reynolds, V. Richard Auzenne, N. Rogers, K. Schmitt, J. Standley, N. Stein, L. Stepina, B. Stults, J. Telotte, S. Tripodi, J. Turner, G. Tyson, D. Von Glahn, E. Walker, S. Webber.

The following members were absent. Alternates are listed in parenthesis:
I Alabugin, E. Aldrovandi, A. Askew, A. Avina, M. Buchler **(A. Darrow)**, W. Deng, R. Dumm **(F. Heflin)**, C. Edrington, A. Gaiser, L. Garcia Roig, J. Gomariz, R. Gonzalez-Rothi, T. Graban, M. Gross **(M. Kazmer)**, C. Jackson, L. Jakubowski, C. Kelley, Y. Kim, E. Klassen, S. Lenhert, W. Leparulo, M. Mascagni, T. McCaffrey **(C. Alexander)**, W. Mio, D. Moore, M. Neal, S. Norrbin, S. Rutledge **(P. Iatarola)**, V. Salters, B. Schmidt, J. Scholtz, D. Slice **(P. Beerli)**, J. Sobanjo, O. Steinbock, P. Sura, F. Tolson, J. Tull, M. Uzendoski, O. Vafek, W. Weissert S. Witte.

II.   Approval of the Minutes

The minutes of the February 19, 2014 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 three times since the last Faculty Senate meeting on February 19, 2014. [Meeting dates: February 26th, March 5th and 19th]

Dr. Jen Koslow, UPC chair visited with us to discuss the final wording changes in the UG TA document. We also discussed the nature of UG program reviews--which should be

constructive and supportive. The third issue dealt with a brief discussion of the requirements for degree programs.

The FSSC would like to reiterate that FSU faculty through its faculty senate has the responsibility for the establishment and continuous review of all undergraduate/graduate curricula and programs.

Dr. Peggy E. Wright-Cleveland attended our meeting to discuss Extraordinary National Research Awards.

Dr. Lee Stepina discussed GPC issues related to the working document between the FSU BOT and the UFF regarding Specialized Faculty Reclassifications, statements on graduate student transcripts and changing dissertation due dates.

Faculty Senate President Dr. Gary Tyson will establish a committee to look at non-degree units. Once this committee is established it will then select a chair.

At our March 5th meeting with President Barron, he discussed his support for FSU to keep moving forward on initiatives that have begun under his presidency.

At our March 19th meeting with Dr. Garnett Stokes, we discussed the appointment of an interim Provost. Dr. Stokes was anxious to hear suggestions and concerns of the faculty. We discussed several individuals.

V.   Reports of Standing Committees
a.   Elections Committee, D. Von Glahn
1.   Nominations for the University Committee on Faculty Sabbaticals

   There were no additional nominations for the University Committee on Faculty Sabbaticals.

2.   Nominations for the Grievance Committee

   There were no additional nominations for the Grievance Committee.

b.   Undergraduate Policy Committee, Jen Koslow

There was no report from the Undergraduate Policy Committee.

c.   Graduate Policy Committee, Lee Stepina

There was no report from the Graduate Policy Committee.

VI.   Special Order: Quality Enhancement Plant Update, Helen Burke

See addendum 1.

VII.   Special Order: Vice President for Research, Gary Ostrander

See addendum 2.

VIII.   Special Order: Student Body Vice President, Sara Saxner

Hi, everyone. Thank you so much for having us again. It's really quite an honor to stand before all of you today and just express to you about the amazing things our student body is doing. So, like Dr. Tyson said, my name is Sara Saxner and I've been serving as the student body vice president over this past year for the student government association. Since the first day in office last spring, our administration has strived to impact students in three specific areas: by fostering academic excellence, promoting and supporting creativity and innovation, and emphasizing student lead advocacy. It's humbling to see how much we've been able to succeed in these areas over the past year. Focusing on the area of academic excellence, I'd like to express to you how we've been able to continue a partnership between student government and the Seminole Student Boosters – one that was created in 2008. We funded grants for international service organizations through the sale of True Seminole shirts through the FSU bookstore. The True Seminole Scholar program was another accomplishment in support of academic excellence. It was a program administered through student government recognizing outstanding student achievements both inside and outside of the classroom. This year student government saw the assistance in funding travel costs to research presentations for our undergraduate students. The dialogue also began among students on how an honors college could potentially help FSU achieve the top 10 [-]. There was the allocation of funds through the technology fee to improve wi-fi in academic areas on campus. And we had a phenomenal Golden Tribe Lecture series program that connected students with leaders in respected academic fields such as Neil deGrasse Tyson and Melissa Harris-Perry. We are currently planning future series and are actively pursuing speakers such as Bill Nye, Supreme Court Justice Sonya Sotomayor, and Tesla and SpaceX founder Elon Musk. I'd also like to mention a specific group of students – the FSU Student Foundation – a group of students dedicated to fundraising from students and using that money to support projects that are academically focused. In my opinion there is nothing stronger than students helping other students. The Honors, Scholars and Fellows House, a building dedicated solely to the purpose of academic excellence particularly for high achieving students, received its first donation from the Student Foundation. Since its inception four years ago the Student Foundation has contributed over $300,000 to university initiates that students support almost entirely in support of academic excellence, funding areas such as the Garnet and Gold Scholars Society and the Office for Undergraduate Research. This is a true testament to our student's desire to focus on academic excellence.

