



FLORIDA STATE UNIVERSITY

FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
JANUARY 18, 2017
DODD HALL AUDITORIUM
3:34 P.M.

I. Regular Session

The regular session of the 2016-17 Faculty Senate was held on Wednesday, January 18, 2017. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, A. Askew, H. Bass, K. Bearor, B. Birmingham, D. Bookwalter, M. Buchler, E. Chicken, R. Coleman, B. Cox, A. Darabi, J. Dawkins, V. DeBrunner, J. Delp, P. Doan, K. Erndl, J. Fadool, B. Fennema, J. Fiorito, S. Fiorito, J. Geringer, J. Grzywacz, K. Harper, E. Hilinski, C. Hofacker, K. Hufferberger, E. Jakubowski, K. Jones, I. Junglas, T. Keller, A. Kim, E. Kim, B. Landing, S. Lewis, W. Li, J. Linford, J. Lo, S. Losh, C. Madsen, V. Mesev, U. Meyer-Baese, D. Moore, R. Morris, P. Osteen, I. Padavic, S. Park, E. Peters, D. Poey, A. Rhine, V. Richard Auzenne, N. Rogers, D. Rohlinger, E. Ryan, P. Sharpe, T. Siegrist, D. Slice, J. Standley, N. Stein, N. Stoltzfus, U. Sypher, G. Tyson, Col. M. Van Wert, A. Vanli, D. Von Glahn, W. Weissert, K. Yang.

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

T. Abichou, T. Albrecht-Schmitt, E. Aldrovandi, L. Beitsch, W. Boot, K. Brummel-Smith, M. Burr, J. Clark (**A. De George**), A. Clarke, A. Figueroa, H. Flynn, R. Gainsford, J. Garibaldi (**K. Myers**), J. Gomariz, T. Graban, M. Gross (**H. Mori**), J. Hellweg, E. Hull, R. Jackson, T. Mariano, C. Marzen, P. Mason, M. Messersmith, Z. Musslimani, K. Petersen, V. Salters, O. Steinbock, L. Stepina, B. Stults, O. Vafek, E. Walker, Y. Wang, C. Wood, T. Zuehlke.

II. Approval of the Minutes

The minutes of the December 7, 2016 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was amended to move announcements by the President to the beginning and then was approved as amended.

IV. Announcements by President Thrasher

President Thrasher began by saying that FSU has had a good start for the new year. He congratulated the FSU football team on their win in the Orange Bowl and praised all of FSU's athletic teams. Next he mentioned that *U.S. News and World Report* listed three of the university's online programs – business, criminology, and education – as top ten online

programs, which will help boost the university toward the top 25 goal. The beginning of the year marks the beginning of the Legislative Session, which begins in March. The committee meetings for this have already begun and will take place every other week until the Session starts in March. This year, the university is making a big ask of the Legislature to help FSU move to a top 25 university. The university has given the Legislature a plan about how to use the money asked for to accomplish this goal through investing in research, faculty, and students. The Florida Senate President has given positive feedback on the plan. The Florida Legislative House has taken a more conservative approach, and Thrasher said the university will have to wait and see how they respond. The President's Office hired Kathy Mears who was the Chief of Staff for the last two Speakers of the Florida House of Representatives, and she is well positioned to help the university's relations with the House.

Thrasher mentioned the two resolutions that would come before the Faculty Senate in the meeting: The Guns on Campus Resolution and the DACA Resolution. He said that he has already signed onto the DACA letter. He is not sure how the Guns on Campus Resolution will play out. He said, however, that the bill was deferred from the Senate last week because they did not have enough votes. It has already passed the House in the past and will probably do so again, so the focus for those who oppose the bill should be on swaying the Senate.

In regards to business issues, last week the university completed negotiations with Coke and now has the largest pouring-rights contract of any major university in America. It will increase the university's revenue over a million dollars a year for ten years. Kyle Clark worked hard on that contract. The university is also working on a major contract with food service providers. Thrasher says he is optimistic about that. In the Board of Governor's meeting next week, the administration is going to bring up Phase Three of College Town. That area is continuing to grow, and Phase Three will be a refinance of Phase One and other financial aspects. He thinks that will be a successful venture.

Thrasher also mentioned the block tuition issue being discussed in the Legislature and the Take 15 Initiative. He talked about emphasizing to our students the Take 15 concept, which would eliminate the need for the Florida Senate to micromanage that issue. He asked the faculty for help in this, mentioning that it might become a metric the Legislature adopts. Next Friday will be the ground breaking for the new Black Student Union, which will be a great addition to the university. He also mentioned that MLK week has gone well and said that the university is off to a good start for the year.

Jones: "Catherine Jones, biological science. In terms of political activity against Guns on Campus, I know there is no limit as private citizens, but if the resolution of the Faculty Senate goes ahead, will there be pushback from the Legislature about speaking freely to students in our classes?"

