



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
SEPTEMBER 18, 2013
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2013-14 Faculty Senate was held on Wednesday, September 18, 2013. Faculty Senate President Gary Tyson presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, J. Ahlquist, A. Askew, T. Atwood, H. Bass, F. Berry, B. Birmingham, R. Brower, M. Buchler, J. Carbonell, W. Carlson, E. Chicken, R. Coleman, J. Dawkins, R. Dumm, I Eberstein, C. Edrington, K. Erndl, J. Fiorito, S. Fiorito, K. Fishburn, R. Gainsford, G. Galasko, J. Geringer, K. Goldsby, E. Goldsmith, J. Gomariz, T. Graban, M. Gross, A. Guyas, K. Harper, J. Ilich-Ernst, C. Jackson, L. Jakubowski, S. Johnson, M. Kapp, T. Keller, W. Landing, S. Lenhert, S. Lewis, C. Madsen, D. Maier-Katkin, M. Mascagni, R. McCullough, U. Meyer-Baese, W. Mio, D. Moore, R. Morris, M. Neal, O. Okoli, E. Peters, V. Richard Auzenne, N. Nogers, K. Schmitt, D. Slice, J. Sobanjo, J. Standley, L. Stepina, B. Stults, P. Sura, J. Telotte, S. Tripodi, J. Turner, G. Tyson, M. Uzendoski, O. Vafek, D. Von Glahn, E. Walker, S. Webber, W. Weissert, S. Witte.

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

I Alabugin, E. Aldrovandi, A. Avina, B. Berg, T. Bertrand Jones, W. Deng, A. Gaiser (**J. Hellweg**), L. Garcia Roig, M. Gerend, R. Gonzalez-Rothi, C. Hofacker, M. Hanline, C. Kelley, Y. Kim, E. Klassen, B. Lee (**E. Kim**), W. Leparulo, T. Luke (**J. Marincola**), T. McCaffrey (**C. Alexander**), R. Miles, S. Norrbin, J. Ohlin, J. Reynolds, B. Schmidt, J. Scholtz, N. Stein (**S. May**), O. Steinbock, F. Tolson, J. Tull.

II. Approval of the Minutes

The minutes of the April 24, 2013 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Special Order: Remarks by the Senate President, G. Tyson

I would like to spend a few minutes talking about where I think the Senate is going this next year. It's interesting being faculty senate president; I think I've learned more about the university in the last four months than I learned in the previous 10 plus years. You get to sit on every committee as the faculty senate president; so I will be training with the football

team tomorrow, on the field on Saturday -- at least until kick-off and then they kick me out; a guest coach is not the coach.

One thing I've noticed is that the university is in a transformative time. We've seen administrative changes. We are certainly changing a lot of V.P. levels and there have been a lot of changes throughout that. Our A.D. is new and lots of changes there. There is change in environment. There are academic reorganizations and I will certainly talk about that and Susan Fiorito will talk about that more in her much longer report than mine. I've been to The Foundation and they are clearly changing what they do. They are into a capital campaign and I think this is an important year in that campaign. The biggest thing being that preeminence happened. I've asked the president to come talk about the future of where we are going with the future of preeminence. We've certainly got increased resources for that. I think President Barron was as influential as anyone in the State in getting that legislation passed. We should appreciate his efforts there. I've heard many people talking about the resources we are getting with preeminence and every time I see a news article, I think they've kind of got it wrong. So just to make sure we are all clear, we got 15 million dollars added to our budget this year and most of that is going to hiring faculty, and I think that's fantastic. That's added to our base, so we have that 15 million on into the future. Next year if we hit the same metrics as we did this year we will get an additional 15 million -- so that's now 30 million over what we were two years ago. And that continues for each of the 5 years. So they'll say this is a total of 75 million but that's 75 million in year 5 over the original base for year 5, and 60, 45, 30, and 15 all those other years. So this is a significant resource allegation, and the provost and the president have really pushed faculty hires for that and they are to be commended.

When I talked to The Foundation they said, "We would like the faculty to show their support for our national campaign -- our desire to bring in a billion dollars." And I said the faculty would be happy to support the goals of the university, and I think the one goal that has been clearly set for us by the legislature but it's a goal we all share is the goal of improving the reputation of the university sufficient to get us into the top 25 public schools. I think that's an excellent goal and the legislature gave us some funds to get there. I was trying to think of how the faculty of the university can express our support on that, so we had a group get together to talk about this and we proposed what we're going to call the 25 for 25 campaign. It's a capital campaign where faculty give 25 "somethings" to show our support for getting into the top 25 because it's going to take resources from the State but it's also going to take resources from alumni, other donors, and faculty -- not just time but hopefully a show of support in the capital campaign as well. So the 25 can be \$25, \$2,500, \$25,000; it can be \$100.25. I asked Tom Jennings if there is any way we can track this on donations. He said absolutely: we can run a query to see how many 25's are in there. I thought that was an interesting way to do it. So the first thing I did was find someone who can run this. Senator Dan Maier-Katkin agreed to serve on this. And I think the faculty really want a focus that's really targeted to going into top 25. And it should be a focus that not every other alumnus has. So it's not supporting the football team even though we do support the football team and we like it when they win. We thought the correct target for this would be to support the continuation and development of a top university library. I found a person who would best argue for that goal and I set him free. He will be contacting senators and everybody about this goal. So hopefully in your giving -- if you normally give to the university -- you will stick a 25 in there somewhere. If you don't, at least consider it. It's not the dollar amount so much as a buy-in from a large percentage of the faculty.

So we've often seen changes in the academic requirements some of which were mandated by the State. We talked and voted on this last time with an experimental program to handle the liberal studies requirements for the State. We put together with Matthew Shaftel's leadership a plan which takes their requirements and expands it into a general education experience which I think we can be proud of as a university. I'm not sure how we will get resources to do it, but I think it's a beautiful plan. In the process of developing that plan we had to look at the subcommittee structure of the senate and see if it fit with the plan, and we've made a few changes. I think I mentioned this in April but we've since refined those changes. The biggest change coming up is to the Undergraduate Policy Committee. So the UPC historically has dealt with a lot of the liberal studies approvals that we've moved in to this ad hoc committee to handle the liberal studies state requirements, the Liberal Studies Coordinating Committee. That actually frees up the UPC to do something that is more in line with its original mission which is, like the GPC, to evaluate undergrad degree program and make sure they fit with the context of the goals of the university. They are looking at curriculum for individual undergrad degree programs. There are two graduation requirements that we didn't move over to the Liberal Studies Coordinating Committee because they are specialized to the needs of degree programs, so they fit within UPC's mission, and those are the oral competency requirement and the computer competency requirement. So UPC is still handling those but they are spending much more of their effort on evaluating undergrad degree programs and policy much the same as the GPC does for graduate programs.

The other addition is in the Technology Committee. The reason we wanted to create a Technology Committee is because a lot that changes in technology affects how we can do our work in teaching class; if Blackboard doesn't understand that students have actually dropped your class even though the registrar does, that's an issue. So we wanted to create a technology committee to allow ITS to understand the faculty perspective on this because some of our faculty have technical skills that are useful or in some cases beyond the capabilities of the ITS people. So I've tried to find the techy faculty members from each college and to get them to be able to interact with ITS with the administration to give the faculty's viewpoint, to give expert guidance in some cases, and because we have this issue of distance learning coming up – and that will be a big issue for the university as a whole and we need to have a say in that. So those are the two main changes. There have been minor changes to other committees as well, and there will continue to be some.