Next, students have been extremely invested in entrepreneurial endeavors making our mission of promoting and supporting creativity and innovation an easy task. Student Government is in the final stages of discussion with an FSU graduate, Dominick Ardi, to bring his startup mobile application, the Townahallic, to campus this fall. Through our partnership we are supporting an FSU entrepreneur as he launches his own company but also filling a need for our students on campus. This mobile application promotes campus engagement with student organizations.

The Student Senate passed a bill to create the Office of Entrepreneurship and Innovation, a bureau housed within Student Government, that will serve as a centralized location for anything entrepreneurial. Students who are looking to acquire space for their businesses may be able to use College Town as an office space and storefront for student-run businesses similar to the Innovation Hub in Gainesville – many of you may be familiar with.

The third and final area of our administration, student lead advocacy, saw a lot of [-] this last year. We now have 6 student unions, which I personally work directly with, that serve various identity groups on our campus. They were the most active they've ever been, creating and supporting numerous [-], highlighting and supporting issues important to their respective communities. We've had groups involved in advocating on state and national levels of politics. This year saw continued improvements in identifying and meeting the needs of our transfer students through the Transfer Leadership Institute and orientation programs. The allocation of a $10,000 grant to student sustainability programs through a student developed green fund and saw groups of students driving campus-wide conversations on [-] of education. These accomplishments are just a few. I could talk forever about the phenomenal accomplishments of the student body and how they have truly brought the success of Florida State and recognizing that it is something that everyone is responsible for not just our administrators. You all know that. You get to work with these amazing students every day. So for your service we are very very grateful. Please know that the contributions you make every day don't go unnoticed.

Through this year our administration has attempted to support students in the ways they need it and in whatever way we can. I hope we have laid the foundation for those next in line to expand upon what we have done and to lead with integrity and passion. It's been an honor serving our university community. If anyone is interested in attending a student government inauguration ceremony for the upcoming administration and develop those relationships similar to how we've been able to do that this year, I highly recommend you going next Wednesday, March 26 at 5:00 to the old [-] ballroom. Actually the next student body president, Stefano Cavallaro, just found out he is a finalist for the Truman scholarship, so it's very exciting.

Because of relationships with administration, staff, and faculty members like you, we're able to improve the life of all members of our Florida State University community. So if anyone has any questions I can definitely entertain them now, but if not enjoy the rest of your meeting and thank you for having us.

IX. Old Business

There were no items of old business.

X. New Business

There were no items of old business.

XI. University Welfare

a. United Faculty of Florida Update, J. Proffit

We Want to Hear from You!
We are gearing up for bargaining, and there are two key ways to get involved coming up in the next month or so:

One way is the UFF-FSU faculty poll: Please be on the lookout for the UFF-FSU poll in April. Of course, I will send you multiple email reminders once the poll is ready to go, and please remind your colleagues to take the poll as well. Our poll is

extremely important because it helps us to determine faculty needs and bargaining priorities. All faculty members are encouraged to participate. Topics will include the Presidential search, Specialized Faculty, prestige award raises, and much more!

Another way is to attend the UFF-FSU luncheon on legislative and bargaining updates on March 31 at 12:30 in the Oglesby Union Florida Room. The luncheon is open to all faculty, free for members. Please rsvp to me if you'd like to attend.

For those of you who are UFF members, please send in your ballots for the UFF-FSU elections by 3:00pm March 27th.

Consultation Scheduled
Our next consultation will be with Interim President Stokes, Vice President McRorie and other administrators in May.

Legislative Update
In terms of the legislature, as you know, FRS reform is on the agenda. There's a bill in the Senate, and there's one on the way in the House. We are also monitoring issues such as potential changes to healthcare benefits (including increased co-pays) as Governor Scott's budget proposal indicated; the SUS Performance Funding Model implementation; a textbook bill that, among other things, would mandate that we indicate what textbooks we plan to use 14 days before course registration opens and that we'd use the same textbook for at least three years (not sure how that would work when publishers and bookstores force us to use new editions); and, the implementation of accreditation for online courses offered by for-profit entities.

