



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
APRIL 23, 2014
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2014-15 Faculty Senate was held on Wednesday, April 23, 2014. Faculty Senate President Gary Tyson presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, C. Alexander, E. Alvarez, A. Askew, H. Bass, B. Berg, F. Berry, B. Birmingham, M. Blaber, C. Bolaños, K. Brummel-Smith, M. Buchler, E. Chicken, J. Cogle, M. Cui, R. Dumm, K. Erndl, J. Fiorito, S. Fiorito, K. Fishburne, A. Gaiser, J. Geringer, K. Goldsby, T. Graban, M. Gross, K. Harper, E. Hilinski, C. Hofacker, M. Horner, J. Ilich-Ernst, L. Jakubowski, S. Johnson, M. Kapp, T. Keller, A. Kercheval, E. Kim, B. Lee, S. Lewis, S. Losh, C. Madsen, T. Mariano, K. McGinnis, J. McNulty, M. Mesterton-Gibbons, U. Meyer-Base, R. Miles, D. Moore, R. Morris, J. Ohlin, I. Padavic, E. Peters, R. Rodenberg, N. Rogers, S. Rutledge, K. Salata, K. Schmitt, J. Schwenkler, D. Slice, J. Standley, L. Stepina, J. Telotte, J. Turner, G. Tyson, D. Von Glahn, E. Walker, W. Weissert, W. Wise.

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

S. Aggarwal, J. Ahlquist, M. Akiba, E. Aldrovandi, A. Avina, J. Broome, R. Brower, W. Deng, C. Edrington, J. Gabriel, R. Gainsford, K. Howard, D. Humphrey, J. Kesten, W. Landing, J. Larson, T. Luke, C. Maestas, D. Maier-Katkin, R. McCullough, O. Okoli, J. Reynolds, V. Richard Auzenne, P. Rutkovsky, V. Salters, J. Sobanjo, O. Steinbock, M. Stewart, F. Tolson, S. Tripodi (**L. Noel**), O. Vafek, S. Valisa, S. Webber.

II. Approval of the Minutes

The minutes of the March 19, 2014 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Election of the Faculty Senate President, Gary Tyson

Faculty Senate Steering Committee Vice-chair Gary Tyson was nominated and unanimously re-elected Faculty Senate President.

V. Election of the Faculty Senate Steering Committee, Denise Von Glahn

There were no additional nominations from the floor of the Senate. There are three vacancies on the Steering Committee. The ballot for election consisted of: Todd Adams, Kris Harper, Vall Richard Auzenne, Eric Walker, Cliff Madsen and Bridgett Birmingham.

On the first ballot, Kris Harper, Eric Walker and Bridgett Birmingham were elected.

VI. Report of the Steering Committee, S. Fiorito

The Faculty Senate Steering met five times since the last Faculty Senate meeting. We met once with Interim President Stokes and Interim Provost McRorie and once with the Council of Deans for a luncheon. [Meeting dates: March 26, April 9, 15, 16 and 17th]

Jennifer Koslow, Chair of the Undergraduate Policy Committee (UPC) joined us in March to discuss a statement regarding the undergraduate academic degree programs and an outline of the UPC program reviews. Mainly discussed were UPC program reviews and what sort of information could be automatically generated by the University so that chairs would not be asked for an inordinate amount of information that would be difficult and/or time consuming to obtain. The FSSC reiterated that programs accredited by outside organizations really shouldn't need further evaluation from FSU, thus reducing the workload for the chairs.

It was reported that the Presidential search committee is operating with the same rules as the Board of Trustees, which is that its meetings are open and members are not supposed to discuss any topics outside the meetings themselves.

A great deal of meeting discussions have focused around the presidential search and what can be done to ensure that our next President has the same strong academic credentials and vision of our leadership team.

At the Council of Deans luncheon we discussed interdisciplinary programs and the possible procedures to fairly evaluate faculty who teach and conduct research in interdisciplinary programs and why interdisciplinary programs are difficult and sometimes impossible to establish given the Dean's incentive programs of building FTE's for their own colleges.

Documents were discussed regarding the proposed split of the FAMU/FSU College of Engineering split—and possible scenarios. We also spoke with the Interim President and Provost at length about the NY Times article and the new FSU logo. Both the Interim President and Provost were honest and forthcoming in what they knew and how the leadership team at the University was proceeding.

VII. Reports of Standing Committees

a. Budget Advisory Committee, Cliff Madsen and Kyle Clark

The Budget Advisory Committee considers University budget policies, procedures and practices, with special emphasis on the academic budget. Traditionally, we have asked Westcott administration to give us a report at this meeting and I have asked Kyle Clark to be with us today.

As you know Kyle is the Vice President for Budget, Planning and Financial Services and he is one of only several folks at FSU that truly understands the university budget.

I remember a time long ago when Kyle's predecessors did not maintain the fiscal integrity that everyone has associated with this office during the past years. The person in his position can get an institution in terribly deep trouble very quickly. Kyle is relatively new to FSU but already he is proving to not only run a tight ship but also to be a friend of the faculty. In a few minutes Kyle will give us a short report and answer any questions.

Regarding budget issues, most everything faculty are concerned about is in what is called the Education and General part of the budget. To put this in perspective, while the total University budget is well over a billion dollars, only @ 475 million of our total budget comes via our E & G allocation. For the most part, all of the other money cannot be used or even creatively manipulated. And, because the E&G money includes salaries—almost 85% of the total E & G allocation is not malleable.

As faculty chair of the Budget Committee I can report that after many university-wide cuts and extremely austere years the state now has a surplus. However, as you know our Governor is more concerned in giving tax breaks to businesses than in taking care of other needs. And of course, our big question is always “What about raises?” The Budget Advisory Committee has asked this question at every opportunity and in every meeting and we will continue.

As you know the House and Senate are negotiating as we speak, both with somewhat different budgets. We probably will not know precisely where we are until the legislature has gone home. And, of course, all faculty raise issues require deliberation with the United Faculty of Florida.

Our administration does listen to our faculty input—and the Budget Committee will continue to give input. Our next scheduled meeting will be in May after the legislative dust has settled a bit. Committee Members are: Allan Clarke, Alma Littles, Tim Logan, Jayne Standley and Sandy Lewis—I'm Cliff Madsen.

At this time Kyle will give us a short report (see addendum 1) and answer any questions. Additionally, Interim Provost McRorie or Interim President Stokes might choose to address some of these issues as well.

b. Liberal Studies Coordinating Committee, Matthew Shaftel

As you all know by now, FSU is in the process of implementing the Liberal Studies for the 21st Century Curriculum according to a plan that was approved by this body exactly a year ago. The curriculum was the result of the combined efforts of several large faculty committees and was a thoughtful response to Legislative actions in 2012 and 2013.

Before I provide a report of our activities this past year, I want to acknowledge the incredible work of the many members of the Liberal Studies and E-Series Boards. Their work vetting and creating policy, reviewing courses, and helping to

communicate the new Liberal Studies message has been invaluable. I also need to acknowledge all those of you who are involved with the college-level curricular process. Your work is central to the University's mission and is very much appreciated. Finally, we owe a great deal of thanks for the tremendous support that Dean Laughlin, Provost Sally McRorie, and President Stokes have provided to the new Liberal Studies effort.

Those of you with whom I have communicated by phone, text, or email, who have attended one of the liberal studies workshops, or who I have seen in one of my nearly 60 meetings with departments and other units on campus will know that much of this year was spent getting the word out. It has been a pleasure to share the many opportunities that our new curriculum provides, and to help us to focus on an academic standard that reflects our rise towards the top 25.

As you may recall from my Fall report, we've worked with President Stokes on funding models that support the creation and teaching of our preeminence coursework: the E-Series courses, which are designed to help students engage, explore, and envision as they contemplate persistent questions, and Scholarship in Practice coursework, which guides students through a hands-on process of creative or scholarly activity.

We've been involved with many other aspects of creating a new curriculum: building a web presence, working with the department of education to generate a unique IFS prefix for FSU's E-series courses, projecting enrollments, working with ODL on the development of the online Curricular Request Portal that was opened in January, and following the progress of the statewide general education core, the final version of which was approved by the Department of Education about two weeks ago.

Most importantly, we have focused on coursework! Our 12 Spring 2014 E-Series courses will conclude this week and, at the very first E-Series Fellows Luncheon a few weeks ago, the faculty reported on how rewarding the courses were to teach and commented on how impressed they were with the student engagement in those classes. Next year, we plan to offer 65 E-Series courses. Of these, about 60 have gone through the online curricular process and are completely approved by departments, colleges, and the E-series board, or are nearly so. Melissa sent you a list of these courses, so you can see the incredibly creative and diverse work of our faculty colleagues. There is not a *single* course on that list that I do not want to take! Just to name a few: "Dead Cities," which focuses on urban decay; "Animation and Identity," which explores the ways in which the artist-film maker's identity is manifest in or shaped by her animated works; and, drawing on a panoply of current news and research, "Making Babies, Making Families: Adoption and Surrogacy in Literature, Film, and Public Debate," a course that is incredibly timely.

Finally, in the separate, but related GradSuccess initiative, we have worked with Associate Vice President Kistner and President Stokes on a program for Academic Engagement and Innovation Grants, which are designed to support high-impact practices in FSU's coursework. Grant proposals for this opportunity are due this Sunday.

The first deadline for Liberal Studies courses to be submitted for reapproval was in March and the Liberal Studies board has now re-certified 40 existing LS courses. In addition, they have approved six completely new Liberal-Studies courses, which we will put up for a vote in a moment. The next curricular deadline is May 15th, which is for 1000-level courses, and the remaining courses will be due in September. Courses are always welcome to come in early, and, of course, we'll have rolling approvals of E-Series and Scholarship-in-Practice courses.

Please do attend one of our workshops if you are working on Liberal Studies courses—I promise I will try to keep you both informed and entertained. Also, I am available night and day to answer questions and meet with small or large groups of faculty. If you are in one of the few departments with whom I have not already met, please consider allowing me to invite myself to discuss the many exciting opportunities available in the new curriculum.

Thank you for allowing me to serve you and our students as we adapt our curriculum to the 21st-Century needs of our students.

Six New Courses to approve:

HIS2050	The Historian's Craft
ASH3382	The History of the US & East Asia, 1850 to the Present
STA1xxx	In My Opinion: Introduction to Designing, Conducting and Analyzing Surveys
JPT3511	Japanese Popular Culture
EVR1001	Introduction to Environmental Science
WOH2xxx	Mortal Combat: Eurasian Worlds of War Since 1200

Discussion:

Trinyan Mariano from Arts and Sciences. I just had a couple of questions on History 2050. Like you, I thought all these classes sound incredibly interesting and really well-designed, but I have two questions on the rubric for Historians' Craft. One was the plagiarism policy. It seems to be maybe not the same way articulated as it is in the FSU Academic Policy. I thought I saw some contradictions there. Then I also had a question about the rubric. This is a writing and professionalization class which sounds incredibly useful. As I understood it the course works students through several—like seven or eight—tracks of their paper. And my concern on the rubric was that the feedback process seems to hedge completely around grammatical errors. If there are more than four errors then whoever is reading it will stop reading it. So my question is is this putting forth a rubric that would prevent someone who has continual or mass grammatical errors from ever receiving some kind of feedback? Is the feedback process going to be squashed after four grammar errors? And I'm particularly concerned about students with ESL problems and other persistent issues who may never be able to make that mark without ever making four errors.