Thrasher: "Probably not. That's up to you. I'm not going to tell you to do it or not do it. I want to emphasize where we are with the Legislature. I think Chief Perry would tell you – and he is testifying for sure – that that is where the most good will come. We have a cadre of students who are participating and willing to go down there. The bottom line is, and I think Chief would agree with this, nothing shows us that having more guns on campus would make us safer. I know that I believe that in my heart, and I know it is the truth. Some of our opponents go back to the Strozier shooting, but I remind you that the Strozier shooting was one active shooter. Our police showed up in two and a half minutes and took down the shooter. Had there been other people with concealed or permitted weapons, Chief I believe

would tell you that it would have been much more complicated to take that person down if there had been other people shooting. It's the same thing in airports and any place. That's the argument. I believe we have the best police force of any university in America. Chief and his team do a great job. I'm confident that our students are as safe as they are going to be. I can't predict that they are going to be 100% safe or that something like that won't happen again. But I do believe that having more guns on this campus will not make us safer. You go back to four years ago when I killed that bill in the Senate, when that young lady was accidentally shot by a student who was showing off a weapon after having alcohol, that is the concern I have and we all ought to have. I don't mind you talking and I don't want to tell you what to do. I think we are ok in what we have conveyed to the Legislature, and I really want to manage that in a way that I think will be most effective for us. If any of you feel compelled to go down there, let us know. If there are opportunities when we have hearings, we'd be happy to work with you."

V. Report of the Steering Committee, Todd Adams

"Since the December Senate meeting, the Steering Committee has met four times. Last week we met with President Thrasher, and this week we met with Provost McRorie. We met with Annette Schwabe to discuss the results of the Liberal Studies survey. While the response rate was not large, the responses were generally positive. Annette will discuss this during the next item on the agenda. We met with Michael Barrett and Carolyn Egan to discuss a draft of a new email policy that has been under development. We expressed some concerns that we have and that had been relayed to us. You received an Important Announcement email this week about the process. The policy is still in development. We have been assured that it will include a statement about academic freedom. We met with Terry Coonan and Valliere Richard Auzenne to discuss the proposed Senate resolution related to DACA students. The steering committee supported bringing this resolution to the Senate. You have received the resolution via email and we will discuss it later in the meeting. We have also recently learned of a planned student walkout of classes planned for noon Friday related to the Presidential inauguration. It is up to individual instructors on how they want to treat it."

VI. Reports of Standing Committees

a. Dr. Annette Schwabe, Liberal Studies Committee

See addendum 1 for Dr. Schwabe's presentation.

"What I want to do is make a case for the current Liberal Studies Curriculum. You all are going to vote on that next month as you know. The Liberal Studies Coordinating and Policy Committee have voted for the curriculum as has the Faculty Senate Steering Committee. I just wanted to say that despite the bureaucratic structure of the Liberal Studies which is different from, say, the UCC or UPC, where there is me as director, the Liberal Studies Curriculum is not my curriculum. It's our curriculum as a faculty, which is why I am here and why I keep coming back to you and why I solicited, at the request of the Faculty Senate Steering Committee, your perceptions of the curriculum, which I will talk about in a minute. I want to take a little floor time to really make a case. I want to talk before we get into faculty perceptions of the program about the resources that have gone into the curriculum over the last three years. The curriculum has been three years in coming and over those years a lot of resources have been invested into the program for which I am very grateful. The resources have been in

the form of both labor power and money. If you think about it, faculty, advisors, and staff from across the entire university have spent time and energy thinking about and talking about contributing to the curriculum. Across departments, colleges, and Undergraduate Studies in Westcott, a lot of people have worked hard and conscientiously to refine the curriculum and make it more cohesive and comprehensible. Hundreds of faculty have developed, designed, refined and taught courses that make up this curriculum. It also required a lot of work by college and department committees to support faculty in doing that course design. Over fifty faculty have served as reviewers for our Liberal Studies courses, and over forty currently serve. I want to thank them for their service because it's a lot of work on top of what they are already doing. There are nine faculty on the Liberal Studies Coordinating and Policy Board. They have spent the last year and half working very hard and cohesively to make the program better on all fronts. I won't name the names here in the interest of time but they are up on the faculty senate website. They are from all over the curriculum. They represent the UPC, the Honors College, and the Honors Committee, and the UCC. Provost McRorie has provided a significant amount of funding for e-series course development funds and enrollment funding. I think the last enrollment dollars to go out were almost \$300,000 a semester. So it's a significant investment in the program. She's also provided a lot of staff support with Jennifer Buchanan and Susan Fiorito among others. Dean McLaughlin has also invested a lot in the program both in terms of funding and staff time. We appreciate the support from Undergraduate Studies from real experts in curriculum design and implementation, Nikki Raimondi and [Inaudible] in particular. I also want to thank Josh Mills, the assistant director, for all his hard work to get the curriculum up and running. All those resources culminated in a curriculum that seems to be working for students, faculty, and advisors. We've clearly settled into the curriculum and faculty are satisfied with it. How do we know they are satisfied with it? Two ways: one of the ways is through the Faculty Senate Steering Committee survey, which was sent out over Qualtrics and which I will talk about today. I sent a lot of surveys to faculty and administrators. There were only fifty-seven completed surveys so there is probably some selection bias in those surveys. My guess is that the selection bias is biased in favor of people who want to air grievances because it was the first chance they really had to comment on the curriculum. I was surprised to find out that in response to the overarching question of how the composition and structure of the Liberal Studies curriculum meets the academic needs of FSU students, the vast majority agreed or strongly agreed, 75%. There are probably some error terms around that but it gives you a snapshot or preliminary blip about how faculty are feeling. When I reported to the steering committee, I also provided them with some qualitative responses from both ends of the spectrum to see substantively of what people cared about. But I think those results are pretty strong. This is the result of the E-series survey I did where I surveyed all E-series instructors. There are 97 E-series instructors and 72 responded to the survey, which is a pretty high survey response rate for busy faculty. What we asked them is how much do you think E-series course engaged students intellectually – and a high proportion strongly agreed – and how many feel their course challenged students to examine issues from different perspectives – a large majority are positive there too. The E-series courses help students to develop writing skills and critical thinking. I feel that the curriculum is working for our students, especially our most innovative part of the curriculum.