The next thing I want to talk about is SACS. I don't want to say a lot, but I do want to say a few things. I think Bob Bradley, Sally McRorie, and a long list of administrators and faculty have experienced sleepless nights dealing with that, and we managed to send out a document. They gave it to me in paper form on the day it was sent out and asked if I had any comments. One thing we noticed in that process is there is a deficiency in writing down policies. I think the administration saw this in their policies, and I know we've seen this in policies in the Faculty Senate as well. So what I've asked Jennifer Koslow, who's the chair of the UPC, and Lee Stepina, who's the chair of the GPC, to do is, if they ever have a question of policy and they can't find the policy – to just stop doing what you are doing and just write it. It will probably take us years to fix this problem, but if we just stop every time we are not sure where we are at, then we should be able to get the policy resolved. The danger of not having a policy is that you get these mystery policies that we're not sure how they ever got passed and we don't know if they are valid or not. That means for us that we'll have a lot of policies coming through this year and probably next year as well, but the advantage is it should cleanup a lot for the future and SACS should be happy too.

V. Report of the Steering Committee, S. Fiorito

The Faculty Senate Steering Committee met 11 times since the last Faculty Senate meeting. We met twice with President Barron and twice with the Provost Stokes.

Since many of the issues we dealt with occurred over several meetings the entirety of each issue will be discussed together.

Liberal Studies (LS)

- The LS courses have been approved by the State Ad Hoc Committee.
- Conversations continue regarding the new liberal students requirements, in particular the E-series courses and concerns overall:
 1. for matching resources, such as FTE funding for departments who provide faculty who will teach these courses,
 2. for the number of courses that need to be offered to meet the demand, and
 3. questions of whether faculty and classroom availability will be adequate to meet this demand.
- There continues to be discussions regarding the flow and logistics of courses through the approval process for efficiency as well as appropriate oversight.
- Dean Karen Laughlin spoke with the FSS and discussed the General Education core-course requirement's list and core competencies.
- An "FSU" prefix is being requested for the E-series courses which will be non-transferable.

3+3 JD program

- At the May 14 meeting we reviewed a proposal for the 3+3 JD program in the College of Law. Our concerns are with the number of hours that undergraduate students would not take during the BA portion of their program. The FSS had many questions and concerns and asked to see examples specifically of what courses this program would include.
- This degree proposal appears attractive to students who can move through their BS degrees quickly. However, the UPC is concerned about several issues:
 1. 30 hours of coursework double-dipping.
 2. Keeping the requirement of 45 hours at the upper division level and how will this hinder a three-year BS degree?
 3. Only students who show academic rigor with high GPA's would they be eligible to apply for this program.
 4. Questions remain about WHEN students would apply for these programs.

Faculty appointments to committees

- Committee assignments occupied at least some time at nearly all our summer meetings.
- The Provost asked for a list of faculty names to be on a committee to study issues related to interdisciplinary courses and programs.
- The FSS were also asked for names of faculty who might serve on the search committee for the new Athletic Director, and
- Chairs of FS committees are being asked to research and possibly develop policies where there have not been written policies that guide the proper functioning of the FS committees.

Selling of Class Notes

- The FSS shared concerns they had heard from many faculty members regarding the selling of class notes. Faculty are concerned about the message this is sending to our students and the ultimate result to student's ability to take their own notes in class and thus develop their critical thinking skills.

Changes in the UPC

- Changes in the structure and make-up of the UPC continue to be discussed. Suggestions have been made that the UPC conduct reviews of undergraduate programs that do not have outside accrediting bodies who approve their programs.
- In addition, it has been suggested that faculty should have more involvement in the review and approval process of new undergraduate programs with the Faculty Senate having the final approval of these new UG programs. A suggestion was made that the UPC would follow the same schedule for reviewing undergraduate programs as the GPC/QER uses for reviewing graduate programs.

Admission Committee requests

- Several discussions with John Barnhill in the registrar's office took place regarding proposals to:
 - provide non-resident tuition waivers for undocumented students, and
 - asking for some unconstrained out-of-state tuition waivers that will be used for Academic scholarship and academically top students who have financial problems that FSU would like to admit.
- Discussions took place regarding the merits of the Admissions committee becoming a FS committee. One advantage would be the required reporting of activities to the FS on a regular basis.

Faculty Support of President Barron's initiative to move FSU to a top 25 Public University

- Ideas regarding faculty giving to support President Barron's initiative resulted in a campaign slogan "25 for 25." Faculty giving to this campaign will be encouraged to target the library and getting books for previously tenured faculty.

Teaching assistants

- TA training was discussed in relationship to TA's not being qualified for some of the tasks that faculty were asking them to perform. A policy will be developed regarding peer grading among other related issues.
- Undergraduate TA requirements/restrictions were discussed as well as faculty senator's responsibilities in clarifying policy for undergraduate student TAs. A policy should be developed that allows departments some flexibility. A report dated May 31 was provided to the FSS committee that focused on the UG TA's current investigation. This report was discussed.

Graduate Students

- It was reported by Faculty Senate President, Gary Tyson that at the May 10th meeting of the Advisory Council of Faculty Senators (ACFS) that carry-forward funds could be used for graduate students in their final year to help them with financial support they need to be able to complete their graduate degrees in a timely manner.

Preeminence resource allocation

- At our meeting with Provost Stokes and the VP for Faculty Development and Advancement, Dr. Sally McRorie, they discussed:
 1. The administration's vision for resource allocation from the preeminence funds,
 2. Faculty awards and their distribution,
 3. Administrative staffing with Bob Bradley's retirement, and
 4. The University website that now displays all known university policies.
- Provost Stokes reiterated her desire for transparency and a fair distribution of resources.

Goals for the FSS Committee

The following goals were articulated by Faculty Senate Gary Tyson and agreed upon by the FSS Committee:

1. Changing the mission and focus of the UPC to look and act more like the GPC
2. Monitoring the Liberal Studies changes and keeping Faculty Senators abreast of progress
3. Tracking down policies and discussing as well as developing policies that affect faculty in FS meetings.
4. Clearly articulating Shared Governance

Concerns with Blackboard (Bb) and Campus Solutions

- Since the beginning of the fall semester the FSS has had many discussions that have focused on Bb and the many issues that faculty are experiencing.
- Campus Solutions was also discussed with ongoing concerns about the problems that are occurring.
- The FSS will request that Bb develops a report on "Issue Tracking" to identify the primary issues that faculty and students are having. In addition the FSS is requesting a report on all the "downtime" of Bb.