Shaftel: I think those are all terrific points. I would very much like to bring that up with the person who proposed the course. I am constantly worried about the razor edge between what we get to request and what the faculty member needs in terms of the their course autonomy. That's a scary place to be all the time and I always want to make sure I'm on just the right side of the edge. So those things are definitely issues that warrant discussion with the faculty member. I think those things are

ultimately up to the faculty member to decide. That's my feeling about that one, but it's certainly something we can bring up to that individual. But if the Senate were to decide not to approve that particular course, that individual would have to come back in the fall with that course.

Tyson: So let's actually address all the other ones first and then come back to that one. Are there any issues with any of the other ones? Ok. So the proposal has been to accept those 5 now to satisfy the requirement.

The motion passes. (ASH3382: The History of the US & East Asia, 1850 to the Present; STA1xxx: In My Opinion: Introduction to Designing, Conducting and Analyzing Surveys; JPT3511: Japanese Popular Culture; EVR1001: Introduction to Environmental Science; WOH2xxx: Mortal Combat: Eurasian Worlds of War Since 1200.)

Now this one, I understand your point. And it really is a point of what are the expectations on a faculty member imposed by the university. I understand your point which is that the administration shouldn't be making these determinations; the correct body is the Senate. So if we think it is unacceptable, we are better off saying no bring it back than saying [inaudible] but I leave it to this group to decide what to do.

Woman: Can I ask a question? Wouldn't something like ESL be covered under Students with Disabilities? So when you have students with disabilities they come in with a document that alters you to the fact [inaudible]. Ok, so ESL is not a disability [inaudible]. But I think that the person who is incapable of writing the ten pages without some kind of grammar mistake because they have a disability, that that would be covered. That we would be able to work with that.

Tyson: I suspect that they are not going to be as stringent as they say. That statement is probably there to remind them to do some proofreading first. That's my guess at what they mean by that.

Woman: That's my guess too. I don't know how many of us say it doesn't matter but then we see something written in the newspaper which has an egregious mistake. I would leave it up to the professor because if that's there scare tactic to get the majority of students [inaudible] work with the students who have significant dyslexia or some other inhibitor that makes it difficult to accomplish that. I would leave it up to the faculty member. That's just me.

Man: If I recall correctly there is also the suggested Faculty Senate language in there about tutoring in the writing center. That would obviously be another mechanism for those who were concerned about those issues. I mean again we are talking about something that students and faculty members probably need to work out.

The motion passes. (HIS 2050: The Historian's Craft)

c. **Undergraduate Policy Committee, Jen Koslow**

The UPC began its year by reviewing its mission. The creation of an ad-hoc liberal studies committee to steward the transition of the University's general education curriculum changed the dynamics of the UPC's activities. In keeping with its core goal to consider University-wide policies on undergraduate academic affairs, the UPC will now also review and approve new degree programs, generate review, and approve undergraduate policy. In addition, the UPC will continue to review and approve criteria policy, and courses identified as meeting computer competency, and oral competency.

The UPC created and/or revised the following policies, which it then brought to the Faculty Senate for consideration:

- The UPC approved revisions to the UPC's Oral Competency Communication Requirement to provide guidance to the Colleges about waivers and exceptions as this responsibility has been delegated to the baccalaureate deans' offices beginning in the Fall 2013 term.
- The UPC approved a University-Wide Standards for Undergraduate Teaching Assistants
- The UPC approved a UPC Criteria for Undergraduate Academic Programs

The UPC undertook a review of the Interdisciplinary Social Sciences program (ISS) as part of its Quality Enhancement Review (QER). The UPC made a set of recommendations to the program and shared those recommendations with the Provost.

The UPC approved the following course for computer competency: CCJ 3071: Computer Applications in Public Safety and Security

The UPC approved the following seven courses for the OCCR competency: **HIS 4065**: Public History Theory and Methods; **CLA 2110**: Debates About the Past: Greek Civilization, History, and Culture; **CLA 2123**: Debates About the Past: Roman Civilization, History, and Culture; **MSL 4301**: Leadership & Management; **COM2**: Online Communication and Presence; **EIN 3010**: Industrial and Manufacturing Engineering Tools; and **IFS 2021**: Social Responsibility (Rhetorically Speaking)

VIII. Faculty Athletics Representative, Pam Perrewe (See addendum 2.)

It is a pleasure to be here. I was with you last year and went through a number of issues. Today I'm not going to be talking about all the things you've been reading about in the newspaper. I'll be talking about concussion policies, so it's not really exciting. One thing I wanted to mention is when I was invited to talk, I was asked to cover concussion policies briefly, but I also feel like it's important to talk about some of the other things that are going on in the athletic department. I'd like to talk about our tutoring program in athletics. The current APR and GSR ratings—APR is academic progress rate and GSR is graduate success rate—and then of course our current concussion policy.

A part of my job as the faculty athletic rep is to chair our athletics' board. I have three committees. One in academics chaired by Steve McDowell, one in finance that's chaired by Joe Icerman, and one in equity and welfare that is chaired by Lynn Panton. Every year I ask

my academic committee to do a report. One year they may do a report on academic advising, another year will be organizational structure. Last year we did organizational tutoring in academics. The tutoring program for student athletes at FSU has somewhat of a difficult mission. It's to provide an opportunity for all of our FSU student athletes to meet the high academic standards we expect at Florida State. Three factors make this particularly challenging for the tutoring. First student athletes have substantial time commitments with their training and athletic practices. Also inter-collegiate athletic competition requires a significant amount of travel. As professors I'm sure you are well aware of the times your student-athletes are out of class. Sometimes they are not traveling though. I know you know that too. It does cause a problem. I think the sports it causes the biggest problem are those that go over the fall semester and into the spring semester. Those are particularly a problem. And track, which is never out of season. And finally some of the students come from very weak academic backgrounds. Last time I was with you we talked about how some of the students are behind and it's very difficult to get them even close to where our normal students are. So they come from weak academic backgrounds and they don't have a lot of social support at home either. So those are some of the problems.

Overview of tutoring. I just wanted to let you know that over in athletics we have 60-70 tutors hired per semester and the average is 600 individual or group tutoring sessions a week. There were close to 10,000 tutoring appointments in the spring and this last fall. Or spring of 2014. They have a full time tutoring coordinator. It's a full time job, believe me, with all the student athletes. Perspective tutors are identified through folks like yourself, through Florida State, also through Tallahassee Community College. They are paid between \$8-\$12 an hour and they are also engaged in tutoring training, NCAA compliance regulations, etc. So there are a lot of things they are trained at. This group gathered information from interviews, through the academic service staff, documentation, observation, they've observed tutoring sessions, they did a lot of interviews with tutors, etc. So they really did a lot of work gathering information. I'm just going to give you the brief results here. This is tutoring utilization. I should say 25% of our tutoring is made up of men's football. That takes up most of the time. It's spread out, but football takes up most of the tutoring time. The final recommendations from this committee were that the survey responses highlighted the importance of recruiting, training, and monitoring the tutors for specialized courses. What that means is that we have some fabulous tutors who do basic science, basic English, basic math. When you get into organic chemistry or just some engineering class, we don't have tutors to do that. That's a bit of a problem. We struggle with that every year. So one of the recommendations is take these students and encourage them to work more with the faculty, more with the tutors that are available either through our library system or the specific colleges. If we do that then we have another issue. The student athlete starts to deal with more tutoring opportunities on campus—which I've been pushing for a long time—saying I think for the first two years you can do the tutoring internally but then let's push these kids out into the real world to get them tutoring in the colleges. One of the things we have to be very cognizant of is that the tutors need to be aware of NCAA compliance because you'd be surprised the little things you have to be careful about when you're tutoring. For example, I work with the doctoral students who fall under here so I can give you this example. If I'm working with a doctoral student and trying to work on writing, I may rewrite a paragraph and say here's your template. You know, quite using split infinitives or quit doing this or that. I give them a template. You are not allowed to write a paper for this student. You can point and tell them what to do but you are not allowed to write. Because what happens is people take advantage of that and re-write the paper. It's really those kinds of silly rules. But it's really the way it's implemented. That's a challenge we will have if we start pitching

student athletes out for more tutoring on campus. It's just making people aware what is acceptable and unacceptable with the NCAA. Tutoring supervisors indicated they were concerned about the level of no-shows to tutoring sessions by students. This is a problem. If a student misses three times they start getting penalized. They have to pay for the tutoring. It'll be taken out of their scholarship check. The SAAS staff is to be supported in exploring ways that more consistent attendance. And we're trying to work on ways to get them to attend. We've got class checkers who go to the standard classes to see if they're there and they check them off. There's tutoring. They get punished for it. It's still like pulling teeth to get a certain group of students to go to tutoring. It's a fabulous opportunity, but not everyone takes advantage of it. And one of the other things I talk about is connecting with coaches and position coaches with people like me and with the advisors. And that's often a typical thing to do. Just so you know, every Thursday from 11:00-12:30 I spend an hour and a half with all the position coaches in football and we go through every single solid football player. Did they attend class? Did they miss tutoring? So I want you to know that I'm on it. Getting it solved is a whole other thing. That's my next step. There's a pretty high correlation between grades and not going to class.

Academic Athletic Progress Rate. This is very important. It tracks academic achievement of division 1 teams. It's a calculation. Every student athlete gets two points: one for retention and one for remaining eligible. I know it's kind of low bar but that's the bar. It's important because the universities and teams can get penalized if they don't meet certain NCAA APR standards. For example. If we have our football team, let's say we have 85 scholarships and 80 of our students remain in school and they are academically eligible; that gets us 160 points. Then you take 3 that are remaining in school but are academically ineligible and then two drop out and they are academically ineligible so that zero points. So the football team earned 163 points out of 170. If you divide that up and multiply by a thousand its 959. Well the rate is 925 right now. So we're above that. The APR is a rolling four-year figure, so if you have a bad year it stays with you. The teams that scores below 925 face penalties ranging from scholarship reductions to no post-season play. In 2011 the NCAA college president voted to ban teams from post-season play if their four-year APR failed to meet 930. So they've raised it from 925 to 930. It took effect in 2012, as far as that being the first year. But the first year they will be ready for penalties will be this next year 2015. As of this fall our lowest APR for any team is 954 and the highest is 1,000. So everyone is hanging in there. FSU has never had a team penalized by the NCAA for APR points so far.

Graduate Success Rate is one of the things I am concerned about. Basically this is the proportion of student athletes who earn a college degree. There are no NCAA penalties associated with it but it's still obviously an important metric. The NCAA reported a GSR for division 1 schools at 82%. The NCAA also reported a GSR for football schools like Florida State at 69%. Florida State's GSR is 87%. The lowest GSR sports at FSU are football and men's basketball - 58% and 71% respectively. They are up from last year. They were 55 and 57. I'm not saying there was any big intervention done. With basketball, it's a small group, let's face it. So if we get a couple of kids who do really well, that's when the rate is up. Football is the same but has gone up a tad. Highest GSR scores are in men's golf, men's tennis, woman's golf, women's tennis, and woman's volleyball---women are rocking in the sports---100%.