b.   **Campus Solutions Update, Kim Barber**

I'll keep this short because I don't really have a formal presentation for you all. I'm here to report on the Campus Solutions project, the massive student replacement project that has sort of consumed my life and the lives of several hundred other people for the last year and a half and then by extension has touched all of campus – students, faculty, staff, everybody. That project is sort of winding down over the next couple of weeks with the go live of the new admissions module which is the last major component that we need to roll out as part of this whole initiative. I can tell you, depending on where you stand and how you choose to look at it, this project is either the worst thing that has ever happened to campus or it's a success. So it really is a matter of perspective. Those of you who don't do well with change or, like probably a most of use, have a lot of things going on and this is just one more thing you have to deal with, you're probably thinking this is the worst thing that has ever happened. Those of us who saw the inside workings of the student systems that we had and the problems that we had and the spit and chewing gum and bailing wire that it took every semester to keep those things running, are looking at this and going, "Oh my God. It works and we're not having to baby it the way we did with the old system." From where you stand depends on how you measure it. I can tell you colleagues of yours – faculty that I've talked to that have been at other institutions – that have gone through such a massive, massive system conversion as this, will tell you that it is a success. So if you look at it from the metrics – did registration crash in the fall or spring? No. Registration is opened right now. We are

registering for summer and fall. Has it crashed? Has it even taken a hit from the impact that we can always monitor and see and feel? No. It's barely a blip on the horizon. Two semesters now we have successfully awarded financial aid first time out of the door. I think the first run in the fall was a $128 million which was actually $20 million more than we did the previous fall with the old system. This spring it was over a $130 million first run outside the door. Again, no major problems from that standpoint. Tuition calculation. Can we collect the money for the classes? Can we, first step, get students to pay for those classes? Again, ran very smoothly. Individually we've had hiccups. We've had isolated issues, but given the magnitude and scope of this project, it has been very smooth at the macro level. At the micro level, meaning your desktop as you're trying to put your class roster, you're trying to schedule a class – yes, there have been challenges. And one of the things that we've run into is that we've all forgotten that we actually have to read. It's amazing at a higher institution that you would have to do that. I find myself even getting frustrated looking at a screen and panicking that something has been missing and then realizing that I'm only seeing two of five things because there is actually more there. That's been part of the change for all of us.

I cannot say enough about the cooperation that I personally got from the Faculty Senate and by representation the delegates that you all gave me to work with as part of this project. I know I've reported in the past on the ad hoc policy review group that the Senate was gracious enough to put together. Susan Fiorito, Sudhir Aggarwal, Gary Tyson, Jennifer Buchanan, Jen Koslow, and Joe Icerman have always served the university, even in retirement continue to serve the faculty at large. I went to them many times through email and meetings with things where I've said to them, "I don't know if this is a policy change. We need to discuss this." And they would come back and say, "Yes this is a policy change. Let's work through this" or, "No, it's a procedural change; we suggest a sanction or we have no opinion on it. Go forth and do what you think is best." Their input and feedback---their ability to be impromptu sounding boards when I came to them and said, "This is a faculty thing I am about to do" was tremendous. And so you all owe them a serious debt of gratitude. One, for saving you from that. Two, because their combined knowledge and understanding of faculty governance, faculty issues, and faculty stance on things, was really critical to helping us through this project. As I've talked to other schools around the country that are at the onset of where we started three years ago, they find it very interesting that we actually had a formalized group representing the faculty with faculty input into this project. They are sworn on doing something similar. Evidently the notion had not crossed their mind that they might talk to their faculty.

From that standpoint as an instruction we're contributing to the larger profession out there in terms of how administration can interact with faculty particularly with a project like this. I can't stress the scope of this. It's very hard for someone not involved on a day-to-day basis to truly appreciate what went into it. I can't stress the amount of times several of us seriously considered checking ourselves into Chattahoochee and just showing up at the doors because they clearly would have taken us. We were in that state. The level of minutia that goes on at this university. I know every dust bunny under every bed now. And they are not ones that I ever wanted to know about in the first place. It's one of those things that you really can't appreciate – but I will say, if you go into the system at any point, anything that you

see on that screen that is FSU specific, for example this is fall of 14, someone had to sit down and figure out what fall of 14 looks like and every single date that is relevant to that. When do we start classes? When do we collect grades? When do we stop drop-add? How many sessions do we have? Where are they? What campuses do we have? Every single thing in that system literally was hand configured by someone on the project team. So every single value you see, someone had to figure out what that meant for FSU and put it in. I want to draw that to your attention because yes we are still dealing with some problems. I have approximately less than 5% of student that data issues with their transcript and we are working on cleaning up. But I also have to say we converted over a 140,000 people, over 17,000,000 FSU courses that doesn't count transfer credit and other things. So in the grand scheme of things, less than 5% is a very small number. But we continually work through dealing with stuff. Your staff that you are working with in your departments, your faculty, those of you that are advisors or serve in some additional capacity like department chair or program coordinator see this more perhaps than the faculty member who is more in the classroom but we will continue to work through this and deal with this continued conversion issue and adjustment issue as the new system comes up and we mature into the capabilities it's going to allow us.