Other activities and issues:

- The VP for Faculty Development and Advancement, Dr. McRorie asked the FSS for their support of FSU becoming a Service Members Opportunity College (SOC). This designation would benefit our military students and also opens up opportunities for grants and awards for our students. The senior administration is supportive of this request as was the FSS.
- FSS committee members were asked to meet and attend discussions with all four candidates for the position of VP for Finance and Administration.
- Assistant VP for Faculty Development and Advancement, Dr. Jennifer Buchanan spoke with the FSS briefly describing plans for the New Student Convocation that took place on August 25. In addition, she spoke about the recent changes that have taken place in the University's Honor Policy. Finally, Dr. Buchanan indicated that any anonymous TIP calls to the University's "hotline" regarding faculty would be reported to the FSS.
- Our meeting with President Barron yesterday focused on Preeminence Metrics and resource allocations in future years, and Strategic Planning at the University.

VI. Reports of Standing Committees

There were no reports from standing committees.

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

As I am sure you will recall, FSU is in the process of revising its Liberal Studies Curriculum according to a plan that was approved by this body last April and in response to Legislative actions in 2012 and May of 2013. The legislative mandate effectively divided liberal studies into three parts:

- 1) A statewide core of 15 credit hours to be centered on a small set of courses that is uniform throughout all the state institutions
- 2) 9 credits of more traditional Liberal Studies coursework that is determined by the individual institutions and drawn from courses that fall into the Florida course-numbering system.
- 3) The preeminence bill called on FSU to create 12 credit hours of signature courses that are unique to FSU and cannot be exempted. This led to our two signature course series: E-Series (courses that focus on a single broad question that is relevant to humanity or our natural world), and Scholarship in Practice (courses that center around the process of creative and scholarly work, with the end result being a scholarly or creative product.)

Although the legislation came with many challenges, it provided us with an opportunity to truly reconsider how we structure the 36 credits of Liberal Studies that all new Freshmen and Sophomores take at FSU.

Liberal Studies for the 21st Century at FSU aims towards essential 21st-Century skills and touches on all areas that studies of potential employers have identified as crucial for professional and personal success. Basically speaking, the new curriculum shifts from the old purely distributive model and replaces it with competency-based distribution areas that are focused on what we want FSU graduates to *become*.

There have been a number of developments since last April, and implementation plans are already well underway. In addition to reporting on our implementation progress, I need to share an important development that requires faculty feedback by November 1st.

So first, let me tell you what I did on my Summer “vacation”:

- (1) Working very closely with the Senate Steering Committee, Provost Stokes, Dean Laughlin and the office of Undergraduate Studies, and the Academic Deans, we put together two new ad-hoc committees: The Liberal Studies Board, which is made up of 23 faculty members and provides oversight for the implementation for the new curriculum. In addition, they will be re-reviewing *all* current Liberal Studies coursework over the next year, and reviewing all new Liberal Studies course proposals, except for E Series. We also created an eight-member E-Series Board, made up of exceptionally distinguished faculty and who will be overseeing and approving courses for this signature series.
- (2) Both boards met over the summer to work out a huge number of implementation details and to approve implementation plans. This included a response to legislation that was passed in Late May, which made some adjustments to implementation dates and credit-hour requirements.

In addition:

- (3) We have set up a new Liberal-Studies office in Undergraduate Studies that will be managing the implementation of the curriculum. We have developed and submitted a budget, drafted marketing and information documents for students, faculty, and advisors, and developed explicit tie-ins between the new Liberal-Studies program and honors, undergraduate research, the career center, and the writing center.
- (4) We have created a new website, liberalstudies.fsu.edu. You can get a full picture of the new curriculum there.
- (5) Most importantly, we began building an online-course-proposal system that will greatly streamline the process of approving new and existing coursework and will also collect the data we need for SACS. This system will go into a testing phase by the end of this month, at which point we will open an interim submission system, with a fully functional system ready for all Faculty sometime in October.
- (6) In addition, I have met or scheduled meetings with over 30 different programs and departments, in order to discuss the new opportunities and possibilities in Liberal Studies for the 21st Century. I absolutely hope everyone here is willing to arrange for a meeting with a group of faculty, advisors, and administrators in your college or department.

One important development over the summer requires faculty feedback by November 1st. The General-Education Steering committee for the State of Florida finalized its recommendations for the statewide core course options. If you turn to the document that Melissa sent (**see addendum 1**), entitled “Final Recommendations,” you will see the final recommended coursework to be submitted to the Chancellors and Board of Governors.

As you will recall, all college and university students in the state will be required to take one course from each area. In the Sciences and Math, *any course that includes one of the listed courses as an official prerequisite will also meet the statewide core requirement.*

While being on this list may initially seem like a boon, and enrollments are likely to go up in these courses over the very short term, remember that part of this legislation is designed to increase participation in high-school dual enrollments and AP-style exemptions. When I’ve looked into trends on this front and consulted my psychic, I envision a rather rapid half-life period for enrollment in some of these courses.

As I mentioned before, we need to submit faculty feedback to the General Ed Steering committee by the end of October. I hope you will share this list with your colleagues and forward any and all comments to me or to Dean Laughlin.

VIII. Old Business

There were no items of old business.

IX. New Business

The roster of the Faculty Senate committees was emailed to the senators before the meeting. There are still pots open on several committees. Please let President Tyson know if you are interested in serving.

X. University Welfare**a. United Faculty of Florida Update, J. Proffit**

Good afternoon!

Certainly a lot has happened since the last meeting of the Faculty Senate in April. Most importantly, the UFF-FSU faculty team and the administration/trustees team concluded negotiations for our 2013-2016 collective bargaining agreement. The highlights include salary and benefits improvements, such as:

- Promotion increases of 12% and 15%,
- Performance pay increases of 1.1% to nearly all faculty,
- Merit increases averaging 0.6%,
- Competitive adjustment permanent increases of \$1,000 for faculty earning more than \$40,000 and \$1,400 for faculty earning \$40,000 or less,
- Sustained performance increases of 3% for full professors and eminent scholars in rank for 7 years who have not already received a sustained performance or salary plan for professors increase,
- More than \$1.3 million authorized for discretionary salary increases,
- Domestic Partner Benefits, and the
- Extension of eligibility for paid parental leave to C&G faculty.

Ratification voting will be held in various locations across campus on Wednesday, September 25 and Thursday, September 26, with the final count held at 4:15pm in 205B Carothers Hall. Voting is open to all members of the bargaining unit, members and non-members alike. Full text of the Collective Bargaining Agreement for 2013-2016, the Memorandum of Agreement on promotion raises, the Memorandum of Agreement on Domestic Partner Benefits, and the Memorandum of Agreement regarding Winter Break 2013 dates can be found on our website, uff-fsu.org. Please be sure to vote and encourage your colleagues to vote. We are recommending ratification.

We also had two consultations with President Barron and Provost Stokes and other top administrators since the last Faculty Senate meeting, one in May and one in August. The discussions were wide-ranging, including updates regarding the implementation of the New Specialized Faculty Classifications, which should be completed by December 23, and parking, which as we know from Faculty Senate discussions and driving around in circles looking for a spot has become a larger issue on campus the last several months. We were unable to make headway in bargaining regarding parking and parking-related concerns, but will continue to discuss the issue in our consultations. Details about the reclassification project and the minutes from the May consultation can be found on our website. Our next consultation with President Barron and Provost Stokes will be in October.

In terms of the legislature, one important development that we are watching is the implementation of HB7029, the bill passed last session that begins the process of awarding credit to corporately-created and -owned online courses, including the massive open online courses known as MOOCs. UFF and its affiliates are eager to help guide the standards by which the Department of Education evaluates these courses.