A little closer look at football. Last year I give a talk the day after the *Chronicle of Higher Education* came out with a report that the best football schools had some of the lowest graduation success rates for African American players and we were on the list. So I read it

and then came in and was asked about and said I don't know but I'll find out. So, out of approximately 120 black football student athletes, 40 did not graduate. 27 did graduate and the rest are still in school. The jury is still out but I'm pulling the numbers and looking at this. The reasons for not graduating: a lot of them are going into professional careers (so that's an issue), dismissed from school or violation of team rules, tried professional career and didn't make it, or they transferred. The biggest one for Florida State is going out for a professional career. I discussed my concerns with the boosters and I won't bore you with the details of it, but I plan to work with the academic unit and my goal is to move the bar. The report says we graduated about 30% of our African American students. We redid the numbers and found that there was 55%. So I'm going to say 40% because I'm not really sure. About 40% is really where it was the last few years. I'd like to move it closer to 80% and get that up. Obviously any initiative to help keep our kids in our schools is going to help all of our students. This isn't just about African American football players. It's about all of our students which are quite often African American students. But it's supposed to help all of our students. I'm working with them to try and get an endowment and I've got some ideas but that will be next year when I chat with you that we will see if I was successful.

Finally, in regards to concussion policies they have a really good workshop, but what I want to tell you is that Florida State has a concussion policy. It's very complicated and I'm not going to go through it with you today, and you're probably thinking, thank you. But I'll tell you quickly. When a player has a concussion on the field, they are moved immediately to undergo a quick screen stability test. There's a number of different metrics they go through. Failure to meet any of those baseline numbers, they take them out. And then it's up to the team physicians to make that recommendation if they can work on a computer or if the lights bother them, if they can go to practice or class—those kinds of things. Bottom-line is there is a lot of information that I won't bore you with, but what I will do is send Gary Tyson and he can send to you the complete tutoring report if you'd like it and the complete concussion policy that talks about all the specific tests. And some of you medical folks might be very interested in what they do, and I can give you all the procedure and policies and anything else. Do you have any questions for me besides the logo? I'm getting hate mail. And just so you know, I had nothing to do with the logo. Just FYI.

Woman: Thank you for the presentation. Can you tell us about the Title IX investigation or what the timeline is?

Perrewe: I don't know. It's a federal investigation so I am completely out of the loop. What I know I read in the *Democrat*. So I honestly don't know the timeline is for that. Sorry. I would tell you if I knew.

Man: It seems like the graduation success rate metric is wrong for lots of students who come to a Division 1 school. They don't come here to get a degree. They come here to get into the pros. They have a success, and they ought to be measured that way and taken out of the metric--

Perrewe: They are.

Man: --rather than people who drop out because they can't make it academically within the first one or two years rather than trying to get into the pros.

Perrewe: That's a very good point. The graduate success rate does actually take out those kids who are academic eligible. In baseball, we would be in big trouble if they counted all of our kids in baseball who went pro. They leave all the time. But they are academically eligible. They are fine. They don't count as GSR. They do count for something called the fed rate. We'll find out we had an 82% success rate and then the fed rate will be like 27. That would be what it is in baseball. So actually they do pull that out. So the numbers are a little disturbing when you find out it's not just people leaving for the pros. What happens with us sometimes is that those kids who know they are not going to the pros, they don't bother going to class that last semester. I do think that is one problem.

Woman: Pam, I want to thank you for the data. You do a wonderful job telling us exactly what is going on better than any faculty rep we've ever had. So thank you. Is there a plan to release that information to the press to get some good publicity about what FSU is doing?

Perrewe: To release it is one thing. To have them actually print it is another. That's a really good point. I think we could use some better—at least some reasonable PR. There are a lot of good things going on in Florida State University athletics, and the bad things get highlighted as you all know. But let me talk to Stan Wilcox and let me see if in some of our meetings say is there some way we can highlight some of the positive things going on—some of the things we are doing with education for our student athletes. Thank you for that.

IX. Old Business

There were no items of old business.

X. New Business

There were no items of old business.

XI. University Welfare

a. One Book, One Campus, Kris Harper

I'm Kris Harper from History. And Dennis Moore and Melissa Gross are sitting in the back. We are on the One Book, One Campus Book Selection Committee. For those of you who are saying, "I didn't even know we had this," that is part of the problem. What we are trying to do is—this is a student services project which assigns a book for all incoming students to read—so we are ordering 8,000 of these books for next year. But what hasn't been happening is that there has been no tie between this book and academics. And we would like to see a tie between what the students are reading when they come in and what happens in academics the rest of the year. So this year's book is by Wendi Adelson who is a member of the Law school here who wrote a novel called *This is Our Story* about human trafficking. So basically it's a fictionalized account of her work with human trafficking. So if anyone in your departments is teaching a course that might have something even remotely related to human trafficking as an issue---so whether that's ethics, historical, sociological, economic---or any of those things, if you could send me an email at kcharper@fsu.edu. We would appreciate it. There is something coming out from the One Book, One Campus Committee but this is just kind of a heads up, and in future years we are hoping to give this heads up a lot earlier than the last week of classes so

that people have a chance to plan a little better. But the whole idea is to tie it better into academics because that hasn't been done in the past.

b. United Faculty of Florida Update, J. Proffitt

Good afternoon! And a big welcome to all of the new senators and welcome back to everyone else!

Bargaining begins again a week from today. Several articles will be open, including salaries and benefits. We'll keep you updated on the negotiations. As I noted last month, our next presidential consultation will be held May 14.

With these meetings ahead of us, it is really important that **all** faculty members complete the UFF-FSU faculty poll. Your responses to questions regarding salaries, evaluations, evaluations of administrators, promotion committees, and so on, truly help us help all of you in bargaining and consultations. I know we've been asked to take several surveys lately, but this one directly addresses working conditions at FSU and can have tangible effects. So please take the poll, and encourage your colleagues to take the poll as well. This is an opportunity for faculty to have their voices heard.

If you listen to WFSU-FM, you may have heard our new segment called Labor Minute, which highlights the issues, challenges and successes of the U.S. labor movement. It is on every Wednesday at 3:04pm. If you have ideas for Labor Minute or would like to write one, please feel free to contact me.

In legislative news, there are less than two weeks left in session, and FRS reform, changes to healthcare benefits, a textbook affordability bill that I mentioned last time that requires us to use textbooks for at least three years among other things, the budget, which may or may not include raises or merit bonuses for state workers, and secrecy bills are all still on the table. Feel free to contact me for more information about these issues.

XII. Announcements by Deans and Other Administrative Officers

There were no announcements.

XIII. Announcements by Interim Provost McRorie

I'll be really quick. I'm not even going to walk up there. Two things. April is the cruelest month as we remember. It's a long, long month. But I hope you are coming to a very happy and positive end. In my hat as the continuing Vice President for Faculty Development and Advancement, I'm happy that we've had P&T workshops for faculty who are preparing to come forward and for staff who are willing to help them with that. If that includes anyone here or any of your colleagues who need a little extra help, remember that my office is ready to do that. Any questions that you have, let us know. We have just received the binders---last week, I guess---for the first round of specialized faculty promotions. That was a difficult thing to do, and the first time is always a little harder, and I appreciate the help of everyone in completing that process. I also appreciate everyone's help with textbook compliance. I know that is one of those things that no one really wants to worry about, but our federal and state auditors do worry about that, and, in fact, we will be audited on that next year, so I'm

pleased to say that our summer rate is very good. I think 6% out of compliance. And for fall, 4%; so that's excellent. I appreciate everyone's help on that.

And my hat as interim-provost, we could call our university "Analytics are Us" moving forward because we are going to have a lot of big data in lots of different forms that are going to be rolling out soon. Some people from your units probably went to our student success collaborative roll-out today. Mostly advisors there. This is a very robust advising system that is based on historical data of our own institution, our own students and their success or lack thereof. And it's really going to help with retention rates and graduation rates. Pulling those up. And specifically groups like athletes and other cohorts will be focused on as needed. So I think that's really going to help us moving ahead in those areas. Academic Analytics is something we will be rolling out as well. This is a national database. Our peer institutions and aspirational institutions also belong to this consortium. And we can look, using this toolbox, at faculty performance, department performance, where hires might be made, to improve our national reputation in various disciplines. We'll be rolling that out. It's a wonderful database. It's very rich. I've only been able to look at it very briefly but I think all the departments and faculty are going to find it very enlightening. We do have our aggregated coach data back. I want to thank everyone who participated in that. We have not really had the time to look at it but we will be doing that and releasing some reports and starting to talk with the faculty early in the fall about what the implications of that data are and how we can move forward to make things better in terms of faculty life on campus. For those of you who were invited to the faculty awards dinner Friday night, I hope you are able to attend. It's going to be a lovely event and it's a nice way to end the semester to recognize those colleagues among us who have really performed extremely well in regards to teaching and research. That's it. Thank you.

XIV. Announcements by Interim President Stokes

Thank you. And I am just going to take a moment. I know that this is your last meeting for the academic year, and I didn't want to miss out on the opportunity just to be in front of you and wish you the best for the rest of the semester. The reality is that Kyle has given you a great deal of the information that I would share with you, and that has to do with uncertainty we face at this point with this budget process. We do expect to fare well in this process in terms of additional new dollars. But we don't have the details right yet with regard to what we are going to get in terms of our performance funding, in terms of preeminence funding, in terms of funding for EOAS which has been in the house budget but not the senate budget. So there is a just a great deal that we are trying to stay on top of. I'll tell you, it seems to be a changing landscape every 30 minutes. So we are on the phone with people in the legislature, back and forth, trying to figure out exactly where we are headed. We are also hearing some things from the governor's office about what the governor wants to see or doesn't want to see. I'm not sure if Kyle---because I didn't get here for the beginning of his presentation---whether he mentioned anything about the possibility of tuition increases. We are not really expecting to see those. The fact that it is an election year is having impact on the decisions being made. But the performance funding we expect to yield some significant dollars. We are certainly hoping they are going to be the nature that we can make recurring commitments against it which means focusing on those things we would have to pay for every year: new faculty, dealing with inversion and compression if we can figure out a way to do that. Those are things that are pretty high priority for me and for others that I'm working with. I don't know the extent to which your email blows up with issues. If I were to judge based on the emails I received and their volume, I would say the most important issue on

the minds of everyone associated with Florida State is the logo that we put out there. I don't know if you are hearing about that logo or if you have opinions about the logo, but I can tell you that many people do. We're looking at that. I can tell you that sales on things that have that new logo are going very well, but we do need to look at: what it means to the supporters of Florida State University, how this was rolled out, what it means to their sense of involvement in our community. So we'll look at that. We're trying to monitor it. But if I were to go by volume of email, I would say I should spend all my time focused on that. It hasn't been where I've spent all my time, but there are some that are paying a great deal of attention. And of course I am always happy to hear from people about their thoughts on that matter or really anything else.