It's very easy for us on the project team to be focused on what we had to do to get the project to happen because something like this can't happen by committee of the entire campus. There are just too many decisions to have to be made too quickly for us to pull this off, but while that meant that there was a vacuum that was left, I've literally been in my office in the last year and a half probably 8 times. The people that kept the university running in this transition were you all and the staffs in your office. Without you all we would have fallen on our face, so if there is anything that is a success in this project, it's the fact that we could literally rip the engine out of a car coming down the road and put a new one in and keep going. And that is the result of you all and the dedication of your staff to making that happen and that was a tremendous burden on the staff and faculty and administrators in the department offices and dean's offices and colleges as we did this. I want to acknowledge that because we had to be very focused on what we were doing in order to get it done but I don't want you to feel and I don't want your people to feel like we didn't recognize everything that was happening on campus to keep it running while we were focused on this. That really is a testimony to this campus and the way that we work together collaboratively. I can tell you that all of our consultants – the majority of them were from Canada so for them to come down every week it was a 13 hour flight three way through winter storms and summer storms and everything and they kept doing it. And every one of them have told me how much they enjoyed working on this project. They've never worked with better people. They've never had a better team put together. They've never been in a university where people actually talked to people to make things happen. And these are people who have been in universities across the country and internationally. So I think that is a real testimony to the special place Florida State is and our ability to actually pull this off and still be, for most of us, sane at the end of it. Jury is still out on my case, but we're getting there. I'd be happy to take any questions or answer anything.

Unnamed man: Approaching this from the point of view of a faculty member who is serving as an advisor to undergraduates, let's say we rotated a new person into that position, how do they get trained on the system other than me sitting down with

them and training them to use the system? And frankly it seemed like the training system that was in place was really targeted at staff people who were advisors in large departments because one required them to actually go and attend an all-day session on a day when I was teaching a class and couldn't call off class. So I feel like I am not really trained on how to remove holds. Often times you actually had to show up on site and sign off on something for you to even be authorized to remove holds. I still don't know if I can functionally do my job of removing holds. And then I see the next person in a couple of years who takes over this faculty/advisor position for undergraduates, and I'm not even up to speed, so how is this person going to get up to speed on being trained to use the advisor center effectively?

Barber: The advisor center training itself is available online, so that is a change that has been in place for several months now. Obviously you do not need to sit in on a class when you have a schedule conflict as you did with your teaching schedule. Once you go through that training, your security roles can be granted. And I've actually had a conversation with Dr. Ken Goldsby about this notion of how do we train faculty-advisors because one of the challenges we face with faculty is that you all think of yourself as faculty, which I know that sounds weird but when we are sending out communications and materials that are geared towards advisors, I couldn't tell you which of you out here right now has a true faculty advisor role where you're in lifting holds and making major changes where you're more interactive with student data versus the person who is a faculty who considers themselves an advisor because they are the graduate committee chair and they are saying, "You need to take these classes" or, "Oh, you're an undergraduate in my class? I suggest you take this as your next class." The challenge with you all as a group, in terms of that advisory role, is: exactly what do you need for training? And then, one, how do I get the training to you, and, two, the system is one that you really do need to have training in, so creating something you can participate in and will participate in so you can get the appropriate security is really the big challenge that we have not been able to adequately address. And I'll be upfront with that. Because you guys are so fuzzy in the way your roles are and how it changes. And that is not an easy thing for us to address. But I agree with you. I've been talking with Ken about how we can create a more tailored training specifically for that faculty-advisor, and the challenge I am trying to wrap my mind around is where on the scope of the continuum do we say, "If you're from here to here you can do a sort of mini-training but if you're more embedded and interactive with student [-] and class scheduling, you really need to go through more formalized training because you're dealing with data entry and day-to-day interaction. We hope to put something together this summer and start really advertising that out to the faculty. As people transition, as you are saying, and as new faculty are hired in, it then becomes a resource that department staff could point to and say, "Ok, you are going to have these duties. You need to go to this. And you have these particular kinds of duties. You need to go to this type of training." Try to make that more clear and try to create something that is more available for faculty. But I agree with you, it is a challenge. And it's one of those things that as we mature into the system and what the needs are for the campus, as we shift out of project mode and into more maintenance mode, we are reacquiring bandwidth to really tackle these sorts of issues because there was no bandwidth last year for anything other than for getting it up, train the people who absolutely have to use it, and that has been the nature of this project. That's not the way we choose to operate, but I did find out that there really

are only 7 hours in a day last year and you can't make more. Contrary to what you might think. Thank you.

XII.   Announcements by Deans and Other Administrative Officers

There were no announcements.

XIII.   Announcements by Provost Stokes

Provost Stokes was not in attendance.