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XII. Announcements by Provost Stokes

Good afternoon. With regard to that issue of meeting with deans, I think we're also going to set up meetings between the deans and the faculty senate steering committee. So I proposed a date, and I'm hoping we can figure out a way to get that together so that we can increase the communication and in the future it won't be arm twisting of new deans to come to the meeting and we might be able to get a little more participation. So I'm hoping that's going to be helpful.

I struggled to figure out how many things to talk with you about today, and I'm going to try and keep it to a short list. I too had a great summer vacation, and it's just been incredibly busy for all of us, hasn't it, since April?

I did want to go back to the question that was asked about the source of salary information. Where is the state getting the salary information about our graduates? We struggled so much to get that information. Some smaller programs that are dealing with accreditation issues might track their graduates in ways that make it possible to get that information but it's not always accurate. We don't really believe that the information that the Board of Governors is able to get now is necessarily accurate. But there are a variety of government databases that are being accessed for putting together information about salaries for workers in different states. There is a group that gathers that information---and some of you in here might be experts on these kinds of databases---but FATPEP (?) is a source of salary information for people in the state of Florida. It is not perfect by any means, but it is a source, and in some respects it's better than the source of data from other states. One of our challenges is that many of our graduates don't stay in Florida. There are many states trying to do what Florida is also trying to do. So if you look at the politics in each state and what governors are saying they want and what legislatures in different states are saying they want for higher education, many are focused on these metrics just as President Barron said the current Obama administration is also focused on some of these. In different states there are databases that exist, and there is an attempt to create a sort of national database with every state participating. Right now, not every state is choosing to participate in whatever this is---I'm sorry that I don't remember the acronym about it. Eventually there is some expectation that there will be access from all states participating in a process that will allow us to really know what everyone is making. I'm sure that raises some issues for others about the extent to which there is this information out there that is being gathered and made available for a variety of purposes including deciding what kind of performance funding universities in the state university system will receive. That's as much information as I have, but I think that was the question that was asked about the salaries.

I wanted to tell you just a little bit more about the 15 million in preeminence funding. President Barron handed this to me and asked me to figure out strategies we could use in spending this funding consistent with the Top 25 Proposal, the maintenance of the preeminence metrics, the goal to be AA-ready, and also then to respond to the other initiatives from state government about our performance. He mentioned that we are putting a lot of it into faculty recruitment, and we are. About seven million specifically is labeled faculty recruitment and then there are other categories that relate to the recruitment of

faculty. So I thought I would give you a few more specifics about what we are doing. We are putting three million into three different special initiatives tied to various “big ideas.” I know that President Barron has mentioned some of these big ideas before. Gary Ostrander made a presentation to the Board of Trustees back in June about some areas where we could do major faculty recruitment tied to big ideas. We have one million that we are allocating for a brain initiative which is tied to successful longevity. We have another million that’s being dedicated for what we are calling Energy and Materials 2. “2” because last year those of you who were here at the Senate probably heard President Barron and/or me mention that we had a special initiative related to energy and materials, and at that point we went out to hire eight faculty and we successfully hired four---one who left after saying he was coming---so we ended up with three. That was written up, I think, in the state newsletter. So that initiative is going to expand and continue. And then the third initiative---and I never get the title of this one right, so I’ll just mess up the title again. I call it Marine and Coastal Ecology. It’s related to the resilience of our coastal environment---if I have it all titled properly. So we have search committees representing many departments and in most cases more than one college that are involved in doing those recruitments. So that’s three million. One million has been set aside for recruiting a National Academy member in either national academy and medicine, science, or engineering. So Gary Ostrander is working on trying to figure out how to do that. President Barron invited you to give us ideas about who we might recruit, and so we are searching for ways to do that. Ultimately more funding will be made available; a million might not go very far in some areas, but for right now there is this guaranteed million that is available for this purpose.

The other three million of the seven million I am distributing to the colleges and, I will tell you, it’s been one of the hardest set of decisions I have had to make since I have been here. I requested from the colleges their priorities for faculty hiring among other budget requests. I received requests for well over \$40 million. In some cases I throw out \$50 million because not all of it is recurring. The amount of money I’ve been asked to provide---just to let you know how much money the colleges need as well as other areas such as Blackboard and Campus Solutions, etc.--- I have thus far provided 10 positions to arts and sciences---I hope I get these departments correct--- I believe they have gone to computer science, math, philosophy, chemistry, biochemistry, statistics, ELAS, and history. I worked with the Dean of Arts and Sciences and he took what I provided him and we worked in concert so then he could use college dollars to allocate to other departments. I know there is a lot more recruitment going on than the things I just mentioned. The ones I just mentioned are ones I’ve invited to arts and sciences. That is about one third of the three million. I am still working on the other college amounts. I’ve been factoring in the losses of faculty compared to growth; I’ve looked at department and college priorities which are reflective in many cases of departmental proprieties. I’m trying to match them up with places where we have very large student/faculty ratios. We have some areas of some colleges where the growth is phenomenal---either at the graduate level or the undergraduate level and we can’t meet demand, so some of that is factoring into my decisions. I expect to have those decisions fully made this week. I’ve been talking to deans today. I can give you more specifics next time I see you. I’m hoping you’ll get the specifics from your own college deans, but certainly I will share with you those decisions.

For the rest of the 15 million, four million of it goes into what we are calling “the entrepreneurial university career readiness and critical thinking.” President Barron mentioned we are funding the QEP in part from the preeminence dollars and it’s coming from this area. Yesterday we had a meeting with deans talking about entrepreneurs and

residents. A portion of that funding is going to go toward hiring those entrepreneurs and residents. We are planning to hire a coordinator who will help oversee that. We are really talking about: what will the role of the entrepreneurs and residents be in the various collages. A number of perspectives about what role someone like this could play in a College of Engineering, a College of Human Sciences. I think we know what they look like in a College of Business because the College of Business has them. We asked the College of Business to give us some information about what role their entrepreneurs and residents are playing. This is part of a continuing conversation, but part of this funding is going toward that, and we expect the people in these roles to work closely with students in getting them ready for their careers and etc. The liberal studies curriculum change, part of that is funded through this portion of the preeminence funding as well. A million of it is set aside for retention and graduation. That is broadly defined. You probably know that our preeminence metrics include our graduation rates and our first-year retention rates. We are doing well but in order to be top 25 and retain preeminence, we have to keep those numbers above a particular metric. Once some of the decisions are completely made on the recruitment side, I'll be making further investments related to graduation and retention and the STEM-ready students and scholarships that we put in place to attract those students. That might be more details than you wanted, but I felt like this was a group that should know what the decisions are as we make them so that you can know what is going on and share them.