You've certainly all seen the *New York Times'* article, and I'm sure no one really likes to see our university portrayed in the ways in which we were portrayed in that article. But I think you probably also saw then our responses to that. And I will tell you that we are working daily on the issues that it raised. We are working daily on what we are going to do to make sure the message that the great things at Florida State are the things that get out there. I am invested in making sure that what we do is really best practice at every level. We can always get better. I'm not in any way suggesting that there was any wrong doing in the handling of this on the part of Florida State. We have a really fine program that I think has served many of our students and victims very well. But I think there are some things happening in the landscape of Title IX that really forces us as a university to step back and say, what can we do to make sure that we are protecting everyone on our campus. So what you can expect to see over the next few months is that we are going to spend a lot of time talking about that. We are going to make sure that what Florida State is doing is the model for what you can expect to see at any university in the country. So those are things that I have been focused on for the last three weeks. I appreciated Doug Blackburn's article in the *Tallahassee Democrat* on Sunday when he talked about this sort of baptism by fire. A lot of things happened the first day, but we have a really great team, and I've appreciated the thoughts that I've got from the faculty and other members of the community as we try to manage what has really been some really difficult stories and difficult situations for us. I'm happy to answer any questions you might have.

Ken Brummel-Smith: Ken Brummel-Smith from Medicine. How much risk is there to us by being more efficient than the legislature would decide that we need less money?

Stokes: I don't think that the legislature has thought that our efficiency was a reason to give us less money. I know there seems to be a double-edged sword talking about how efficient we are. I think our strongest case for getting additional money is providing the evidence that we invest it well. And I think that message has resonated pretty well with people who care about allocations of state dollars to the public universities. So we are careful with the message for that very reason. What continues to concern me is that we rely on state appropriations and tuition as major areas to support the institution. And as long as we have the focus on increasing our appropriations and giving us clear guidelines for how we do that, that's fine. But in times of declining appropriations having the flexibility on the tuition side is going to be important for us. And we'll have to see how that fares out in subsequent years. We don't know at this point. Other questions?

Man: Within Medicine there is a huge performance-based funding initiative right now nationally, but most of the time there's a baseline and then the performance funding is on top of the baseline. Is that the way it works in the legislature as well?

Stokes: There are two models. And one of them is a model that really leaves everyone harmless but there does seem a desire on the part of the legislature to have us have some skin in the game. And I think where we'll end up is there will be a cut and then a reallocation. I think 100 million dollars is what they are talking about across all institutions, but then there is a reallocation of those funds so that most institutions are not going to see a loss. There are some mechanisms I think they are considering that would have institutions not see any loss for the first year. But we don't really know where that's going to end up. We know that the performance-funding model that the Board of Governors put together is not a perfect model. They know it's not perfect. It will likely change from one year to the next. And that's why it will probably create greater concern for the institutions than having a little skin in the game so that there's a real incentive to try to do better. It's focused on both how one actually scores but also on the possibility for improvement. That gives some hope for some institutions on some of the metrics. But it remains to be seen how this will eventually unfold. Certainly a lot of states are looking at performance-funding. They are looking at different models. This is certainly not worse than anything else that is out there in some respects because it involves multiple metrics. It's a little better than some that I've seen discussed and implemented in other states. Kyle, you may have some thoughts on that.

Kyle: One thing that I failed to mention too is that the performance metrics are all geared toward undergraduate students right now. So graduate and professional education right now are not being considered at all in any of the performance metrics.

Stokes: Except for the STEM percentage of degrees in the graduate level in areas of strategic emphasis.


Kyle: Right. There's one for graduates.

Man: [inaudible]

Stokes: I know that that is a constant battle. And I do think that those kinds of issues should be on the table as we think about how we do our work. How do we reduce workloads and figure out mechanisms to do these reporting requirements more efficiently? I think the Board of Governors is interested in that. And some of the reporting requirements that we have are set by them. And things we do are requirements in response to the Board of Governors. That's certainly a part of what I think we would consider as we think about what it means to be efficient and effective. Those are very frustration. I think universities across the country are battling that very issue. [Inaudible] as a dean and as a department chair, certainly there is better way to do it. I have to agree with you. Other questions for me? Again, I just want to say thank you. I know we are headed to the end of the term and I wish you the best as we get into commencement. As soon as we have more information about the budget and about where we are headed, I attend to send out regular communications to you. And you'll know soon after we do about where things are headed for us. So thank you very much.

XV. Adjournment

The meeting adjourned at 5:10 p.m.



Melissa Crawford, Faculty Senate Coordinator

Faculty Senate

April 23, 2014

Kyle Clark
Vice President for Finance and Administration



THE FLORIDA STATE UNIVERSITY

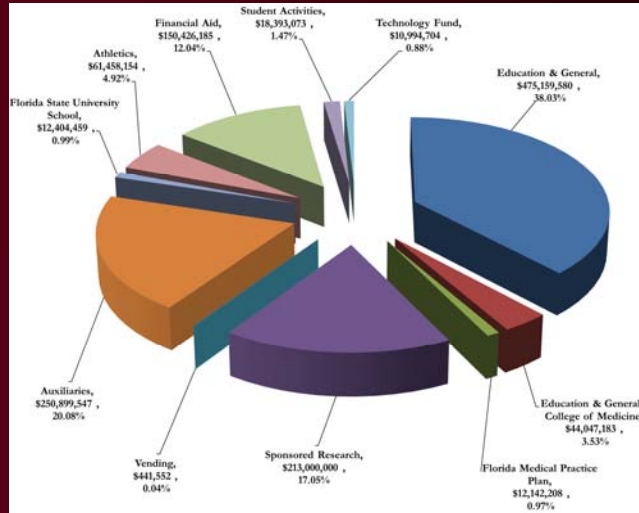
Final Approval of 2013 – 2014 Budget

Education & General	\$ 475,159,580	38.03%
Auxiliaries	250,899,547	20.08%
Sponsored Research	213,000,000	17.05%
Financial Aid	150,426,185	12.04%
Athletics	61,458,154	4.92%
Education & General - College of Medicine	44,047,183	3.53%
Student Activities	18,393,073	1.47%
Florida State University School	12,404,459	0.99%
Florida Medical Practice Plan	12,142,208	0.97%
Technology Fund	10,994,704	0.88%
Vending	441,552	0.04%
Total	<u>\$ 1,249,366,645</u>	<u>100.00%</u>



THE FLORIDA STATE UNIVERSITY

Final Approval of 2013 – 2014 Budget



THE FLORIDA STATE UNIVERSITY

Final Approval of 2013 – 2014 Direct Support Organizations Budgets

Direct Support Organizations	Proposed Budget 2013-14
FSU Alumni Association, Inc.	\$ 2,723,048
FSU College of Business Student Investment Fund, Inc.	5,500
FSU Financial Assistance, Inc.	5,333,667
FSU Foundation, Inc.	18,633,295
FSU International Programs Association, Inc.	14,450,000
FSU Magnet Research and Development, Inc.	586,050
FSU Real Estate Foundation, Inc.	247,490
FSU Research Foundation, Inc.	3,027,000
John and Mable Ringling Museum of Art, Inc.	1,807,251
Seminole Boosters, Inc.	37,896,524
Florida Medical Practice Plan, Inc.	\$ 12,960,203
Total	\$ 97,670,028



THE FLORIDA STATE UNIVERSITY

Total Operating Budget Summary (Including DSO)

Education & General	\$ 475,159,580	35.27%
Auxiliaries	250,899,547	18.63%
Sponsored Research	213,000,000	15.81%
Financial Aid	150,426,185	11.17%
Athletics	61,458,154	4.56%
Education & General - College of Medicine	44,047,183	3.27%
Student Activities	18,393,073	1.37%
Florida State University School	12,404,459	0.92%
Florida Medical Practice Plan	12,142,208	0.90%
Technology Fund	10,994,704	0.82%
Vending	441,552	0.03%
DSO	97,670,028	7.25%
Total	\$ 1,347,036,673	100.00%



THE FLORIDA STATE UNIVERSITY

Our Annual Operating Budget is larger than 69 Countries

American Samoa	Gibraltar	Palau
Andorra	Grenada	Pitcairn Islands
Anguilla	Guam	Saint Helena
Antigua and Barbuda	Guernsey	Saint Kitts and Nevis
Aruba	Guinea	Saint Lucia
Barbados	Guinea Bissau	Saint Pierre and Miquelon
Belize	Guyana	Saint Vincent and the Grenadines
Bhutan	Isle of Man	Samoa
British Virgin Islands	Jersey	San Marino
Burundi	Kiribati	Sao Tome and Principe
Cape Verde	Liberia	Seychelles
Cayman Islands	Liechtenstein	Sierra Leone
Central African Republic	Maldives	Solomon Islands
Cook Islands	Malawi	Suriname
Djibouti	Marshall Islands	Togo
Dominica	Mauritania	Tokelau
Eritrea	Monaco	Tonga
Falkland Islands	Montserrat	Turks and Caicos Islands
Faroe Islands	Nauru	Tuvalu
Federated States of Micronesia	New Caledonia	U.S. Virgin Islands
Fiji	Niue	Vanuatu
French Polynesia	Norfolk Island	Vatican City
Gambia	Northern Mariana Islands	Wallis and Futuna



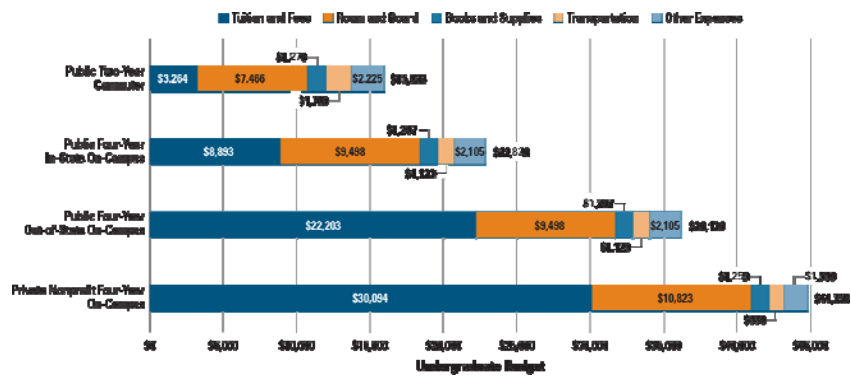
THE FLORIDA STATE UNIVERSITY

Cost of Attendance



THE FLORIDA STATE UNIVERSITY

Average Estimated Full-Time Undergraduate Budgets 2013-14



Florida State University...ESTIMATED
 Tuition and Fees = \$6,507
 Room and Board = \$10,235
 Books = \$1,000
 Transportation = \$1,210
 Other = \$ 2,914
TOTAL = \$21,866

SOURCE: The College Board, Trends in College Pricing 2013, Figure 1.

For detailed data, visit: trends.collegeboard.org.