I have three punchlines to summarize. I think overwhelming faculty seem to support the curriculum and the curriculum seems to serve students well. We also have a good infrastructure in place for the program. I think we are kind of hitting our stride and people are comfortable with it. We have a well-functioning board. It's actually great to get meetings with them. We're almost kissing cousins now despite the fact that I didn't know any of them when we started working on this. The other thing I am hearing from the qualitative surveys that I am doing on the E-series courses is that the Liberal Studies curriculum in general has ignited a lot of discussion about teaching and given a lot of incentive to people who think differently about undergraduate teaching. To me that is really gratifying. From a practical standpoint, if we do not keep the curriculum, we have to put something in its place. We can't turn the ship around on a dime, and if we could we are not sure where it would go. It would require more resources, a new infrastructure, and a lot more work to chart a new course. The other kind of constraint is that the state core is here to stay. The new curriculum would have to articulate or align with the state core. It's part of what structures our curriculum now. Also if we start over we might potentially have three cohorts of students under three different sets of requirements creating more confusion for advisors and departments. If we reject the newest aspects of the curriculum, the two biggest being the E-series and Scholarship and Practice courses, I firmly believe, as most faculty do, that we are shortchanging our students. At the E-series workshops, faculty literally stood up and said, 'Please do not get rid of the E-Series courses. They made the biggest difference in my teaching and I can see it is changing students.' To me, it is a marketing point for the university. I think it's a way to attract really good students who care about doing analytical thinking and learning how to write. It's a building block for courses in the major. So if you have students coming into the major after taking an E-series course they will be better prepared. The other technical thing, if we do away with the 127 E-series courses we have, those courses may have other designations, so we lose all those other designations with which students can meet their requirements for other areas of Liberal Studies. I really believe curriculum changes is exactly what our students need. I think it could really set Florida State University apart. I've looked at other curriculum around the State and at SUS institutions. Ours is head and shoulders above theirs, quite frankly. I've also been at a couple national meetings and have gotten comments from lots of different people from different types of universities saying they like the equality of our curriculum. I'm really excited about it. I hope the remarkably high level of faculty satisfaction with the curriculum will be something that you consider in your vote and that you will also consider the resources we've put into this over the last couple years and that we are kind of getting our sea legs under us. You all have the table of curriculum requirements so that is basically what we are voting on is that structure, the kinds of courses and the credit hour requirements for those courses. I'm happy to entertain questions."

Sypher: "Ulla Sypher from the School of Communication. I have two questions. One is specifically about the handout. I see that the quantitative and logical thinking and the English composition are identified as requiring a C- grade or higher. I thought that was required for all Liberal Studies courses. Can you clarify that?"

Schwabe: "That's a good question. The State requires that students get a C- or higher in those two courses, and they also mandate the six credits that are in those courses, which is why they are that way in the curriculum. Students have to get a 2.0 or higher

overall in the Liberal Studies curriculum. So, in effect, if they get a lower grade in one class they need a higher one in another.”

Sypher: “My second question is about today. Is it literally just about what is on here – in this top level – or would a positive vote here also approve all the very specific criteria for each of these particular categories? So, for example, you know that I am a reviewer for upper division writing, so I am most familiar with that. So one of the requirements is that the instructor has to be the one to give feedback to students, which is quite a burden on the instructor. So would a positive vote here also automatically approve lower level detail requirements such as that or just the general framework?”

Schwabe: “What you are approving is just this framework, the curriculum structure. I will say that you all voted last spring on those other things, and those aren’t necessarily subject to a Faculty Senate vote, but those will inevitably change.”

Sypher: “They’ve changed already.”

Schwabe: “Yes, if people want them to or if there is a problem. But they seem to be working. I mean Josh is in the belly of the beast when it comes to approvals and it seems to be going pretty smoothly from that standpoint. They are fairly easy to translate, I think. But I am totally open to feedback. I would like to hear from you if you have concerns about those things. If they are getting in the way of you developing courses, we particularly want to know it because we want as many good courses in the curriculum that fit the criteria. The objective of having those learning objectives is so that students get a similar experience across courses from all different disciplines within an area. So if you’ve taken something that is approved for natural sciences, you are kind of getting the same thing as a student who takes-”

Sypher: “I would like to talk to you one-on-one because I and the people in my unit really do think that specific requirement is an example of good intentions gone bad because instructors find ways of making their workload smaller which then has a negative effect on the pedagogical intent.”

Schwabe: “Yes, I agree. Thank you. I would like to underscore that I really try to let faculty governances take over this process and not to dictate the terms. So sometimes you make tradeoffs and take what most people think is right. So I would like to get more faculty feedback to shape that process. Thank you.”