One of the major issues that we are dealing with right now is the impact of affordable health care and what it means for our OPS employees. I'm not sure to what extend this affects everyone in the room, but individuals that have been working more than 30 hours a week will be eligible for health care coverage. This is a group of employees that have not previously had health care benefits as part of their employment. Many of you might think that this has been postponed because the federal government decided to postpone implementation, but the state of Florida decided to go ahead with implementation. So we are scrambling to figure out what this will mean for us. One of the groups that has been, from the faculty perspective, most concerned are those faculty who have grants, who have postdocs, and technicians who are on grants but not currently paying for health benefits. Our estimate for the costs is pretty enormous at this point; for the postdoc group alone, we could be looking at as much as two million dollars. We are recognizing the immediate impact on people with grants where it's not already part of the budget---there is no money in the budget to cover this---and we will have to make up the difference. Gary Ostrander and I are looking at how we can help our research faculty who have grants and postdocs to get through the transition period as we begin writing grants that charge against those. This year also many of you might know that the graduate student union has certainly been pushing us for full coverage of their health care costs. I am completely sympathetic to this. My message has been that we will incrementally try to do this, but the cost is pretty significant. This year we did raise what we were offering from \$900 to \$1,300 for half-time graduate assistants and from \$450 to \$650 for those graduate assistants who are less than half time. Those expenses for our graduate students who are using the university plan---which is a reasonable cost plan compared to some other universities---their out-of-pocket are \$1,639 a year if they are domestic and over \$1,800 if they are international. We are still not at 100%, but we are trying to get there. When I asked the deans about this, they said providing health insurance costs was very important to faculty in their recruitment of doctoral students in particular. We see this as a critical thing for us to do and to be competitive. We are at a disadvantage right now. U.F., U.S.F., and U.C.F. are offering 100% health coverage for their graduate students. This is a big issue. And on the other side, it's also a major issue for our faculty with grants because the goal is to eventually have graduate students' health care charged against grants.

That too is something Gary Ostrander and I will have to work with faculty on how we make that transition. It's sort of a perfect storm right now, I think, for people with grants trying to manage this. I just want to assure you that we recognize that and we are trying to figure out how to ease this transition for our faculty.

I am doing a human sciences' dean search. I have a nursing dean that is starting later this term. I just want to mention that when you hear us talking about our reasons for wanting to grow graduate education--you heard President Barron mention that metric on preeminence of 400 graduate students. That metric was set by someone else. We were above 400--we are really talking about doctoral students not the professional degrees--we were above that for two years but we are going to drop below that for a year. It turns out, being above 400 was an all-time high for us. We need to keep above that metric. If we dropped 10 out of 12, we lose preeminence funding for that year, so it's very important for us that we stay above these metrics so we get that \$15 million each year. When you are thinking in your departments about graduate student recruitment at the doctoral level, when you are thinking about trying to encourage your students to go ahead and finish that degree, it's crucial for this institution that we bring those really good graduate students in and graduate them so that we can maintain preeminence. And if there is anything you can think of that we can do to help with that, I am open to your suggestions. This one has me worried. I think we have to stay on top of every one of them, but this is one I'm really seriously paying attention to.

I have a lot more I can say but I will stop there and just give you a chance to ask questions. I'll try to spread out these reports at every meeting so you don't have to hear me for too long. Any questions for me? I'm just going to join President Barron in saying thank you for everything you do, and I too am really pleased to be top 40, preeminent. I think it's a great thing for us. Thank

XIII. Announcements by President Barron

So let's see. Congratulations on being a top 40 public college. More to come. Congratulations on being named the preeminent university in the state of Florida. I tell people I forget the name of the other university. It's interesting how much the title means something. Because every time you hear the Board of Governors, or the legislators, or anybody else, they talk about the two universities over and over again. So there is this clear distinction emerging--even when the governor vetoed the legislation last year, already there were "the two top universities." To the point that when the Board of Governors was deciding what they were going to do for performance metrics, they decided the metrics had to be different for U.F. and Florida State from all the other universities. And believe me, some of the others rejected strenuously that they were separated from us. Just so you know, the metric that the Board of Governors chose for one of the ten was the number of highly prestigious awards our faculty received, which, of course, is exactly part of the program we've been trying to promote. Even with the sense that we all need to do more--because we have a very fine faculty-- we need to be doing more to nominate them for those awards. And now the dollars the institution gets from the state will also be--at least for one-tenth--will be defined by the awards our faculty get.

So even the title meant something, and of course the best part about it is we added \$15 million of recurring money that is directed almost purely to enhancing the academic programs at the university. So this is something definitely worth cheering. I'm just going to very briefly outline how we are spending the money so you get a sense of what we are doing.

One of our chief goals is to add to the number of faculty that we have at this institution. So between balancing our budget last year and having something left over that we believe added 90 something faculty, the preeminence money should net us somewhere between a plus 60 and a plus 75. Now these faculty positions are largely directed based on what the State and the Board of Governors are looking at. We have three categories: the colleges having stable budgets (when they lose a faculty member, they should be going out to recruit the next faculty member), growing enrollments in some areas (and we need to make sure those areas are getting supported by additional faculty members), and third, a focus on STEM to which several of the metrics---both on the preeminence side and on the Board of Governors performance metrics---are tied. Our goal is to add 500 faculty throughout this whole process starting with that 94. To reach the top 25 of all publics, we'd have to add 620 faculty to the ranks of Florida State; it's a big number. But if we take 94 and then each time we get preeminence money target something in the order of 60 to 70, I think we can get up there---especially if the rest of the budget in the state recovers, so we are not only getting the money for preeminence but we are getting the additions ever university gets. So right now it's very targeted, but I think you can imagine that since our goal is to go up in the rankings, we will be able to see more and more faculty as long as we are able to get that preeminence. And incidentally we believe that as long as the law doesn't change and as long as the legislature appropriates the money, we'll hit the preeminence metrics again. So hopefully that is another net 15 million. I just want you to think about what we are doing here very deliberately in terms of climbing up the rankings because this affects student/faculty ratios. Say we need 620 faculty to be in the top 25 or to just reach position number 25 among publics---of course, I don't know what other universities are going to do, but it's a big number for us. As we begin to add faculty, it will affect class sizes which is another metric. Compared to our peers, we are not teaching whopping big classes at a higher percentage, but we are also teaching less of the 20 and below classes. So we're in the 20-50 range. So what we want to do is be able to have enough faculty that we get to enjoy that interaction that you get with more classes that are 20 and below. It increases our educational expenditures but we are not going to move that one very much, but we want to move it whenever we can. It also increases the percentage of full time faculty. Because as you see each time we add faculty, we are not that far from being a typical university in the percentage of full-time faculty. We only have to move it about a percent to reach 25. The other thing is it will increase the percentage of our faculty with terminal degrees. This basically is a whole set of metrics that are hit simply by adding more faculty at the university.

We have a focus on National Academy members. It's a relatively small part of the pot, but if we find them, we have money to hire them. The simple fact of the matter is: this is a preeminence metric, and we are not that far from it. [Inaudible] We need to be able to do more there.

There is a focus on part of the funds for scholarships particularly for high quality students who have stronger math scores---what we would call STEM-ready students. This is also part of the whole set of metrics that the state is looking at in performance, and if you look at the quality of our students, in almost every single respect they are top 25. The one exception is that we are a number of points off the average SAT score in terms of math. So being able to focus a little money on STEM-ready students---because we have great STEM programs but not everyone in this state realizes that this is the place to go for STEM programs---we can begin to move our selectivity metric with scholarships, we move our math SAT score with scholarships, and we move our retention and graduation rates with scholarships---all things that are positives.