XIV.   Announcements by President Barron

Barron: Ok. Well this might be a little bit corny, but we'll see how it goes. When I was a faculty member I wanted to set my last lecture to music. I thought that this would be just like the motion pictures where you would build to some important conclusion or create a little tension and excitement when you were trying to emphasize a critical point, and I thought I could try to pull those things together. I never managed to accomplish it. Perhaps that's a good thing. But now if I look back at the last four years and try to put it to music, I might end up with an Anton Bruckner symphony. This is sort of the way I am thinking about it if you can bear with me. He was a master obviously, but to my ear, every time the music builds and you think you are going to reach the conclusion, it starts over again. And there's that theme repeating in there but then all of a sudden there is something else and you wonder, "Where did that come from? Some new twist or complexity that makes it a bit of a challenge?" And you sort of ask yourself, "Is that new? Where did that variation come from? Have I hear this before? Is it about to end? I don't know if it is about to end or not." To come back to Florida State, this is every year's legislative focus on tuition by the Board of Governors, or the budget, or the fight for preeminence, or the fact that our metrics have changed every single year in the four years I've been here. So every single time I think I am at the end, it starts over again with some new little wrinkle of complexity, yet the discussion and the theme are the same. And over and over again I say to myself, "Have I finally reached the conclusion? Are those metrics the ones that I am going to live with? Have we made it with preeminence?" Then there we go starting over again. I say to you, I might do that but I want you to know that in my head I hear one of Verdi's masterpieces when I think of Florida State – specifically the one he wrote to honor his friend Alessandro Manzoni who was a novelist and a poet. He wrote it with four soloists, a double orchestra, and a symphony orchestra. There is so much power in Verdi's Requiem. It is just absolutely phenomenal. So many forces. Such a tremendous amount of range. So many instruments and each one of them is contributing this incredible amount of vigor while also having this amazing unity. It's the kind of thing that I like to turn on on my way to work. It's my favorite piece of music. It's my musical image of a great university that is aspiring to be at the very top.

Ok. Now sport's analogies are the queen of the realm, so this might just come off as the strangest thing that I've ever said in public to anyone else that I'm thinking about Verdi's Requiem when I am thinking about you. But this is really my point. Preeminence belongs to you. It doesn't belong to me. I argued for attention to those metrics. I argued that success should be rewarded. But I did not achieve any of those metrics. You did. I didn't. Student engagement belongs to you. All the things that we've done are because that's a natural part of this institution. The Big Ideas belong to you. You are the strengths and areas and commitments and ideas that take us from where we are to that next step. Not a single one of

those Big Ideas was made out of whole cloth. It was all made up because of what the faculty do in this institution. I know. It's a little bit corny, isn't it? All those many voices and all those many instruments - all doing their thing but somehow they have this tremendous power and sense of unity in that music that comes out that's all about a great university. Ok, if this is the strangest thing you've ever heard than just forgive me, leave the room, and forget about it. But the simple fact of the matter is that what I am really trying to say is it's been my pleasure to listen to my favorite piece of music for four years. And I want to thank you. And one message here. Ok? Don't stop playing. Don't even pause. Thank you. I really appreciate all of you.

Resolution presented by Cliff Madsen. **The resolution unanimously passed.**

> ***Whereas*** *Eric Barron has served his alma mater, the Florida State University, as its President during the last four years, and*
>
> ***Whereas*** *Eric Barron has established several most noteworthy innovations that have, and will continue to have, profound effects on the quality of FSU, and*
>
> ***Whereas*** *Eric Barron specifically accepted the challenges of measuring effectiveness and created positive metrics that provided for the first time in Florida Higher Education history a preeminence within the university system, and*
>
> ***Whereas*** *through his actions, Eric Barron has promoted an atmosphere of support of all the disciplines represented at the University, recognizing that faculty in the professions, arts, humanities, and sciences all have much to contribute to the success of the Academy and the Academy's students, and*
>
> ***Whereas*** *Eric Barron from the time of his being hired has developed and maintained a strong, honest rapport with faculty, students, and staff while choosing outstanding key personnel infused with his openness, and*
>
> ***Whereas*** *Eric Barron has supported an inclusiveness that embraces veterans and high-achieving Florida high school seniors whose only academic blemish is the happenstance of being undocumented, and*
>
> ***Whereas*** *these important initiatives have been accomplished while maintaining and advancing opportunities for inclusiveness by reaching out to all minorities, including the entire Florida Seminole Nation, and*
>
> ***Whereas*** *Eric Barron developed strong ties within the greater Tallahassee community, including with our two sister institutions, TCC and FAMU, and*
>
> ***Whereas*** *Eric Barron had the good sense to marry Molly, allowing all of FSU to know this remarkable person, and providing the Marching Chiefs with a new "air tuba" performance art form,*
>
> ***Therefore*** *be it resolved that the Faculty Senate of the Florida State University thanks Dr. Barron and his energetic wife for these many achievements and wishes them all the best as they continue their journey in higher education.*

XV. **Adjournment**
The meeting adjourned at 4:51 p.m.

Melissa Crawford

Melissa Crawford
Faculty Senate Coordinator

Think FSU: Improving Critical Thinking in the Discipline

Talking Points for the FSU QEP

Remember that the onsite team will be looking for a variety of constituent groups on campus to talk to about the QEP, these talking points are designed to provide a basic common message that can be tailored to each constituency group's needs.