Tyson: “I have one question and it’s actually a question we had [inaudible]. If we build an E-series course, they are frankly more expensive to manage. We knew there would be a ramp-up period, but unlike most courses, E-series are kind of timed out after a while so you have to replenish E-series courses. Is there an effort by the administration to fund these courses over the next few years in a rate that would be sustainable?”

Schwabe: “I think the goal of the funding was to really get people to think about and spend the extra labor on developing the courses if they are not familiar with that kind of pedagogy [inaudible]. I think that the assumption that they have to be replenished is not necessarily a correct assumption.”

[Inaudible talking]

Senator: “The original E-series required a timeout after a while, but that requirement has been relaxed so the E-series courses have an indeterminate timespan. So the replenishing issue is not right.”

Schwabe: “Some people have said since they have such narrow topics-”

[Inaudible talking]

Tyson: “What’s the financial resource commitment by the administration?”

Schwabe: “Right now, it’s somewhat semester-by-semester because as President Thrasher said, of course it depends on budgets – everything does. But we do have commitment for full enrollment funding for the spring semester for all the E-series courses that are being taught. I still have funding spots for course development. That’s what I can tell you for now. It seems pretty solid. I’ll have more qualitative data from the interviews with E-series faculty, but I’ve asked those issues of sustainability about whether you would keep teaching and have that kind of support or not. Most said, ‘Yes, it’s changed my life. It’s changed the way I am thinking.’ But, you know, I can’t hang my head on that, but we are starting to explore that.”

Senator: “[Inaudible]. How many people started the survey but didn’t complete it?”

Schwabe: “I’d have to look back at that, but probably about ten or fifteen maybe. Did you have a technical problem that prevented you from finishing it?”

Senator: “No, I wasn’t in that position. I was just interested. [Inaudible] certainly it was because of the length of the survey and some of the questions were difficult [inaudible].”

Schwabe: “Thanks for your feedback. It was in a pretty short window. That was my decision. It had to be.”

Fiorito: “It was my decision. I will take full credit for that. I said if people are concerned about it, they need to answer this survey now. Annette is available to answer questions and work with departments and faculty about the details. We wanted to get the faculty that were most adamantly concerned about it to make sure that we address their issues before we vote on it. It is up now. We approved it for a trial period and now we need to approve it moving forward. I wanted to find out right away. We could have kept it open for the entire holiday and maybe gotten five more responses but I said we’re going to turn it off. So that’s my fault.”

Grzywacz: “Joseph Grzywacz, Family and Child Sciences. This question may not be appropriate for this. Noticeably absent from your characterization about how people love the E-series courses is the voice of department heads and deans regarding what’s the burden of these more time intensive courses in terms of meeting the course load of all the other classes they have to offer. Can you say something about that because to me that is the more pressing financial question – not so much the new course development but the ability to, especially for small colleges like ours, sustain those over time recognizing that the opportunity cost of other courses those faculty could

be teaching could be larger course loads with larger student enrollments. Could you talk a little bit about that issue? Because I know it's an issue in our college."

Schwabe: "Thanks for that feedback. That's an important issue to me. Two things. I have asked chairs at the Chair's and Dean's Meeting to talk with you, so I'd like to learn more from your perspective about how it is working or not working in your department. We have to be as transparent as possible with the objectives. In the qualitative interviews and in anecdotal conversations – and by that I mean lot of different people – there is kind of a mixed sense of if it is hard on departments or not. We don't have good data yet. Institution Research has taken a few running starts on that and we'll continue to work on that. There are so many other factors that play into how curriculum shifts or why courses can or cannot be taught by a department. Faculty coming and going and so forth and different specialties. So there is that to complicate the picture but we are working on that. That's a good question. Some people have said that people who teach the E-series courses would have taught a specialty course on a topic area to undergraduates instead like a small capstone or a special topics course – and they just switched to the E-series and now they are committed to teaching those. I have heard that, and I've heard chairs say they just don't have enough staff to teach these courses on top of everything else we teach. I hear you. Thank you."

Fiorito: "Any other questions or comments? Typically what we do is the Faculty Senate needs to approve the Liberal Studies curriculum requirements. Many people have said let us think about it for some time and then vote on it at the next Faculty Senate meeting. I think if you are ready to vote on it now, then we should just get it over with. But Annette loves to come back and we love to see her smiling face. And we would love to have this presented again if you think you need to think another month about questions you need to ask. Or we can approve them going forward with the great committees that they have. I'm not trying to bias your vote. But to let them move forward with the Liberal Studies."

Sypher: "Let's vote."

Fiorito: "Thank you, Ulla. We don't need a motion. We'll take a vote. Is there a discussion on this? Hearing no discussion, call for the question. Hearing none, everyone in favor of approving the Liberal Studies curriculum say, 'Aye.'"

The motion to approve the Liberal Studies curriculum passed unanimously.

VII. Special Order: Human Rights Center, Drs. Valliere Richard Auzenne and Terry Coonan

See addendum 2 for the DACA resolution.

Richard Auzenne: "Good afternoon. Given recent political discussion regarding political changes for federal immigration policy and the possible revoking of Deferred Action for Childhood Arrivals, also referred to as DACA, which will affect Florida State University students, faculty, staff, and alumni. We have prepared a resolution for the Faculty Senate which has been distributed in advance of today's meeting. In preparation for the vote on this resolution, I asked Dr. Coonan, Director of the Human Rights Center, to provide background

information on the issue and what FSU has in place and also the steps that President Thrasher has taken to support our FSU community. Thank you, Terry, for being here.”