There is a focus in there and it's actually in the legislation that we advance the Entrepreneur Big Idea to hire entrepreneurs and residents, and these are being offered to every college. So far at least 11 deans have made a request to add this type of faculty member who has been out there in the world but usually has degrees within the fields those colleges have and can enable this entrepreneurial focus we have. Those are also faculty positions, and that 11-14 will net us an increase.

Part of the money is for critical thinking. The nice thing about this is it funds our QEP for SACS. SACS has a requirement for a substantial amount of funds dedicated to the QEP. I don't know where we were going to get those funds, but the preeminence dollars---which are permanent---allows us to focus on that, and those dollars will, I think, significantly flow to faculty who are participating in those developments. Career readiness is also in there---a big focus with the governor. We are trying to get ahead of that particular part of it. There is a smaller set of money to do some enhancements there. And then retention and graduation---a key metric for top 25, a key method for preeminence, and a key metric in the performance funding method that the Board of Governors is developing.

That gives you a sense of how we are spending the money. Each year I'll go to the Board of Governors and the legislature---I will go to the legislature again next week---and say this is how we spent the money and this is how we will spend the next 15 million. You get a sense of where we are going and how we are evolving. Literally a huge portion of this is faculty scholarships---the two largest [inaudible], especially if you add National Academy members and entrepreneur faculty. That's the end of my report. I'm happy to take questions. I'm mostly here to say it's nice to be part of a top 40 university and not a top 50 university, and I like being preeminent. Any questions or comments?

Q: The natural question is I assume [inaudible] potential for getting into that group two [inaudible]

A: Well, I would. Right now, the legislature resisted mightily changing any metric. We are hitting 11 of 12, and incidentally we will drop off the metric on the number of Ph.D. students that we will complete. We will be under 400, which is the metric. We've been above 400 for two years, so that would make us 10 of 12 and not eligible. But we hit the patent number, so we think we'll be 11 of 12 again. But if you look at the other universities, they are hitting maybe 4 and 5. Last year---and you can think of this if you want--- the Speaker of the House is from the region of one of those universities and they resisted mightily the notion of watering down the metrics. I think the most likely thing that's going to happen is everybody is going to be working to have more money going to higher education, so we want our [inaudible] dollars to be above whatever else you do. The Board of Governors believes they will have 50 million dollars in there this year for performance [inaudible] 10 metrics we are looking at. We are netting about 2.1 and they told us it was non-recurring; it's tough to move metrics with non-recurring dollars. We are trying to make sure we understand how it's going to be done and see how much of that might be recurring. This is going to be an opportunity for every university. I think the universities are then going to go on top of that and say there should be more money in addition to the performance funding. I don't [inaudible] it will happen. I think they are going to have a hard time budgeting those metrics.

Q: Is there a relationship between remaining a preeminent university and becoming one of the top 25 publics? [inaudible]

A: There is a missense. The governor's view is: I want to see you move up in rankings and I want to see that you are producing students who are successful in getting careers and making high salaries. His view is that preeminence is a vehicle for doing that. I have stated publicly

that those two goals of having our students be successful with careers---I'm not happy with the metrics or what the data is like---but that that goal and moving into the top 25 are part of being preeminent from the viewpoint of the governor. This is also the viewpoint of the Board of Governors. They are sitting there saying: Ok you are a preeminent university; now we expect to see you go up in the rankings because of this. So I've mapped out this strategy on how to move up in the rankings. I don't want to be just governed by rankings because part of it is a beauty contest, right? If you subtract that part of it and you think of graduation rates and retention rates, and graduation performance rates, and the percentage of our faculty who are full-time, and the percentage of our faculty who have terminal degrees, and our selectivity, and all of those different characteristics, those are all things we need to be very proud to do ourselves. So I see this as a double opportunity. Preeminence is defined by a set of metrics. If we end up having 75 million placed solely in our academic programs because of preeminence, we better be looking better and better as we go along. And the most tangible thing that everybody around us sees is where we sit in the rankings. Look, we are talking about 15 places in the rankings, and some of the universities that are ahead of us are not our peers and not our aspirational peers. We really don't belong in the rankings where we are and purely we are out of that picture because of the amount of money we operate on, and that amount of money is translated into faculty salaries and the number of faculty more than any other set of metrics. Now, follow it through. Preeminence metrics are research dollars. How are we not going to affect the research dollars by adding that amount of faculty? Preeminence is the success of our students. How are we not going to affect the success of our student and graduation rates---if we have smaller classes and more faculty and more opportunities for students? All these things cascade and run together.

Q: When you try to track career salaries---where they go and what they earn---I find it very difficult to get responses on that stuff.

A: Responses on surveys will not be part of the data. This is an enormous challenge for institutions. So basically the three metrics that were passed by the legislature and signed by the governor and requested by our governor but also had strong support from the senate president are: percent employed, the average salaries of our graduates, and the cost of delivering a degree. The first slug of money for doing that net us 2.1 million and we were in the second tier. And part of the reason we were in the second tier was because only 63% of our students showed up as being employed or continuing their education, and that's because literally there is no way to track students if they leave the state. They only found 63% of our students. New College got no points in that category because they could only find 40% of their students. What you see is that the two most prominent universities in the state and New College---which is also a top 100 liberal arts school and 5th or 6th among public liberal arts colleges---the three that are in the highest ranking had the lowest percentage of employment because our students go all over the place. For a while, the state thought that was OK. Why should we be supporting students going somewhere else? I guarantee you, parents want their kids to get the best jobs. The second piece is average salary they are getting paid, and the metric actually says "in Florida," and that's because they can't determine salary for anyone outside of Florida. So now think about the percentage of students we have staying in Florida, and we know if we look at our whole alumni base, two-thirds stay in Florida and one-third go somewhere else eventually. You're looking at those salaries for where people go. There aren't big differences that occur but there are some differences that occur.

If you look at national databases for salaries for people, what you see is that AD has a very low salary one year out, fine arts have low salaries one year out, education---teachers---have

low salaries one year out, and anybody studying religion or theology who ends up as a minister has low salaries starting out. And a lot of those are associated with things we really want--good teachers and the state cares about agriculture. On the other hand, the highest paying degrees are things like several engineering fields, petroleum and natural gas engineering is at the top, material scientists are at the top, even military science is near the top although that has a higher unemployment rate. Now all of a sudden, you realize the distribution of majors you produce is going to make this several thousand dollar difference between the averages you end up with. A school that is broad and enjoys the fine arts and education and agriculture is going to end up lower on that ranking. This is kind of a tough story, but we ended up in tier two. U.F. ended up in tier three, and New College ended up at the bottom. Urban campus, or smaller campuses, and regional campuses that are embedded within the state and not at a border ended up doing better.