Focus of the Plan - Most important point is that it is focused on student learning
- ➢ All activities will support improved student learning in the area of critical thinking
- ➢ Our goal is to *"Improve upper-division students' ability to think critically in their disciplines".*
- ➢ Critical thinking is defined as: Students will be better able to
    - ♦ Explain an issue/problem clearly and comprehensively
    - ♦ Select and use evidence/information so as to enable a comprehensive analysis of an issue/problem
    - ♦ Analyze contexts, assumptions, and perspectives when presenting a position on an issue/problem
    - ♦ Formulate a thesis/hypothesis that takes into account the complexity of an issue/problem and the variety of perspectives on this issue
    - ♦ Draw logical conclusions and implications from the analysis of an issue/problem
- ➢ The topic is directly related to the university's mission and will become part of the culture of the campus.

Benefits for the Students – Students will not only become better critical thinkers but they will recognize the importance of critical thinking and use the skills in real world situations.

- ➢ Students will be introduced to critical thinking in a variety of courses and begin to transfer those skills across disciplines and activities
- ➢ Students will apply their new skills to graduate entrance exams
- ➢ Critical thinking skills will be apparent to future employers who interview and hire FSU graduates
- ➢ Students will report that they experienced a variety of challenging critical thinking tasks during their time at FSU.

Benefits for the University – The University as a whole will be transformed and critical thinking will become a well-developed part of the campus curriculum both in courses and outside of courses.

- ➢ Faculty will be energized
- ➢ Curricula will be improved
- ➢ The campus culture will be accepting of the importance of critical thinking
- ➢ Sufficient resources will be available to continue supporting critical thinking initiatives after the five year process is complete.

Think FSU: Improving Critical Thinking in the Discipline

Campus-wide involvement – All major constituency groups have been involved at multiple levels in QEP topic identification and QEP development and implementation. The QEP also touches all aspects of campus.

- ➢ Topic identification included a campus-wide survey, numerous discussion groups, inclusion in two President's retreats, ample reflection on Institutional Effectiveness data, and outside research and reviews of other QEPs from comparable universities
- ➢ QEP development involved all aspects of the campus community, outside research, student and faculty presentations as well as consideration of what is being done well and what needs to be improved
- ➢ New organizational unit will be established to manage RFP process and track progress and assessment data
- ➢ QEP implementation impacts all aspects of the campus through the two initiatives:

  (1) the **Faculty Fellows Program**, a professional development initiative designed to improve upper-level students' critical thinking through better teaching and assessment of critical thinking in core courses;

  (2) **Disciplinary Critical Thinking Projects**, a grant-awarding initiative designed to encourage better critical thinking in upper-level students by encouraging existing campus programs to develop and implement their own, discipline-specific, critical thinking best practices;

- ➢ Committees who represented all constituency groups on campus were convened to lead the phased development of the QEP
- ➢ Faculty are seen as the key agents of change for the QEP but students learning outcomes guide the process
- ➢ Administration and staff are supportive of the plan and will devote appropriate time, energy, and financial resources to the QEP to ensure its success
- ➢ Students have been involved at every step of the process and their role will continue to increase as the program unfolds through focus groups, symposia, and changes to what they actually do in their course work

Assessment of the Plan is multifaceted – Although the AAC&U Critical Thinking Rubric will be a constant for the QEP, individual assessments and discipline appropriate strategies for gauging improvement of critical thinking will be employed. (AAC&U Rubric is attached).

- ➢ Assessment is directly related to clear measurable student learning outcomes
- ➢ Assessment will be adjusted as the QEP is implemented to fit the needs of our campus community

Quality Enhancement Plan
(QEP)

Think FSU:

Improving Critical Thinking in the Disciplines

THE FLORIDA STATE UNIVERSITY

QEP Overall Goal

To improve the ability of upper-division FSU students (juniors and seniors) to think critically in their disciplines

Studio Physics Students in Action

Student Learning Outcomes Overview

As a result of the QEP, upper-division undergraduates will have improved mastery of the skills associated with superior critical thinking; that is, they will be better able to

➢ Explain an issue/problem clearly and comprehensively

➢ Select and use evidence/information effectively in conducting a comprehensive analysis of an issue/problem

➢ Analyze contexts, assumptions, and perspectives when presenting a position on an issue/problem

➢ Formulate a thesis/hypothesis that takes into account the complexity of an issue/problem and the variety of perspectives on this issue

➢ Draw logical conclusions and implications from the analysis

QEP's Two Initiatives -- Tied to Student Learning

1) The Faculty Fellows Program
Designed to improve the critical thinking skills of upper-division undergraduates by improving the teaching and assessment of core courses in the major

2) Disciplinary CT Projects.
Designed to improve the critical thinking skills of upper-division undergraduates by providing awards to degree programs that plan to develop and/or implement their own, discipline-specific critical thinking best teaching and learning practices

Photo by Diane Cahill Bedford
Thinking Dancers – A Contemporary Dance Technique Class Taught by Pilot Participant Tim Glenn

Relationship of QEP to
Institutional Planning and Institutional Needs

- Critical Thinking is one of the core areas required for every baccalaureate degree *(State Mandated Academic Learning Compacts)*