Trends in College Pricing 2013



Florida State University Undergraduate Tuition & Fees

RESIDENT	<u>2013-14</u>	NON-RESIDENT	<u>2013-14</u>
Tuition:		Tuition:	
Tuition	\$ 105.07	Tuition	\$ 105.07
Tuition Differential Fee	49.59	Tuition Differential Fee	49.59
Subtotal	\$ 154.66	Subtotal	\$ 154.66
Fees:		Fees:	
Activity and Service Fee	\$ 12.86	Activity and Service Fee	\$ 12.86
Athletic Fee	7.90	Athletic Fee	7.90
Capital Improvement Trust Fund Fee	4.76	Capital Improvement Trust Fund Fee	4.76
Health Fee	13.97	Health Fee	13.97
Student Affairs Facility Use Fee	2.00	Student Affairs Facility Use Fee	2.00
Student Financial Aid Fee	5.25	Student Financial Aid Fee	5.25
Technology Fee	5.25	Technology Fee	5.25
Transportation Fee	8.90	Transportation Fee	8.90
Subtotal	\$ 60.89	Out-of-State Fee	481.48
		Out-of-State Student Financial Aid Fee	24.07
		Subtotal	\$ 566.44
Total per Credit Hour	\$ 215.55	Total per Credit Hour	\$ 721.10
Facility Use Fee per semester	\$ 20.00	Student Affairs Facility Use Fee per semester	\$ 20.00
Academic Year (30 Hours)	\$ 6,506.50	Academic Year (30 Hours)	\$ 21,673.00



THE FLORIDA STATE UNIVERSITY

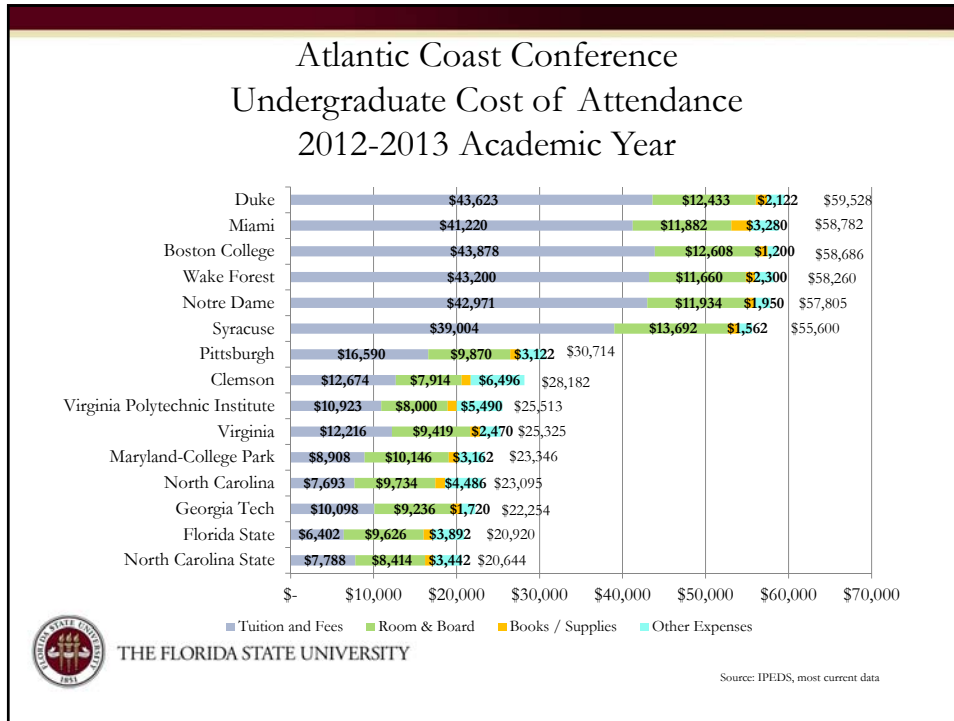
Top 40 National Public Institutions Undergraduate - Resident

21 Pittsburgh	\$ 16,590	31 Delaware	\$ 11,682
8 Pennsylvania State	\$ 16,444	19 Connecticut	\$ 11,242
40 Colorado School of Mines	\$ 15,654	25 Virginia Polytechnic Institute	\$ 10,923
11 Illinois at Urbana-Champaign	\$ 15,489	11 Wisconsin-Madison	\$ 10,378
34 Vermont	\$ 15,284	7 Georgia Tech	\$ 10,098
9 California-Davis	\$ 13,877	16 Ohio State	\$ 10,037
4 Michigan-Ann Arbor	\$ 13,819	31 Indiana-Bloomington	\$ 10,033
11 California-Santa Barbara	\$ 13,671	24 Purdue	\$ 9,900
31 Miami-Oxford	\$ 13,594	20 Georgia	\$ 9,842
6 William and Mary	\$ 13,570	16 Texas at Austin	\$ 9,790
25 Minnesota-Twin Cities	\$ 13,459	36 Colorado Boulder	\$ 9,482
36 California-Santa Cruz	\$ 13,416	40 Auburn	\$ 9,446
40 Massachusetts Amherst	\$ 13,230	36 Alabama-Tuscaloosa	\$ 9,200
9 California-San Diego	\$ 13,217	21 Maryland-College Park	\$ 8,908
29 Michigan State	\$ 13,211	25 Texas A & M-College Station	\$ 8,506
14 California-Irvine	\$ 13,122	29 Iowa	\$ 8,057
25 Rutgers-New Brunswick	\$ 13,073	5 North Carolina at Chapel Hill	\$ 7,693
1 California-Berkeley	\$ 12,874	34 Stony Brook	\$ 7,560
2 California-Los Angeles	\$ 12,692	36 SUNY College of Environmental Science and Forestry	\$ 6,593
21 Clemson	\$ 12,674	40 Florida State	\$ 6,402
16 Washington-Seattle Campus	\$ 12,383	14 Florida	\$ 6,143
Virginia-Main Campus	\$ 12,216		



THE FLORIDA STATE UNIVERSITY

Source: U.S. News & World Report



State University System Undergraduate Tuition & Fees 2013-2014 – 30 Credit Hours

RESIDENT		NON-RESIDENT	
FSU	\$ 6,507	UF	\$ 28,540
FIU	6,493	FGCU	25,214
USF-T	6,410	NCF	24,912
UWF	6,356	UCF	22,415
UNF	6,353	FAU	21,697
UCF	6,317	FSU	21,673
UF	6,263	UNF	20,756
FAU	6,193	USF-T	19,665
FGCU	6,171	UWF	19,238
FAMU	5,827	FIU	18,892
NCF	5,721	FAMU	17,715

Florida State University Graduate Tuition & Fees

RESIDENT	<u>2013-14</u>	NON-RESIDENT	<u>2013-14</u>
Tuition:		Tuition:	
Tuition	\$ 403.51	Tuition	\$ 403.51
Subtotal	\$ 403.51	Subtotal	\$ 403.51
Fees:		Fees:	
Activity and Service Fee	\$ 12.86	Activity and Service Fee	\$ 12.86
Athletic Fee	7.90	Athletic Fee	7.90
Capital Improvement Trust Fund Fee	4.76	Capital Improvement Trust Fund Fee	4.76
Health Fee	13.97	Health Fee	13.97
Student Affairs Facility Use Fee	2.00	Student Affairs Facility Use Fee	2.00
Student Financial Aid Fee	20.17	Student Financial Aid Fee	20.17
Technology Fee	5.25	Technology Fee	5.25
Transportation Fee	8.90	Transportation Fee	8.90
Subtotal	\$ 75.81	Out-of-State Fee	601.34
		Out-of-State Student Financial Aid Fee	30.06
		Subtotal	\$ 707.21
Total per Credit Hour	\$ 479.32	Total per Credit Hour	\$ 1,110.72
Facility Use Fee per semester	\$ 20.00	Student Affairs Facility Use Fee per semester	\$ 20.00
Academic Year (24 Hours)	\$ 11,543.68	Academic Year (24 Hours)	\$ 26,697.28



THE FLORIDA STATE UNIVERSITY

National Public Institutions Graduate - Resident

Delaware	\$ 27,982	California-San Diego	\$ 12,734
Pittsburgh	\$ 20,076	Florida	\$ 12,590
Michigan-Ann Arbor	\$ 19,434	California-Los Angeles	\$ 12,566
Pennsylvania State	\$ 18,552	Virginia Polytechnic Institute	\$ 12,413
Rutgers-New Brunswick	\$ 16,939	Ohio State	\$ 12,201
Illinois at Urbana-Champaign	\$ 16,612	Wisconsin-Madison	\$ 11,833
Minnesota-Twin Cities	\$ 15,854	Florida State	\$ 11,505
Virginia-Main Campus	\$ 15,662	William and Mary	\$ 11,404
Colorado School of Mines	\$ 15,654	Maryland-College Park	\$ 11,331
Vermont	\$ 15,052	Colorado Boulder	\$ 11,173
Washington-Seattle Campus	\$ 14,358	Texas at Austin	\$ 10,918
Michigan State	\$ 14,334	Stony Brook	\$ 10,584
California-Santa Cruz	\$ 13,279	SUNY College of Environmental Science and Forestry	\$ 10,251
California-Davis	\$ 13,107	Purdue	\$ 9,900
Massachusetts Amherst	\$ 12,978	North Carolina at Chapel Hill	\$ 9,689
Georgia Tech	\$ 12,964	Georgia	\$ 9,596
California-Irvine	\$ 12,962	Auburn	\$ 9,440
California-Santa Barbara	\$ 12,957	Iowa	\$ 9,313
Miami-Oxford	\$ 12,912	Alabama-Tuscaloosa	\$ 9,200
California-Berkeley	\$ 12,874	Indiana-Bloomington	\$ 9,009
Connecticut	\$ 12,786	Clemson	\$ 8,568
		Texas A & M-College Station	\$ 8,250



THE FLORIDA STATE UNIVERSITY

Source: U.S. News & World Report

Atlantic Coast Conference Graduate Tuition & Fees 2012-2013 Academic Year

RESIDENT

Duke	\$ 43,567
Notre Dame	42,815
Wake Forest	33,504
Syracuse	31,056
Miami	30,784
Boston College	23,346
Pittsburgh	20,076
Virginia	15,662
Georgia Tech	12,964
Virginia Polytechnic Institute	12,413
Florida State	11,505
Maryland – College Park	11,331
North Carolina	9,689
North Carolina State	8,934
Clemson	8,368

NON-RESIDENT

Duke	\$ 43,567
Notre Dame	42,815
Wake Forest	33,504
Pittsburgh	32,398
Syracuse	31,056
Miami	30,784
Georgia Tech	29,240
Florida State	26,618
North Carolina	25,779
Virginia	25,668
Boston College	23,346
Virginia Polytechnic Institute	23,266
Maryland-College Park	22,797
North Carolina State	20,982
Clemson	19,426