This is the reason why the Board of Governors is trying to expand from 3 metrics to 10 because they are looking at that and realizing that the universities that they know are doing better---because there is a correlation between national rank and salaries and job productivity and you can also look at our student default rate which is very low. We know all these people are getting jobs and so they know this is a faulty data set. So they are trying to expand it so that it's not too tightly connected here. The thing that is also interesting, however, is the Obama administration is doing the exact same thing as the Scott administration with those same set of metrics. They are going to outdo each other to try and prove they can ensure universities are performing and that cost of degree is not high, and people are getting jobs. I actually had a conversation with the policy people from the White House on education and policy on these set of metrics, and if you will excuse me, I told everybody that my view of these metrics is that this is a turkey farm in a thunder storm. Because literally what happens if you have a thunder storm on a turkey farm, all the turkeys run to the same corner and then they stack up on top of each other and suffocate each other. This is just a fact. So lighting storms and thunder storms are not good on turkey farms especially if they have these corners to sit in. Think about all those metrics. High salaries for petroleum and nature gas engineering. Should we all get one---a degree like that? Even though there is no expiration in this state, and the universities that are doing that are basically trying to match up with what the market demanded. Do we give up education and fine arts? So if everyone runs to the same corner, a whole group of universities are going to suffocate and it will look like we are predicting what the job market will be like in five or six years. And we also know our majors go everywhere. I'm arguing for the notation: compare education program to education program. So that a consumer student family is looking at it and saying: this education program is delivering students into the classroom. The problem with doing this is they want to give you three points. How do you give the points out by comparing apples to apples? That's what the consumer wants. How do you do that? That's a little bit of a challenge? This is going to be an interesting game. So in the absence of comparisons, don't give me three metrics that all the turkeys run to the same corner when the thunder hits. Try to get 10-12 metrics, try to have a set that balance, and then analyze the heck out of that data. If you're going to collect all of this data, my view is that the Obama administration can't pull this off unless there is a national database where every student out there is in that database for what their job is and what their salary is like. That's a big undertaking; they'll have to convince every state to provide that data to the feds. We have a long way to go, but the likelihood is there will be 50 million dollars based on those ten metrics these days in this next session. Did I just ramble on and on and on there? I'm really worried about all these metrics.

XIV. Adjournment

The meeting adjourned at 5:06 p.m.



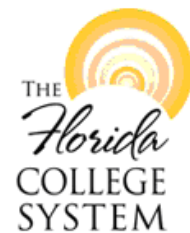
Melissa Crawford
Faculty Senate Coordinator

General Education Core Course Options
Pursuant to Section 1007.25, Florida Statutes

Final Recommendations of the
General Education Steering and Faculty Committees
August 2013



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors



Introduction

In 2012 HB 7135 (Chapter 2012-195, Laws of Florida), amended Section 1007.25, Florida Statutes, to make significant changes to the general education program. The current 36-hour requirement was changed to 30 hours in the five subject areas of communication, humanities, mathematics, natural science, and social science. Faculty committees appointed by the chairs of the State Board of Education and Board of Governors, or designees, were directed to identify a listing of no more than five postsecondary courses in each subject area, making up the general education core course options. The statute mandates that all institutions must offer and accept these general education core courses, and that students initially entering a Florida College System institution or state university in 2014-2015 must complete at least one identified core course in each subject area. To be in compliance with the statute, this general education core must be adopted in rule by the State Board of Education and in regulation by Board of Governors.

The chairs of the State Board of Education and Board of Governors designated the Chancellors of the Florida College System (FCS) and State University System (SUS), respectively, to implement the directives of this legislation. The Chancellors then appointed a General Education Steering Committee made up of five members each from the Florida College System and State University System; alternates were also appointed. The Steering Committee directs the work of the faculty committees and the entire general education project. Co-chairs from each sector were approved by the membership.

Current Steering Committee Membership

Sector	Name	Inst.	Alternate	Inst.
FCS	Barbara Howard	LSSC		
FCS	George Bishop	GCSC		
FCS	Sharon Erle	NFCC	Ken Ross	PSC
FCS	Leana Revell	SFSC	Michael Vitale	DSC
FCS	Karen Borglum*	VC	Craig Johnson	HCC
SUS	Douglas Robertson	FIU	Tom Westcott	UWF
SUS	Karen Laughlin	FSU	Jim Wohlpart	FGCU
SUS	Diane Chase*	UCF	Donald Palm	FAMU
SUS	Bernard Mair	UF	Bob Sullins	USF
SUS	Edward Pratt	FAU		

*Co-chairs

Senate Bill 1720 (Laws of Florida 2013-51)

During the process of faculty committee and Steering Committee meetings, several issues were raised regarding the implementation of the general education core course options, with recommendations for revision. The 2013 Legislature acted upon these recommendations in Senate Bill 1720, which enacted the following:

- The general education program is restored to 36 hours.
- Revisions to the core or additional courses in excess of the five-course maximum in each subject area is allowed if recommended by faculty committees and the Articulation Coordinating Committee, and approved by the State Board of Education and Board of Governors.

- The mandate that each institution offer each core course is removed. Each institution must still accept the core course in transfer as a general education core course in that subject area.
- The implementation of the general core course options are for students initially entering a Florida College System institution or state university in 2015-2016.

See Appendix A for the full text of Section 1007.25, Florida Statutes, effective July 1, 2013.

Summary of Major Activities

July 31, 2012

The University of Florida hosted a meeting of more than 50 institution administrators, faculty, Department of Education and Board of Governors staff, and legislative staff to review the legislation and, with the attendance of Representative Proctor, confirm legislative intent. The group discussed the project, faculty committees, communication plans, and timeline.

August 14, 2012

The General Education Steering Committee conducted a conference call to discuss the scope of the project, agree to a timeline, and determine the process for selecting faculty committees. The Committee agreed to five subject area faculty committees of 12 members each, evenly represented among FCS and SUS faculty.

September 21, 2012

Valencia College hosted a meeting of the Steering Committee to select members and determine the activities of the faculty committees. Each sector selected six members for each committee, with one sector alternate. Steering Committee members would serve as faculty committee co-chairs, but would be non-voting members of the committee.

October 25, 2012

The University of South Florida hosted the initial meeting of the general education faculty committees. Faculty were provided information about the process and were allowed time to discuss details and implications of the project. They then split into the five committees representing communication, humanities, mathematics, natural science, and social science to begin the process of determining competencies and a maximum of five core course options.

Between the conclusion of this meeting and these initial draft recommendations, the faculty committees participated in a number of discussions about the proposed competencies and course lists. These engaging conversations, via both conference calls and listservs, afforded each member a forum for continuing conversations about the project. These resulted in revisions and additions to the recommendations from the October meeting. Many members also shared these recommendations with institution colleagues to provide greater input to the deliberations.

November 13, 2012

The General Education Steering Committee met via conference call to discuss the status of each faculty committee's recommendations and provide guidance for next steps in the project.

December 14, 2012

The General Education Steering Committee met via conference call for updates about legislative staff discussions and faculty committee recommendations. The Committee agreed to a draft set of recommended subject area competencies and core courses, and a communication plan.

December 20, 2012

The initial draft recommendations of the faculty committees and Steering Committee were distributed to the chief academic officers of the Florida College System institutions and state universities. The institutions were requested to distribute these materials to faculty members and submit comments on the recommendations.

May 16, 2013

The Steering Committee met at Valencia College to discuss the results of institution feedback and to finalize the general education core course recommendations. Based on legislative activity and institution feedback the core course recommendations in Humanities, Natural Science, and Social Science were revised. The Committee voted to approve the competencies and core courses in each section. The authorization to include additional courses was determined to be appropriate in the Mathematics and Natural Science subject areas. An institution survey would assist in determining the process of identifying these additional core courses.