- Data-sets from the National Survey of Student Engagement (NSSE) suggest that upper-division undergraduates see a need for a stronger academic challenge

- Data-sets from the Collegiate Learning Assessment (CLA) suggest upper-division students' argument skills need improvement

- Scores on National Tests indicate need for more academic challenge (performance on GRE, LSAT and MCAT reflect decline compared to national averages)

- Data on Graduates' Career Needs

  "Nearly all employers surveyed (93%) say that 'a demonstrated capacity to think critically, communicate clearly, and solve complex problems is <u>more important</u> than [a candidate's] undergraduate major."
  -Press Release from a national survey of employers
  (*The Association f American Colleges and Universities,*
  April 10, 2013)

Assessment

Multiple strategies will be employed to measure the improvement in CT student learning and the overall effectiveness of the QEP.

➢ **The AAC&U's Critical Thinking VALUE Rubric (improvement in treated courses will measured by sampling student artifacts pre and post the CT intervention and scoring them using this rubric)**

➢ **The Student Perception of Courses and Instructors (SPCI) (responses to #4, "This course challenged me to think critically," will be documented)**

➢ **National Survey of Student Engagement (NSSE) data (responses to the questions about the level of academic challenge in particular will be documented)**

➢ **Faculty Survey of Student Engagement data (FSSE) data (responses to the questions relating to critical thinking skills will be documented)**
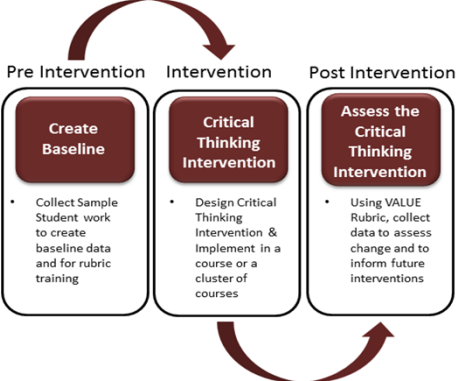
Assessment of Curricular Initiatives

- **Effectiveness of the course interventions will be measured through use of the VALUE rubric from the Association of American Colleges & Universities (AAC&U)**

What Students Think

What excites me about the plan: The fact that there is an emphasis on milestone/core courses. This means that a broader range of students will be exposed to critical thinking.

Jean Tabares,
QEP Student Representative

Pre Intervention

Create Baseline

- Collect Sample Student work to create baseline data and for rubric training

Intervention

Critical Thinking Intervention

- Design Critical Thinking Intervention & Implement in a course or a cluster of courses

Post Intervention

Assess the Critical Thinking Intervention

- Using VALUE Rubric, collect data to assess change and to inform future interventions

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Timeline
Year 0 (2013, 2014)

- ➢ **Faculty Fellows Pilot program, aimed at improving CT students learning in upper-division undergraduate courses, ran in Summer 2013**
  - ❖ **Faculty and students from 11 different disciplines participated (Biology, Business, Geography, Communication Disorders, Music, Engineering, Religion, Interior Design, Art History, English, Dance, Public Safety)**
  - ❖ **Faculty participants developed strategies for teaching and assessing CT student learning in their summer courses**
  - ❖ **Faculty Participants participated in a scoring session using the Critical Thinking Assessment Test (CAT) as a pre-test to measure student learning in their courses**
- ➢ **Faculty Workshop on use of CT VALUE Rubric for assessing student artifacts ; scheduled scheduled for May, 2014**

- ➢ **Hiring of the QEP Director, and other activities associated with establishing the QEP office, scheduled for Spring 2014**

Timeline
Years 1-5 (2014-2015)

For years 1-5, the schedule includes several phases of implementation that include the following activities:

- Implementation of the Faculty Fellows Program—including marketing, conducting workshops, and assessment
- Implementation of the Disciplinary Critical Thinking Projects—including marketing, conducting workshops, and assessment
- Establishing appropriate data collection intervals and conducting planned assessments.

What the FSU QEP Will Do

- Strengthen student learning in one of the core areas required of every degree program (See State Mandated Academic Learning Compacts)
- Create a campus environment that supports the improvement of critical thinking in the classroom
- Equip our graduates with a set of transferable critical thinking skills that will better prepare them for a rapidly changing world

What Students Think

Why should FSU do this: Students value critical thinking because even if they do not realize it they are using it in their everyday lives. From my personal experience, being a part of Student Government, we have to 'critically think' on how we will impact the students and how the decisions we make will play out. When students are in their own respective organizations/classes, they use previous information they have gained to find new solutions as well as to create their own unique thoughts.

Jean Tabares
Student Government Association,
Secretary of Academic Affairs

Questions?