Coonon: “Thank you all for the chance to talk about what we think is one of the really significant human rights issues right now on campus and nationwide. What it involves is our DACA students. What this refers to is our Deferred Action for Childhood Arrivals students. What that is a special status that has been given to children that have been brought here by their parents typically when they are really young. What we have seen in the last fifteen years or so is that they have remained undocumented. These children have of course come to the United States, they have remained undocumented but have gone through our schools, and they get to the point where prior to 2012, where they could not go on in school after they had graduated from high school. There was no legal provision for them to do so. A number of them did, however, make their way to institutions. For almost fifteen years that I’ve been here at FSU, a number of those students have come here. But they did not qualify for financial aid and they were also everyday of their lives deportable. President Obama addressed their situation in 2012. We think there are close to a million of these children across the United States. About 750,000 of them have stepped forward to accept what is called deferred action for childhood arrivals. It does not have the force of law. President Obama ran into a quite divisive Congress that was unwilling to consider comprehensive immigration reform or what we call the Dream Act that would have allowed these children some kind of provisional legal status. So in June of 2012, President Obama did this by executive order. He provided a whole series of requirements; children had to show that they had been younger than sixteen when they entered the United States, they have been physically present here since 2007, and also that they had no criminal record of any kind. If they meet those requirements they were allowed to apply for this program, Deferred Action for Childhood Arrivals. What it deferred was deportation. It gave them not permanent legal status but the ability to simply enroll in schools, not be deported, and work legally here in the United States. At this point close to 750,000 of these young people have taken advantage of this program. It’s allowed them to come out of the shadows and actually go forward in school and take jobs after they graduate. They have been among the best and the brightest that we have had here at FSU. We think we have upwards of 60 of these students but we also have staff members at FSU that have also come in under this same program.

“In the heat of the presidential election, President-elect Trump made the promise that he would abolish this on day one of his administration, appealing to what I think he perceived of as a certain part of his base. It is unclear now whether he will actually do that. President Thrasher and close to 500 other university presidents have signed a letter addressed to President Trump saying that they, in fact, do not support him on this and instead support the maintenance and expansion of the DACA program. President Thrasher has been very very strong on this issue. He mentioned it in his address in December on our State of the University – his support for those students. Those students right now are a very fragile group. They understand that within the next three days they could be rendered deportable by a single swipe of the pen. That because it is an executive order, written by one president, it can be undone by the signature of another president in a single day. They live very precarious lives. The stress in their lives and fear level have, of course, been accentuated in recent months.

“What we have prepared is an FSU DACA working group of students, faculty, and administrators. We have considered their situation and we have asked President Thrasher and the University to create what we would call a safe space on campus, and, by that, we mean a confidential space. It could be the Human Rights Center. It could be our Counseling Center

– any place that we designate publicly as a place these students can come to get confidential counseling because of the tremendous amount of stress they are living with and also legal advice. There are a small number of people under law who have confidentiality privileges who can actually talk to those students and not have their conversations be discoverable by the US government. That would include lawyers, members of our counseling center, and faith-based representatives like ministers. These are three groups who very clearly under law have that privilege of confidentiality. What we would like is to simply designate a space on campus – we are not asking for the university to build a new building – where these students can come for that kind of support and that kind of counseling. Part of our memo also calls for our university community nationwide and the United States to take seriously the situation of these children that have grown up essentially American. They speak essentially native English. They have gone through high schools and colleges now. They have been tremendous contributors to the United States and they continue to be tremendous contributors at FSU. Very interestingly, there have been unlikely allies for this. The business community in the United States has come out very strongly to President Trump saying that these are some of our best workers, why would he deport them? Curiously, the US military has also come forward and said that we think there are close to 100,000 of these children serving in the military with distinction. The generals have gone to President-elect Trump behind closed doors and said that the last thing they want to see is 100,000 of their best service people deported. So what our memo and resolution does is to offer our support for that. Again, it's wonderful that President Thrasher has already indicated his support. We also think it is important that Florida State be among the university community leaders nationwide to take that step and to offer, again, to our students the reassurance that they have a place at the table here at FSU and that they are tremendously valued. That is the background for the memo and resolution. Two things that I should mention. We avoid the word “sanctuary.” That is a heated term right now with no legal definition. What would it mean to be a sanctuary city or a sanctuary campus? A number of private universities have used that but we have intentionally chosen not to use it. We've also said that we would like to do everything we can within the law. We are not advocating that FSU break any laws but simply to protect the confidentiality of our students' records and support them in any way they need support.”

Senator: “I think it's a great idea, and I fully support it. But I just want to know of one possible consequence. I get that you are not proposing to break laws, but in the worst case scenario, if President-Elect Trump does abolish DACA, does that then mean that it puts federal dollars in jeopardy coming to Florida State for us doing things that might go against his DACA intentions?”

Coonon: “The short answer is ‘no’ because we would not be in direct violation of the law. There is a whole host of different areas that are still quite gray and quite ambiguous in the law. One of them being that student records are considered confidential. FSU would not have to give up those documents unless there was a subpoena. Short of a subpoena, we would not have to do that. At the end of the day you can't bar federal agents from coming onto a university campus, but you can say things like a number of universities have said that we are going to treat university dormitories like we do private homes in the United States where there is heightened confidentiality and expectations of privacy. We can simply utilize current standing law to actually offer that kind of protection to our students.”