August 21, 2013

The Steering Committee met via conference call to discuss the results of the additional core course survey and to finalize the core course list in Mathematics and Natural Science. The Committee determined that institutions should have discretion to employ a course that has an identified core course as an immediate prerequisite. These will be reported to the Statewide Course Numbering System. The Committee also added to the core course list those more advanced courses in which a student may be directly placed, but do not have as a prerequisite one of the designated core courses. These final recommendations will be distributed to institutions for faculty review and approval.

More information related to the general education project can be found at:
<http://www.fldoe.org/articulation/hb7135gep.asp>.

General Education Faculty Committee Final Recommendations
General Education Competencies and Core Courses
August 2013

Communication

Students will demonstrate the ability to communicate effectively.

Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I

Humanities

Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

Students will acquire competence in reflecting critically upon the human condition.

ARH X000 Art Appreciation
HUM X020 Introduction to Humanities
LIT X000 Introduction to Literature
MUL X010 Music Literature/Music Appreciation
PHI X010 Introduction to Philosophy
THE X000 Theatre Appreciation

Mathematics

Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

Students will apply appropriate mathematical and computational models and methods in problem solving.

MAC X105 College Algebra
MAC X311 Calculus I
MGF X106 Liberal Arts Mathematics I
MGF X107 Liberal Arts Mathematics II
STA X023 Statistical Methods

Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core.

Natural Sciences

Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world.

Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

AST X002	Descriptive Astronomy
BSC X005	General Biology
BSC X010	General Biology I
BSC X085	Anatomy and Physiology I
CHM X020	Chemistry for Liberal Studies
CHM X045	General Chemistry I
ESC X000	Introduction to Earth Science
EVR X001	Introduction to Environmental Science
PHY X020	Fundamentals of Physics
PHY X048	General Physics with Calculus
PHY X053	General Physics I

Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core.

Social Sciences

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

AMH X020	Introductory Survey Since 1877
ANT X000	Introduction to Anthropology
ECO X013	Principles of Macroeconomics
POS X041	American Government
PSY X012	Introduction to Psychology
SYG X000	Principles of Sociology

Appendix A

The 2013 Florida Statutes

1007.25 General education courses; common prerequisites; other degree requirements.—

- (1) The department shall identify the degree programs offered by public postsecondary educational institutions.
- (2) The department shall identify postsecondary career education programs offered by Florida College System institutions and district school boards. The department shall also identify career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.
- (3) The chair of the State Board of Education and the chair of the Board of Governors, or their designees, shall jointly appoint faculty committees to identify statewide general education core course options. General education core course options shall consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The core courses may be revised, or the five-course maximum within each subject area may be exceeded, if approved by the State Board of Education and the Board of Governors, as recommended by the subject area faculty committee and approved by the Articulation Coordinating Committee as necessary for a subject area. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. All public postsecondary educational institutions shall accept these courses as meeting general education core course requirements. The remaining general education course requirements shall be identified by each institution and reported to the department by their statewide course number. The general education core course options shall be adopted in rule by the State Board of Education and in regulation by the Board of Governors.
- (4) The department shall identify those courses offered by universities and accepted for credit toward a degree. The department shall identify courses designated as either general education or required as a prerequisite for a degree. The courses shall be identified by their statewide course numbers.
- (5) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and Florida College System institutions, except in cases approved by the State Board of Education for Florida College System institutions and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.
- (6) The universities and Florida College System institutions shall work with their school districts to ensure that high school curricula coordinate with the general education curricula and to prepare students for college-level work. General education curricula for associate in arts programs shall be

identified by each institution and include 36 semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.

(7) An associate in arts degree shall require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. Beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, coursework for an associate in arts degree shall include demonstration of competency in a foreign language pursuant to s. 1007.262. Except for developmental education required pursuant to s. 1008.30, all required coursework shall count toward the associate in arts degree or the baccalaureate degree.

(8) A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions.

(9) A student who received an associate in arts degree for successfully completing 60 semester credit hours may continue to earn additional credits at a Florida College System institution. The university must provide credit toward the student's baccalaureate degree for an additional Florida College System institution course if, according to the statewide course numbering, the Florida College System institution course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree. Of the courses required for the degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower division, except in degree programs approved by the State Board of Education for programs offered by Florida College System institutions and by the Board of Governors for programs offered by state universities.

(10) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, including 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. 1007.23.

(11) The Commissioner of Education shall appoint faculty committees representing both Florida College System institution and public school faculties to recommend to the commissioner for approval by the State Board of Education a standard program length and appropriate occupational completion points for each postsecondary career certificate program, diploma, and degree offered by a school district or a Florida College System institution.

History.—s. 351, ch. 2002-387; s. 107, ch. 2004-357; s. 115, ch. 2007-217; s. 20, ch. 2009-59; s. 93, ch. 2011-5; s. 8, ch. 2011-177; s. 10, ch. 2012-195; s. 15, ch. 2013-51.

Appendix B

General Education Project: Timeline (Revised May 16, 2013)

Dates	Activity
July 31, 2012	Cross-Sector Meeting with Representative Proctor/ Organizational Meeting
August 15, 2012	First Steering Committee Meeting, Conference Call
September 21, 2012	Steering Committee Meeting, Valencia College
October 5, 2012	Chancellors Approve Faculty Committees
October 24, 2012	Articulation Coordinating Committee Update
October 25, 2012	Initial Meeting of Faculty Committees
November 13, 2012	Steering Committee Meeting, Conference Call
November-December 2012	Ongoing Faculty Committee Discussion of Draft Recommendation Courses and Competencies via Listserv and Conference Calls
December 2012	Faculty Discipline Committee Draft Recommendations, Courses and Competencies to Steering Committee
December 14, 2012	Steering Committee Final Draft Recommendations, Courses and Competencies via Conference Call
December 2012	Faculty Discipline Committee Initial Draft Recommendations, Courses and Competencies
December 21, 2012 – January 31, 2013	Faculty Review/Institution (CAVP/CIA) Review, Initial Feedback
February 1-8, 2013	DOE/BOG Compile Institution Initial Feedback
Mid-Late February 2013	Steering Committee and Faculty Committee Review Initial Institution Feedback
May 16, 2013	Steering Committee Meeting to Finalize Core Course Recommendations
May 20	Provide final SC core recommendations to institutions and request identification of related/advanced courses
August 1	Institutions submit related/advanced courses
August 15	Steering Committee Meeting
August 16	Provide final SC recommendation of related/advanced courses for review by SUS/FCS
August-October	Review by institution curriculum or general education committees
November 1	Institution submits final faculty and administrative approval of core
November 7	Steering Committee Meeting
November 8	Chancellors review
November 15	Initial State Board rule development/public comment period begins
January 2014	Board of Governors regulation noticing
March 2014	State Board/Board of Governors rule/regulation on agenda

The activities listed in this timeline reflect those leading to State Board of Education and Board of Governors approval of rule and regulation, respectively. Each institution has its own internal process regarding the approval of new general education programs—these internal processes are not reflected in this timeline.