For More information visit Think FSU website:

http://think.fsu.edu/

11

Florida State University Policy 7-XXX

Title of Policy: Policy on Authorship and Data Acquisition, Management, Sharing, and Ownership

Responsible Executive:

Approving Official:

Effective Date:

Revision History: New __ __ __ __ __

                                                      Revised __ __ __ __ __

I. INTRODUCTION

Identifying authors of a research report is often complex and can become a balance of competing interests. In many instances it is difficult to separate contributions that are integral to the research versus small contributions, including the provision of specialty reagents needed in the study. Similarly, data acquisition, management, sharing, and ownership involve multiple aspects of security needed to effectively conduct the research as well as controls to protect the interests of the investigators and Florida State University.

This Policy is to provide basic guidelines for authorship assignments and a means to resolve disputes that may arise. It also provides basic guidelines for investigators related to data and the uses of data from the time of acquisition until the data is intentionally destroyed.

II. POLICY

Authorship should be discussed at the beginning of a project with respect to roles, expectations, and performance of each participant in relation to authorship on potential publications arising from the work. Communication is important to maintain or revise understandings should roles change or the nature of the work requires additional expertise as it progresses. A common policy for qualification for authorship within a research group or department, consistent with disciplinary codes and practices of the larger ethical frameworks of their professional organizations, should be established and adhered to for fairness and consistency to avoid misunderstandings. Generally, those individuals that make substantial contributions to the conceptualization, experimental design, troubleshooting, execution, analysis or interpretation of the results of the research should be listed as authors. Those making small contributions in these areas or those that provided helpful materials or reagents should instead be acknowledged. The order of authorship should be a matter of discussion and agreement within the research group. Generally, the lead author will be that individual making the greatest contribution to the work and will take responsibility for obligations related to management of the manuscript, its preparation, and often as corresponding author. In cases where there is a dispute in authorship, it is expected that the matter will be resolved within the research group if at all possible. Should that fail

50   to resolve the matter, input from one or more senior individual(s) not in the research group can be
51   solicited to aid in resolution of the dispute. Should further mediation be required, the department
52   chair or Dean will work to reach a fair resolution and, if necessary, reach a final decision.

53   Data is the central focus of the research effort. It involves acquisition, management, sharing, and
54   ownership of the data. Collection of research data involves clear, concise collection of multiple forms
55   of data.   Best practices include means to document the research experiment and result as well as who
56   did the work, when, and what the interpretation of the experimental outcome was at that time.
57   Research notes in bound notebooks written in ink, signed and dated by the experimentalist and
58   reviewed and acknowledged by a colleague offers good documentation of research performed and the
59   result. Research data in too large of a format to fit in the lab notebook, or in electronic form,
60   including large data sets and files, must be referenced in the written research notes, backed up and
61   kept secure.

62   Many types of research will generate data that must be kept confidential (such as human subjects
63   research or that relating to national security) and all laws and policies relating to management of
64   confidential data must be strictly adhered to. Unpublished data, confidential data, or other secured
65   data must be accessible to authorized users but protected from unauthorized access or use.

66   Sharing of data and their interpretation via publication or presentation must be unbiased and of the
67   highest integrity. Confidentiality of elements of the data often must be retained but in doing so it must
68   be done in such a manner that does not bias the outcome and interpretations of the work as a whole.
69   Although funding agencies may have their own policies and interests in data sharing, timing of data
70   sharing can, and should, be done in view of a broader perspective in the publication of research
71   results, including coordination with results from other related research efforts within the research
72   group and opportunities for possible filing of patent applications given that patent applications must
73   be filed in advance of any public disclosure. In addition to publications and meeting presentations,
74   public disclosures can include events like seminars and casual discussions with others.

75   Research data must be maintained for an appropriate period depending on needs. Routine published
76   data should be retained for an appropriate period consistent with standard practices or requirements
77   within a discipline, funding agency, or department, or for a fixed period of time such as three years.
78   Other types of data, such as that forming the basis of a patent application, may be required to be
79   retained for an indefinite period in support of the application as well as its prosecution and potential
80   challenges to the validity of an issued patent. Destruction of data must be done thoroughly and
81   effectively. Paper records should be shredded. Electronic records must be erased in a manner that
82   completely eliminates the file, potentially by multiple pass erasures.

83   Data is ultimately the property of the institution. Though, it is also recognize that university faculty,
84   staff and students may use data in their work that belongs to another institution or consortium. As
85   appropriate, the policies and details herein should be applied. Use of data in such forums as
86   publications, meeting presentations, grant applications, or patent applications properly requires
87   consultation within the research group responsible for acquiring the data with the principle
88   investigator or lab director that is responsible for the underlying funding having ultimate authority in
89   its initial use. This is meant to provide the principle investigator or lab director the opportunity to
90   frame the communication strategy and timing in presentation of new results within a research group.

It is not meant to control the use of previously published results by junior colleagues within the research group who may require that availability in their own efforts to seek independence as an investigator.

III. LEGAL SUPPORT, JUSTIFICATION, AND REVIEW OF THIS POLICY

[Cite constitutional authority, state statutes, and BOG and/or University regulations that require or authorize the policy; include a regular schedule for review and revision of the policy]

_____(signature of Approving Authority, date)