Richard Auzenne?: “I move for the adoption of the resolution in support of students impacted by the Deferred Action for Childhood Arrivals (DACA) Policy:

“Whereas The Florida State University Faculty is committed to supporting ALL of our students regardless of their national origin or their immigration status; and,

Whereas the incoming administration of the President-elect of the United States has indicated its intention to abolish the Deferred Action for Childhood Arrivals (DACA) policy; now, therefore,

Be It Resolved that The Florida State University Faculty Senate endorses the designation of a location on campus where DACA members of the FSU Community may seek confidential counseling and support; and,

Be It Further Resolved that we strongly support President Thrasher in his decision to join the other 500 plus U.S. university presidents and higher education leaders who have signed a public statement urging that the DACA Program be upheld, continued, and expanded. We see these as important measures the University can take to support and protect the at-risk members of our FSU Community.”

The motion was seconded.

Slice: “Dennis Slice, scientific computing. The resolution is about the childhood arrivals but the first line says, ‘all students regardless of their national origin or immigration status,’ wouldn’t that include adult undocumented students?”

Coonon: “Yes, it would because we actually have a number of those students here who have not formally enrolled in the DACA program, but it is to signal that we would also recognize that their records should be considered confidential and that they should also be able to access confidential services.”

Slice: “And what do you mean by ‘expanded?’”

Coonon: “There’s been a move – and this is the letter that President Thrasher signed – this should be expanded beyond even the current status. These students get this status in two year periods. The feeling being that when their two year period expires, they should be allowed to renew that.”

Senator: “One other question. I have to do a lot of paperwork and sign forms to hire students and postdocs from outside of the country, and I have to do the same thing when I go to other countries. How do you avoid all that? Don’t you just [inaudible] and have them come here and hire them as a postdoc?”

Coonon: “No, you have to have actually entered the United States as a child before 2012 to qualify for DACA. It’s not meant to be a magnet.”

Senator: “So even if you have an adult person here, it has to be DACA? It’s only DACA?”

Coonon: “Only DACA. It only refers to those childhood arrivals. It was drawn up very very deliberately with that concern in mind.”

Osteen: “Philip Osteen, Social Work. One of my questions was does this provide anything other than what these students can [inaudible]. We are forcing a location...”

Coonon: “What it does is ask that the university publically designate that location. To be honest, our students have been accessing some of these services for years even before DACA. But what it is is a public designation and public commitment by the university that we recognize their dilemma and that we, for instance, on our university website, would have a portal or to some way to access information about DACA benefits here at FSU.”

Osteen: “My second question is this in any way saying that we are advocating that whatever happens in that space be confidential even if [inaudible]?”

Coonon: “No, what this recognizes is that there are already professionals who have that privilege, but, for instance, it would be important for our faculty to understand that in theory if you have a conversation with one of these students, that would be discoverable ultimately by the U.S. government or a federal prosecutor. Unless protected. So again it lets our community know. We see this also as a teachable moment about the confidentiality needs that these students in particular have.

Senator: “Is there any plan to solicit lawyers to volunteer?”

Coonon: “Yes. We already have lawyers on staff, myself and lawyers at the Counseling Center also in our Center for Global Engagement and Human Rights Center. So there are already people who can engage on that, especially the immigration law topic.”

Senator: “This is just to clarify what you were just saying. If a student were to come to me with an immigration issue or something like that, rather than having the conversation myself which could possibly be discoverable, I would refer that student to the confidential location on campus and say, ‘Go there and talk to them and it will be confidential there. And don’t talk to me because it’s discoverable.’ That’s the point you are trying to make?”

Coonon: “Absolutely. Yes. Universities across the country are realizing that they really have to designate that spot. And so our students can access that, we have to publicize that as well.”

The motion to adopt the Resolution in Support of Students Impacted by the Deferred Action for Childhood Arrivals (DACA) Policy passed unanimously.

VIII. Old Business

There were no items of old business.

IX. New Business

- a. Guns on Campus Resolution, Michael Buchler

See addendum 3 for the Guns on Campus resolution.

“I think this can be very quick. We’ve done this for the last two years. As you heard President Thrasher say, this is now an issue that is being discussed in committees at the Legislature. There are new bills that are going forward. It would be good for our Senate and faculty senates around the State to go on record in opposition to Guns on Campus. There are two things about this resolution that are slightly different from last

year's. They are: one, now Senator Steube has proposed both open and concealed carry, so I've taken out the word "concealed" from last year's resolution and I've also substituted the word 'firearms' for 'weapons' because we don't want to take the mace away from President Fiorito at the Commencement Ceremony. Otherwise, I believe the resolution is exactly the same. It's a good tool for anyone that goes before the Legislature to say that we stand as a body in opposition to this. I will read it:

"Be it resolved that we, the members of the Florida State University Faculty Senate, strongly oppose proposed legislation that would allow firearms to be carried on university campuses by people other than trained security officers. We believe that it would be detrimental to the learning environment on campus and would be incompatible with the central mission of our University. We further believe that it will hurt our ability to attract and retain the best faculty and students."

The motion was seconded.

Fiorito: Discussion?