THE FLORIDA STATE UNIVERSITY

Source: IPEDS, most current data

State University System Graduate Tuition & Fees 2013-2014 – 24 Credit Hours

RESIDENT

UF	\$ 12,642
UNF	11,643
FSU	11,544
FIU	10,981
USF-T	10,428
FAMU	9,866
FAU	9,029
FGCU	8,961
UWF	8,950
UCF	8,831
NCF*	-

NON-RESIDENT

FGCU	\$ 31,216
UF	30,035
UCF	28,616
FSU	26,697
UNF	25,033
UWF	24,781
FAU	24,749
FAMU	24,659
FIU	23,079
USF-T	21,126
NCF*	-



THE FLORIDA STATE UNIVERSITY

*No graduate students attend NCF

Legislative Update



THE FLORIDA STATE UNIVERSITY

Funding Update

- <http://govrel.fsu.edu/>



THE FLORIDA STATE UNIVERSITY

Efficiency Committee



THE FLORIDA STATE UNIVERSITY

Projects under review and implementation

- More than 168 potential projects identified to date
- More than 60% of the ideas require IT resources for implementation
- Review and organization of projects by steering committee
- Referral of potential projects to functional units



THE FLORIDA STATE UNIVERSITY

Finance and Administration Projects



THE FLORIDA STATE UNIVERSITY

Finance and Administration Projects

- Reorganization
- Civic Center partnership
- Invitation to Negotiate
 - Postal Services
 - Golf course
- SACS
- Donald L. Tucker Center Improvements
- Enhanced budgeting
- Performance contracts (ESCO)
- Efficiency projects
- Cell phone stipends
- Auxiliary review
- Listening tour
- Financial review
- Enhanced reporting
- Collaboration with CAFA and ACC fiscal officers



THE FLORIDA STATE UNIVERSITY

Report on Florida State University Athletics Program

Pamela Perrewe
Faculty Athletics Representative
Florida State University Faculty Senate
April 23, 2014

Overview of Presentation

- Tutoring Program
- Current APR and GSR Ratings
- Concussion Policy

Athletics Board Committees

- Academic Committee (Steve McDowell)
 - Conducted the Tutoring Evaluation
- Finance Committee (Joe Icerman)
- Student Equity and Welfare Committee (Lynn Panton)

Purpose of the Tutoring Evaluation

- The purpose of this evaluation is to provide a periodic assessment of the tutoring program offered by the Student-Athlete Academic Services (SAAS) at Florida State University.
- The Academic Committee of the Athletics Board reviews tutoring, academic advising and the organizational structure of SAAS on a rotating basis.

Introduction

The tutoring program for student-athletes at FSU has a difficult mission; to provide the opportunity for all of FSU's student-athletes to meet the high academic standards the university's faculty sets for every bachelor's degree recipient.

Three factors makes this challenging

- Student-athletes make a substantial commitment of time and effort to training for their athletic pursuits.
- Intercollegiate athletic competition involves significant travel, depriving student-athletes of the ability to attend some classes and other learning opportunities, such as faculty office hours.
- Some student-athletes come from weak academic backgrounds. In most cases, these weak backgrounds are associated with growing up in families, neighborhoods, and schools facing the challenges of poverty.

Overview of Tutoring

- The tutorial program consists of approximately 60-70 tutors hired per semester who conduct an average of 600 individual and group tutoring sessions per week. There were close to 10,000 tutoring appointments in Spring and Fall 2013. They have a full time tutoring coordinator.
- Prospective tutors are identified through contacts in academic departments at FSU and TCC and from presentations done at graduate orientation sessions. Tutors are then screened and interviewed. Tutor pay rates ranges from \$8.00 to \$12.00 per hour with the specific amount determined by highest degree obtained.
- Tutor training begins with a required orientation session that focuses on the academic honor policy at FSU, NCAA rules, and SAAS policies and procedures. Additional training is offered in the form of live and online training sessions offered by constituent groups like the Student Disability Resource Center (SDRC), the Student Counseling Center, and the FSU Library.

Information Gathering

- The Academic Committee met with senior academic services staff
- Review of documentation on policies, procedures and program outcomes
- Observations of randomly selected tutoring sessions
- Observation of tutor orientation
- Survey responses
- Interviews

Discussion and Recommendations

No-shows by students:

- Tutoring supervisors indicated they were concerned about the level of no-shows to tutoring sessions by students.
- The tutors still need to be paid in these instances, and the student incurs a penalty for a no-show after three missed tutoring sessions.
- The SAAS staff is to be supported in exploring ways that more consistent attendance at sessions can be encouraged.
- Connecting with the coaches and position coaches.

Academic Progress Rate

- Tracks academic achievement of each Division I team during each academic term.
- Based on whether a student-athlete remains in school and remains academically eligible.

APR calculation

- Each student-athlete receiving athletic aid earns one retention point for staying in school and one point for being academically eligible each academic term.
- A team's total points are divided by the number of points possible multiplied by 1000.

APR Example

- A Division I Football team awards 85 scholarships.
- 80 remain in school and academically eligible ($80 \times 2 = 160$ points), 3 remain in school but are academically ineligible ($3 \times 1 = 3$ points) and 2 drop out and are academically ineligible (0).
- The team earns 163 of 170 possible points for that term. 163 divided by 170 and multiplied by 1000 (959) is the team's APR for that term

APR Enforcement

- The APR rate is a rolling, four-year figure.
- Teams that score below 925 face penalties ranging from scholarship reductions to more severe sanctions (e.g., no postseason play).

New NCAA Rules

- In 2011, NCAA college presidents voted to ban teams from postseason play if their four-year APR failed to meet 930 (up from 925).
- Takes effect in the 2012-13 academic year with three years to align the APR with new standard (2015-2016).

FSU's Current Academic Status

- As of this fall, our lowest 4-year APR for any team is 954 and our highest is 1000. FSU has never had a team penalized by the NCAA for APR points.

Graduation Success Rate (GSR)

- The GSR is designed to show the proportion of SAs who earn a college degree; no NCAA penalties attached.
- NCAA reported a GSR for Division I schools; 82%.
- NCAA reported a GSR for Football Bowl Subdivision schools (like FSU); 69%.

Graduation Success Rate for FSU

- Overall GSR for FSU is 87%.
- Lowest GSR scores are in football and men's basketball (58% and 71%, respectively). These are up from 55% and 57% last year.
- Highest GSR scores are in men's golf, men's tennis, women's golf, women's tennis, and women's volleyball (100%).

Closer Look at Football

- Last year I was asked to look at FSU's low graduation rates for African American football players
- Out of roughly 120 black football Student-Athletes, approximately 40 did not (and likely will not) graduate and 27 did graduate (the rest are still in school).
- Reasons for not graduating:
 1. Professional career
 2. Dismissed from school or violation of team
 3. Tried for professional career (failed)
 4. Transferred

Graduation Rates

- Discussed my concerns with the Boosters
- I plan to work with the Academic Unit in Athletics to develop a proposal for funding
- Goal is to move the bar from graduating approximately 40% of our African American football players to closer to 80% of our football players.
- All student-athletes will benefit from this initiative.

Concussion Policies

- When a concussion occurs on the field of play athletes are removed from the field to undergo a quick screen stability test.
- FAILURE to meet the baseline numbers for any test is indicative for removal from play.
- Student-athletes are referred to our team physician as soon as possible for an evaluation. Team physician makes recommendations for class attendance, team meetings attendance and practice participation.

Additional Information

- Complete Tutoring Report
- Complete Concussion Policy and Procedures

THANK YOU!

If you have questions, please email me at:

pperrewe@fsu.edu

2013-2014

Year-End Faculty Senate Committee Reports

**Report to the Faculty Senate
From the
University Distance Learning Committee
For the Academic Year 2013-2014**

The University Distance Learning Committee (DLC) consists of the following members:

G. Stacy Sirmans, Chair, College of Business
Abbas Darabi, Education
Randy Dumm, College of Business
Susan Fiorito, College of Business, UCC Chair
Jen Koslow, Arts and Sciences, UPC Chair
Lee Stepina, College of Business, GPC Chair

Ex officio members:

VP for Faculty Development and Advancement or designee
Director of ODL
Vice President for Academic Affairs or designee

The FSU Distance Learning Committee (DLC) provides policy development, oversight, and academic advice specific to the design and implementation of Distance Learning courses and degree programs. In particular, the committee has the following responsibilities:

1. To propose to the Senate procedures and standards for authorization to offer courses and programs by delivery methods other than standard classroom delivery, and for enduring quality control of such course and program offerings.
2. To monitor the effectiveness with which the procedures and standards and standards adopted are being implemented.
3. To propose to the Senate modifications to existing standards and procedures as appropriate. This committee will supplement, not supplant, the functions of other existing committees.

The Distance Learning Committee did not meet over the academic year 2013-2014. We are currently working with the faculty senate president to set an agenda and determine discussion items for the coming year. If the Faculty Senate Steering Committee, faculty senators, faculty members at large, or others have issues that they feel should be brought before the DLC, please send them to me. A starting point may be the online courses that have been highlighted by the new course scheduling system for which no reviews have been completed.

There are some things over the last year that enhanced/highlighted distance learning on campus. First, I was in contact over the year with Susann Rudasill at the Office of Distance Learning and worked closely with her to prepare for the SACS visit this spring (which went very well). Other items: the use of Tegrity has increased over the year, ODL has purchased Collaborate, and Go-To-Meeting is being purchased for use in the College of Business.

Thank you to all the members of this committee for their willingness to serve.

Respectfully Submitted,

G. Stacy Sirmans

Graduate Policy Committee

2013-2014 Annual Report

As in past years, the graduate policy committee conducted work in three main areas this year: (1) the review of graduate programs across campus, (2) the consideration of new graduate program proposals, and (3) the discussion of graduate academic policies that affect university-wide programs.

(1): Six programs were reviewed by the GPC in 2013/2014: Anthropology, Geography, Motion Pictures, International Affairs, Urban Planning, Interdisciplinary Humanities, and Library and Information Studies. There are twelve reviews scheduled for 2014/2015.

(2): Three proposals to explore new programs were granted to the MS Program in Risk Management, the MS Program in Physician Assistant Studies, and the MS Program in Nurse Anesthesia (Panama City). Proposals were accepted for a JD/MS in Aquatic Environmental Science, an Ed.D in Educational Leadership and Policy Studies (Hybrid) and the MS in Nursing Anesthesia (PC).

(3): The GPC discussed a number of policy issues related to graduate programs. Some of the significant issues discussed included:

1) Revised Graduate Faculty Status:

Due to the collectively bargained changes in overall University policies regarding specialized faculty, graduate faculty status was reviewed for specialized faculty. Changes and clarifying language on graduate faculty membership, graduate faculty status, and requirements for co-directive status of master's theses and doctoral dissertations.

2) Changes in Graduate Teaching Assistant Standards:

The University reexamined qualifications and preparation for teaching assistants. University policy heretofore combined requirements for undergraduate and graduate students in a single set of policies. For clarification, graduate and undergraduate teaching policy was divided into two documents. The GPC reviewed and updated minimum standards for different levels of instruction including English proficiency and training. Changes were approved by the Faculty Senate.