Senator: "I got this this morning. When was it sent out? I can't find the original one that was sent out."

Buchler: "I think this morning. It said in the note this morning that this had been amended but it hasn't been. This is the original."

Senator: "The thing is you're asking us to vote on something the same day it was put before us without giving us a chance to consider [inaudible]."

Fiorito: "We can vote on it next time if you feel that you want-. We passed the same resolution with those two minor changes last year."

Senator: "At the same time, if it is given on the same day rather than given several days then people can't articulate coherent opposition to the resolution."

Buchler: "I understand that point. I guess I am hoping that the language is clear enough and that because it is very short that it could be considered right now. The Legislature is discussing this right now, so time is of the essence. I don't particularly want to wait until the February meeting when opportunities to mention it before the Legislature will have passed."

Tyson: "One quick note on timing. The ACFS, the council of all Faculty Senates, will be addressing this on the 27th of January. So it would be nice if we had this passed before that."

Fiorito: "If we do take a vote, you can vote no."

Lewis: "Sandy Lewis, education. The title of the resolution still has the word 'weapons.' Did you want to change that to 'firearms?'"

Buchler: "Thank you! I forgot to edit that. Can we just strike 'concealed weapons' and substitute 'firearms?'"

Senators: "Yes."

Fiorito: "A friendly amendment to strike those."

Buchler: "To strike 'concealed weapons' from the title and substitute 'firearms.' Thank you very much."

Senator: "Also a friendly amendment to consider the possibility of 'FSU police' rather than a 'trained security officer.' Because someone at Home Depot could be a trained security officer. Just a comment."

Senator: "Just to comment on that. I think at graduation they have like sheriff departments here and other police organizations and not just FSU."

Buchler: "My whole point is that security officers can be widely defined whereas police officer and law enforcement, not so much."

[Inaudible talking with suggestion that Chief Perry be consulted]

Chief Perry: "Trained law enforcement officer would cover sheriff officers."

Buchler: "Trained law enforcement officer? I'm happy to accept that friendly amendment."

Senator: "Should there be some discussion about 'trained law enforcement officer' versus to 'uniformed law enforcement officer?' I'm somewhat concerned about plain clothes people."

Chief Perry: "Even if they are in plain clothes they are still trained law enforcement officers. It doesn't give them any special super powers but they are readily identifiable. It is important that they are still a trained law enforcement officer."

Fiorito: "That was the friendly amendment."

Buchler: "Yes, very friendly."

Senator: "Given President Thrasher's statement about how more guns on campus don't make campus safer, I'm a little surprised that it doesn't say the word 'safety' at all."

Buchler: "The version that was presented to this body, I think, two years ago was rather longer, and I, at that point, learned a certain lesson about brevity. I see your point and I think that safety is important, but I think the committee wants that we specify less and that we get to the point that we oppose this. The Legislature is going to see that the Faculty Senate opposes guns on campus, and I don't think we need to go into a list of reasons why."

Fiorito: “Ok. Can we read it again with changes and then vote?”

Buchler: “Yes. ‘The Resolution Opposing Firearms on State University Systems Campuses’:

“Be it resolved that we, the members of the Florida State University Faculty Senate, strongly oppose proposed legislation that would allow firearms to be carried on university campuses by people other than trained law enforcement officers. We believe that it would be detrimental to the learning environment on campus and would be incompatible with the central mission of our University. We further believe that it will hurt our ability to attract and retain the best faculty and students.”

Senator: “Why in the title is it “State University Systems” – plural? Aren’t we the State University System?”

[Inaudible talk]

Buchler: “I don’t know. I think it should be State University System Campuses.”

Fiorito: “That is a very friendly suggestion. Anything else. Let’s go ahead and vote?”

Birmingham: “There are two systems. There is the university system and the state college system which is also included in the universities now.”

Fiorito: “You think it should be plural?”

[Inaudible talk]

Senator: “Leave in the ‘s.’”

Buchler: “Ok.”

Fiorito: “Alright. I think we are ready for the vote.”

The motion to adopt the Resolution Opposing Firearms on State University System Campuses passed with one dissent.

X. University Welfare

a. Hurricane Hermine, Chief Perry

See addendum 4 for Chief Perry’s Presentation.

At the request of Dr. Kistner, Chief Perry gave an overview of the lessons learned from the impact of Hurricane Hermine on FSU. Because of preparation in the form of a comprehensive emergency management plan, the university was able to mitigate many of the challenges of the hurricane. There was a team of 250 campus partners who were willing to assist in an emergency, and the university had conducted various emergency exercises to help prepare for such an event. The university also learned

from past problems such as the flooding in the old circus lot and took preventative measures to make sure these problems did not happen again. It was difficult to prepare for some aspects of the storm because it was not classified as a hurricane until the storm was about to hit land and the forecast called for only a moderate to strong tropical storm. It was impactful because the community had not seen a storm like that in many years and was not prepared. The Senior Emergency Management team at FSU, however, was prepared. The team consists of the Provost, Vice President for Finance and Administration, Vice President for Student Affairs, and Chief Perry. They had several meetings, made announcements in alignment with Leon County Schools, and released the community at an appropriate time to prepare and seek shelter. The storm hit at 1:00 am and the storm conditions lasted for about four hours. Chief Perry and several administrations were on campus at the time of impact, driving around campus and making sure students were off the streets. The campus did lose power which created some challenges, but those were handled with generators and a partnership with the City of Tallahassee. A relief station was set up at the Civic Center which helped about 2,500 students. The station provided AC, places to charge electronics, snacks, and a place for students to be together and comfortable. In terms of impact, the university had vehicles damaged and computer infrastructure challenges but only very minor scrapes and cuts and no major injuries or loss of life. The cost was only about \$700,000 for repairing damages and police overtime.