3) Changes in Credit Transfer Policy for Students Simultaneously Pursuing Dual Degrees

The Faculty Senate approved changes in the Graduate Bulletin proposed by the GPC. The following was added to the Bulletin:

To ensure that students entering a second graduate degree program receive timely and effect advisement on a program of study approved by the second department, admission to the second graduate degree must be approved before the student completes more than twelve credit-hours of coursework that are counted in that department toward the second graduate degree.

May 8, 2014

This limit of 12 credits earned only applies to students admitted to their first degree in the Fall 2014 semester and onwards.

For the GPC,

Lee Stepina

To: Faculty Senate Steering Committee

From: James Mathes, Director, University Honors Program

Re: Honors Policy Committee and Honors Program Report 2013-2014

Date: May 2014

CC: Don Latham, Chair, Honors Program Policy Committee

Section I. 2013-14 Overview and Initiatives

- A 23% increase in honors enrollment for Fall 2013 resulted from a large number of highly qualified students in cohort 2 admissions. Target enrollment for Fall 2014 was 600 students. Actual enrolled is 545, which will allow a greater number of lateral admissions among freshmen at the end of Fall 2014 term. This is a positive trend, allowing more selectivity for entering students and more seats for interested students who perform well in first semester. With new honors course requirements (see below) specific honors enrollments targets are more critical than ever.
- The Honors staff completed a two-part report including a comparison of other Honors Programs, a multi-year review of the FSU Honors Program, and recommendations for curricular and programmatic changes and funding. The report supports the need for curricular enhancements, which the new Liberal Studies requirements will help meet in vital way.
- The Honors Policy Committee met in Fall 2014 to discuss implementation of new liberal studies requirements, specifically Honors E-series classes. The committee approved requiring two Honors E-series classes during the first two years for all FTIC honors students beginning Fall 2014. To allow the greatest range of choice for topics, students may also elect to take regular E-series classes with honors augmented components. These new courses and requirements are a highly significant addition to the honors curriculum, providing a wide range of writing intensive, special topics classes for *all* honors students. Forty Honors E-series classes, which will replace Honors Seminars, will be offered for Fall 2014-Spring 2015.
- The new Honors, Scholars and Fellows House on Landis Green opened in March of 2014. This provides meeting rooms for honors classes, many study spaces for students, a great room where special events and speaker series can be scheduled, and offices for Honors, OUR and ONF as well as graduate fellows. The impact of this space on recruitment and program development will be very significant and the building is a major addition to the FSU Honors Program.
- The Honors Student Association (HSA) just completed its 4th year, and continued efforts to engage students with several events in 2013-2014.. HSA members participated in

Down Syndrome Buddy Walk, Strides Against Breast Cancer, and Light the Night. Relay for Life, the 4th annual Brain Bowl, and the annual Honors Coffee House. The Honors Delegates remained active, participating in a recruitment weekend in the Fall and in five Preview events in the Spring.

- The Honors Policy Committee members, as before, helped review thesis awards applications Fall and Spring semesters, and Faculty Mentor Award Nominations in Spring semester.

Section II: Admission Outcomes/Financial Data with comparisons

FTIC Admission/Enrolled

	Regular Admits	Petition Admits	Total
Fall 2014	545	NA	545
Fall 2013	646	22	668
Fall 2012	475	52	542
Fall 2011	552	88	640
Fall 2010	751	60	811
Fall 2009	634	48	682
Fall 2008	485	118	603

Lateral Admission

Fall 2013/Spring 2014: 169 (out of 240)
 Fall 2012/Spring 2013: 168
 Fall 2012/Spring 2013: 111
 Fall 2011/Spring 2012: 185
 Fall 2010/Spring 2011: 206
 Fall 2009/Spring 2010: 425
 Fall 2008/Spring 2009: 232

Honors Medallion Earners 2013-14 (Finishers completed at least 18 honors credits; Honors in the Major students completed an honors thesis.)

Summer 2013: 33 (17 Finishers, 16 HITM)
 Fall 2013: 50 (21 Finishers, 29 HITM,)
 Spring 2013: 297 (149 Finishers, 148 HITM,)
Total: 380 (26% increase 12-13= 301; 11-12= 285 last year)

Honors in the Major Completed (2013 – 2014)

Summer 2013: 16
 Fall 2012: 29
 Spring 2014: 148
Annual Total: 193 (29% increase--150 and 162 previous two years)

Bess Ward Endowed Fund for Honors: Disbursements

Travel Scholarships 2013-14

Summer 2013 \$4500 (9)
 Fall 2013: \$2000 (2)
 Spring Break: \$2500 (10)
 Spring 2014: \$2000 (2)

Total: \$11000

(12-13 \$15500 ; 11-12 \$16000 10-11 \$29000; 09-10 \$19,500; 08-09 \$32,000;

Thesis Grants 2013 – 2014

Fall 2013: 34 \$18995
 Spring 2014: 15 \$9322
 Total: 49 \$28317

(12-13 \$32241; 11-12 \$19,774.63; 10-11 \$22,248; 09-10 \$26,320; 08-09 \$20,175)

Honors in the Major Mentor Awards Two faculty members @ \$2,000 each \$4,000 to Professor Pamela Keel (Psychology) and Professor Jonathan Dennis (Biological Sciences).

Undergraduate University Honors Program: Admission Data 2011-14

Cohort 1

	2014 May	2013 May	2012 June	2011 May
Total Invited Students (R) (total eligible)	3152 (60 P) P=Petition Apps Cohort 1=2849 Cohort 2= 243	3,687 (72 P) Cohort 1=2902 Cohort 2=785	3,141 (87 P) Cohort 1= 2669 Cohort 2 = 365	3177 (88 P) Cohort 1 = 2796 Cohort 2 = 381
Enrollment Forms Received (regular admits)	1423 (45%)	1130 (31%)	912 (29%)	1060 (33+%)

Accepted Active Students (Honors Decision A)	545 (38%--545/1425) (17.3%--545/3153)	668 (646+22 (59%) (18%)	527 (475+52P) (58%) (16.78%)	640 (552+88P) (60+%) (20+%)
---	---	-------------------------------	------------------------------------	-----------------------------------



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

Dr. Gary Burnett, Professor
Chair, 2013-2014, Faculty Senate Library Committee
gburnett@fsu.edu

May 9, 2014
FOR: Faculty Senate Colleagues
FROM: Gary Burnett
RE: Summary of the Library Committee's Activities, 2013-2014

The Faculty Senate Library Committee experienced a quiet but productive year during 2013-2014. This report summarizes the Committee's Activities. This Committee serves as a forum for ongoing interactions between faculty and librarians, providing faculty input for decisions and policies of the campus libraries and, conversely, librarian input to the faculty. A major part of this ongoing interaction can be seen in the regular reports provided to the Committee by the Dean of the Library, Julia Zimmerman, and by the librarians from other campus libraries. On occasion, other librarians from the campus libraries present additional reports to the Committee; for example, on two occasions (November 13, 2013 and March 5, 2014), Katie McCormick, the Associate Dean for Special Collections & Archives, provided an overview of activities in those units and on the implementation of Islandora as an interface for the Florida State University Digital Library.

Leadership

At the Committee's first meeting of the year, Dr. Gary Burnett (School of Information) was nominated and elected as Chair of the Committee for the 2013-2014 academic year. Chairs of the Committee's active Subcommittees continued in roles established in previous years:

- RESOURCES, chaired by Daniel Maier-Katkin (Criminology)
- PATRON SERVICES, chaired by Richard Morris (Communication Science and Disorders)
- MINI-GRANTS, focusing on Faculty Research Materials Grants (re-named this year as the Robert B. Bradley Library Research Grants; see below), chaired by Alysia Roehrig (Educational Psychology and Learning Systems)

The Task Force on Scholarly Communication, which the Library Committee created in 2011-2012, continued its work this year, focusing on laying the groundwork for proposing a new Open Access Policy to the Faculty Senate, which is anticipated to take place in fall, 2014. This Task Force was co-chaired by Gary Burnett and Micah Vandegrift, Scholarly Communications Librarian. See below for further details.

The Committee requested that the student body president appoint two ex officio members:

- An undergraduate, Nicole Quintana.
- A graduate student, Jenise Hudson, who also serves as a liaison between the Committee and the Graduate Advisory Board that the FSU Libraries established in 2012.

Meetings

Minutes for all of these meetings of the full Committee are available on the Committee's BlackBoard site:

September 4, 2013
October 2, 2013
November 13, 2013

January 8, 2014
February 5, 2014
March 5, 2014
April 9, 2014

In addition to meetings of the full Committee, the three Subcommittees also met as necessary.

Scholarly Communications Task Force

Much of the Committee's work during 2013-2014 took place through this Task Force, which was originally convened by the Committee in 2011-2012. The Task Force – a working group of faculty, librarians, and administration with an interest in Open Access initiatives, online information access, and related issues – reconvened this year in order to focus on developing a proposal for a new and strengthened Open Access policy for the University. The Task Force is co-chaired by Gary Burnett (chair of the Library Committee) and Micah Vandegrift (Scholarly Communications Librarian). Activities of the Task Force, which were regularly reported to the full Committee, included:

- The development of a study to assess the degree to which DigiNole Commons, the FSU Open Access repository, actually enhanced both the availability and accessibility of the materials collected there. An article reporting on this study, in which Jongwook Lee (a doctoral student from the School of Information) and Richard Morris (Communication Science and Disorders) also participated, is currently undergoing revisions and will soon be resubmitted for possible publication in a leading Information Studies journal.
- Bi-weekly meetings devoted to a close analysis of Open Access policies at peer and aspirational institutions across the country, with a particular emphasis on top-25 universities. The Task Force agreed, with the support of the Library Committee, to pursue a policy proposal modeled after the policy currently in place at Harvard University and elsewhere in which faculty are asked, upon acceptance of their scholarly articles for publication, grant certain rights to the University that allows the University to make preprint versions of those articles available via the university repository. Such a policy, which the Library Committee hopes to propose to the Faculty Senate in early fall 2014, is designed both to increase the amount of faculty research output available via DigiNole Commons and to ensure some legal basis for making such materials available. To this end, the Task Force consulted with Jake Linford from the FSU Law School, who provided legal input on the possible wording and implementation of the policy. The Task Force completed a draft of the policy statement, and will continue to work during the summer of 2014 to draft supporting materials, including an implementation guide, an FAQ for faculty, etc.

Distribution of FRLMG (Faculty Research Library Materials Grant) Awards

The Library Committee annually manages the Faculty Research Library Materials Grants. Led by a subcommittee focusing on these awards (chaired by Alysia Roehrig), the Committee encourages faculty members to apply; establishes a deadline for applications; and determines which applications to fund. By being awarded one of these Grants, a faculty member can have the library purchase

materials – typically costing between five and ten thousand dollars, that will directly support his or her research. These Grants have proven to be an excellent way for the library to better and more directly support the research needs of the faculty. When a faculty member receives one of these Grants, he or she does not also draw on the regular library budget allotted for their department’s purchases.

The funding for these Grants comes from Strozier Library, which generously approved, as in previous years, \$100,000 for the project in 2013-2014. The Library Committee approved slightly more than that full amount, recommending that the library fund 20 applications, for a total of \$105,841.33.

The following faculty members received these Grants:

Name	Department	Amount Requested
Frederick Abbot	Law	\$5,000.00
Doron Bauer	Visual Arts, Theatre and Dance	\$10,000.00
Denise Bookwalter	Art	\$10,403.99
Yuell (Chuck) Chandler	Music	\$1,000.00
Banghao Chen	Chemistry and Biochemistry	\$2960.00
Juliette Cheung	Art	\$1,418.94
Gonuk Colak	Finance	\$500.00
Annika Culver	History	\$10,588.31
Andrea De Giorgi	Classics	\$8605.00
Steven High	Ringling Museum of Art	\$12,000.00
Irena Hutton & Dangling Jianag	Finance	\$7,000.00
David Johnson	English	\$1,120.00
David Levenson	Religion	\$4,764.04
Marcia Mardis	Information	\$1,982.03
Dennis Moore *	English	\$21,245.00
Marcia Porter	Music	\$233.90
Ashley Rubin	Criminology and Criminal Justice	\$312.00
Zeina Schlenoff & Defne Bilir	Modern Languages and Linguistics	\$3,300.00
Anne Stagg	Art	\$1,852.11
Yanning Wang	Modern Languages and Linguistics	\$3,960.00

* Dennis Moore, a member (and past Chair) of the Library Committee, recused himself from all discussions and decisions related to these Grants; Dr. Moore left the room when they were considered and did not return until after a colleague had told him the Committee’s decisions had been finalized.

Renaming the FRLMG Grant program as the Robert B. Bradley Library Research Grants

At the March, 2014 meeting, the Library Committee, which has for several years been discussing a name change for this program, voted unanimously to make that change. In particular, the Committee voted to do so in a way that recognizes Dr. Robert B. Bradley's long history of supporting library services on the FSU campus and his advocacy for adequate resources in support of those services. In light of this, the new name of the program is the ROBERT B. BRADLEY LIBRARY RESEARCH GRANTS. This name change is intended as a living tribute, which each year will recognize Dr. Bradley's exemplary support when the program is publicized. The first round of Bradley Awards will take place in fall 2014, with a submission deadline of November 3. It is anticipated that awards will be announced by Thanksgiving, 2014.

Patron Services Subcommittee

The primary activity of the Patron Services Subcommittee during 2013-2014 took the form of membership on and support of the Scholarly Communications Task Force, detailed above.

Resources Subcommittee

The Resources Subcommittee functioned this year as liaison between the Library Committee and the "25 for 25 Faculty & Staff Campaign for Florida State." Daniel Maier-Katkin, Chair of the Subcommittee, also served as Chair of the campus-wide committee charged with establishing and implementing this campaign, which aims to help Florida State in its goal of achieving a Top 25 ranking among public universities in the United States by increasing faculty and staff support of the University Libraries. The Committee enthusiastically supports this initiative. Further information can be found at <http://one.fsu.edu/foundation/25-for-25-faculty-staff-campaign>.

2013-2014 Report
Student Academic Relations Committee (SARC)

At the time of my last report, a complaint submitted in April of 2013 was still in progress. This complaint did not proceed to a full hearing because my investigation uncovered no evidence of wrongdoing. The student was informed of his right to appeal my decision, but chose to break off communication.

A complaint submitted in September of 2013 was brought before the full committee. The student provided considerable evidence, met with me in person, and also communicated with me by phone and by e-mail. I interviewed three faculty members named in the complaint, gathered documentation, and wrote a case summary. Because of scheduling difficulties during the fall semester, the hearing was held in January of 2014. The committee unanimously found in favor of the student, and then-Provost Stokes upheld all of our recommendations.

Two more students expressed an intention to file SARC complaints during the school year. The first student met with Dr. Jennifer Buchanan in October of 2013 but never followed up by submitting paperwork; presumably this case was abandoned. The second student met with Dr. Buchanan in March of 2014 and later requested an extension until late May, which was granted.

Respectfully submitted,

A handwritten signature in black ink that reads "Nancy Rogers". The signature is written in a cursive, flowing style.

Nancy Rogers
SARC Chair

Teaching Evaluation Committee 2013-2014 Report to the Faculty Senate

Since their adoption by the Faculty Senate on November 14, 2012, the SPCI forms have been used Spring, Summer, and Fall Terms of 2013 and most recently Spring 2014. The committee has not been made aware of any major problems as a result of the forms.

The versions of the SPCI can be found linked on the page:

<http://distance.fsu.edu/instructors/course-evaluations>

and can be downloaded at:

<http://distance.fsu.edu/docs/assessment/SPCI.pdf>

<http://distance.fsu.edu/docs/assessment/eSPCI.pdf>

This year the committee continued online discussions of general policies and procedures regarding evaluations of teaching. The committee took no action on the question of optional evaluations for distance, online, hybrid, or fieldwork courses.

It also came to the committee's attention that the FEAS reporting system (part of the Faculty CV database) contains summaries of courses taught for the past three years (options for other reporting periods are available). This report can be accessed by the individual faculty member, and by department and college administrators, and can be seen here:

https://netprod.oti.fsu.edu/cvdb/TeachingSummary_Menu.aspx

A summary "About This Report" can be downloaded that attempts to explain the report. The default teaching summary generated shows courses taught and number of students enrolled for the previous three years. If the button labeled "Extended Teaching Report" is activated, then the teaching report generated includes additional sections for 1) Summary of SPCI course evaluations and 2) Summary of SPOT/SUSSAI course evaluations. These summaries provide data on number of students enrolled, percentage responding, and percentage of responses in each rating category for the question "Overall Rating of Instructor" (this corresponds to question #8 on SPOT/SUSSAI and question #13 on SPCI).

Appreciation is expressed to the members of the 2013-14 committee: Russell Almond, Jon Ahlquist, Charles Hofacker, Elizabeth Jakubowski, Tom Keller, Robert Reiser, Susan Ward, & Mark Zeigler.

Ex officio members: Nancy Guidry

John Geringer, Chair, Teaching Evaluation Committee

**Report to the Faculty Senate
From the
University Curriculum Committee
For the Academic Year 2013-2014**

The University Curriculum Committee (UCC) consists of the following members:

Susan Blessing, Physics
Amy Burdette, Sociology
Susan Fiorito, Entrepreneurship, Strategy & Information Systems, UCC Chair
Dianne Gregory, Music Therapy
Kristine Harper, History
Elizabeth Jakubowski, School of Teacher Education
Laura R. Keller, Biological Science
Piyush Kumar, Computer Science
Greg Turner, Medicine

Non-voting members include:

Melissa Crawford, Faculty Senate Coordinator
Jeremy Johnson, Registrar
Elizabeth Stone, Registrar

- The purpose of the UCC is to consider curricular policies and procedures at both the undergraduate and graduate levels.
- All new courses to be taught at the University, for credit, must be approved by the UCC before being offered.
- The UCC carefully reviews each curricular request and each syllabus that is submitted to make sure the content is appropriate for the level, type and credit hours of the course, but also to make sure the course objectives are measurable, the attendance policy is in accordance with FSU attendance policy and that the evaluation for the course is clear and unambiguous for the student.
- If a unit intends to offer a new course by an alternative mode of instruction, such as distance learning or a hybrid, the course proposal must first get approved by the full UCC then it goes to the chair of the UCC for alternative mode approval.
- All courses must enter the University's curriculum system having completed the new online curricular request forms which can be found at: <https://campus.fsu.edu/curriculum>.
- If requesting a change in course hours or objectives from a previously approved course, the old syllabus and the new/proposed syllabus must be submitted.
- Faculty should submit a syllabus to the registrar every time a special topics course is offered. A regular course number for the special topics course must be submitted after the third time the course is taught.

Since our last report to the Faculty Senate in April 2013 the UCC has met eight times: July, September, October, December, and January, February, March and April. During these eight meetings, we reviewed 197 courses.

In addition to reviewing, meeting, discussing and making recommendations for courses, the UCC also:

- Worked with ODL on the development of an online form for all curriculum requests, both face to face and alternative forms of delivery. We are happy to say that curriculum request forms and the review of these forms are now completely online.
- Would like to strongly encourage faculty to distribute these minutes among the faculty in their departments and colleges and read General Suggestions for Curriculum Submissions and Revisions that are attached to this report.

Thank you to all the members of this committee for their hard work, attention to details and constructive comments.

Respectfully Submitted,
Susan S. Fiorito

General Suggestions for Curriculum Submissions and Revisions

- Course objectives must be measurable, suggestions for action verbs according to Bloom's Taxonomy, can be found on the faculty senate website: <http://facsenate.fsu.edu/Curriculum>.
- There must be a significant difference between dual enrolled undergraduate and graduate courses with graduate courses having more in-depth assignments, readings and/or meetings.
- The University Attendance Policy, the Academic Honor Policy and the Americans with Disabilities Act (ADA) (<http://facsenate.fsu.edu/Curriculum/Syllabus-Language>) must appear on every syllabus. It is understood that all faculty follow these policies. If faculty count attendance as part of their evaluation for their course, the attendance policy must be on the syllabus and the process explained to the student regarding **unexcused absences** and how these will be counted.
- All sections of a course must have the same topics, objectives, and evaluation criteria as stated in the file syllabus that was submitted to the UCC when the course was approved. If any of these three items (topics, objectives, and evaluation criteria) change on the syllabus, a request form for curriculum changes (<https://campus.fsu.edu/curriculum>) must be submitted.

Undergraduate Policy Committee 2013-2014

The UPC began its year by reviewing its mission. The creation of an ad-hoc liberal studies committee to steward the transition of the University's general education curriculum changed the dynamics of the UPC's activities. In keeping with its core goal to consider University-wide policies on undergraduate academic affairs, the UPC will now also review and approve new degree programs, generate review, and approve undergraduate policy. In addition, the UPC will continue to review and approve criteria policy, and courses identified as meeting computer competency, and oral competency.

The UPC created and/or revised the following policies, which it then brought to the Faculty Senate for consideration:

- The UPC approved revisions to the UPC's Oral Competency Communication Requirement to provide guidance to the Colleges about waivers and exceptions as this responsibility has been delegated to the baccalaureate deans' offices beginning in the Fall 2013 term.
- The UPC approved a University-Wide Standards for Undergraduate Teaching Assistants
- The UPC approved a UPC Criteria for Undergraduate Academic Programs

The UPC undertook a review of the Interdisciplinary Social Sciences program (ISS) as part of its Quality Enhancement Review (QER). The UPC made a set of recommendations to the program and shared those recommendations with the Provost.

The UPC approved the following course for computer competency: CCJ 3071: Computer Applications in Public Safety and Security

The UPC approved the following seven courses for the OCCR competency: **HIS 4065**: Public History Theory and Methods; **CLA 2110**: Debates About the Past: Greek Civilization, History, and Culture; **CLA 2123**: Debates About the Past: Roman Civilization, History, and Culture; **MSL 4301**: Leadership & Management; **COM2**: Online Communication and Presence; **EIN 3010**: Industrial and Manufacturing Engineering Tools; and **IFS 2021**: Social Responsibility (Rhetorically Speaking)