The university learned that preparedness is crucial. The emergency exercises can be burdensome but they are important for preparing. Communication is also important, and something the university could work on. Technology can also help in emergencies as with the Seminole Safe mobile application. Even though many things went well, Chief Perry said that FSU can always improve and respond better to emergencies. He asked the faculty to tell their students about the Seminole Safe app which provides information and resources on how to deal with many different kinds of emergencies. He also thanked the faculty for talking to their students about safety and how to respond to emergencies.

There was a comment from a senator about how it can be difficult with the move to Internet phones to coordinate anything in an emergency situation when the Internet is down. The senator suggested that might be a problem the university should consider. Chief Perry responded by saying that there are still some redundancies in place and technologies such as cell phones which can still work in the case of an emergency. President Fiorito said that the faculty can contact Chief Perry's office if their departments want a reminder about campus safety measures.

b. United Faculty of Florida, Matthew Lata

In the next couple of weeks, UFF-FSU will be sending out their annual faculty survey by email, and Lata asked the faculty to please complete the survey to help prepare for bargaining. He stressed that the administration listens when UFF-FSU can link concerns to what faculty are saying. They do not expect any contentious issues this year. There are several legislative bills which will impact the university such as the Senate bill on education which focuses on pushing students through in four years. Lata is concerned, however, that such a bill can discriminate against students whose economic circumstances do not allow them to finish in four years such as students who can't take a full load due to a job or caring for a family member. UFF wants to

make sure that while the goal is laudable, it is not made a requirement so that all students who want a degree can get it. There is also the Guns on Campus bill. The UFF attorneys suggest that faculty be careful about talking to their students about the bill because it is considered a political issue. He said, however, that phone calls to senators on the judiciary committee are effective. Lata is meeting with the coalition of students who oppose guns on campus, which is composed of several student groups, to work on a strategy to oppose the bill. The UFF will keep faculty informed about committee meetings for the Guns on Campus bill and any other legislation that might affect faculty.

XI. Announcements by Deans and Other Administrative Officers

a. Dean Murray Gibson

See addendum 5 for Dean Gibson's presentation.

Dean Gibson explained that the College of Engineering is a joint college between FAMU and FSU, and that he is a dean at both colleges. The college has had issues in the past but has a great opportunity to start anew. Engineering is one of the largest but least diverse professions. The federal government and corporations are trying to figure out how to make engineering and other STEM fields more diverse, which is an area where the College of Engineering succeeds in part because of its partnership with FAMU. FAMU is the number three university in the nation for improving the social mobility of its students. The FAMU-FSU College of Engineering is the most diverse engineering college in the nation. About 20% of the students in the college are African American which is way above the national average. 20% of the students are Hispanic, who mostly come through FSU, and 26% are female. Because of this diversity, corporations see the FAMU-FSU College of Engineering as a great model. Another aspect that makes the college so successful is research because it provides students with the tools and techniques in the industry. Research is not typically something that HBCUs excel at because of lack of resources. The college's combination of excellent research and diversity make it a unique college of engineering in the nation. The college, however, is much smaller than most engineering colleges at top 25 institutions, so it needs to grow. The way to do that is to play into its unique strengths in research and diversity. Dean Gibson said that in order to do this he is working on developing a brand for the college and making a plan to use resources. He'd like to see the College of Engineering in the top 50 in the nation, which would mean increasing the number of faculty by 50% and increasing the research funding by a factor of 4. He is engaging in a strategic planning process and asked for the faculty's help since engineering is a crucial part of many other fields. The college is having several brainstorming sessions which are listed on their webpage and are open to everyone to attend.

b. Dean Erin O'Hara O'Connor

The College of Law at FSU is already a top 25 law school according to *US News and World Report* and other ranking systems. Rankings are largely based on peer evaluations, reputation, and the ability to attract top students. The College of Law is able to score high in those categories because of a strong and dedicated faculty and the ability to attract top students by providing them the practical skill building opportunities afforded by being in a state capital. The previous dean also kept local area alums

connected to the college to provide further opportunities for students. Because of all these factors, the college has a great foundation in fundamentals and past leadership, so Dean O'Hara O'Conner's main focus has been on finding creative ways to use resources to retain and recruit top faculty and students. She mentioned that applications to law school from 2010 to present have gone down nationally by 40%, so FSU like many universities is shrinking their student body and using a lot of resources to attract students with scholarships. This has constrained the college budget and made it hard to meet graduate student targets. So there is a higher priority on non-J.D. programs for students who are already lawyers in other countries or non-degree seeking professionals who need training in a certain field of law. To accommodate this changing need, the college is in the process of creating three tracks in the juris master's degree program that can be offered online on financial regulation, healthcare regulation, and generalized risk management.

XII. Announcements by Provost McRorie

Provost McRorie was not in attendance.

XIII. Adjournment

The meeting adjourned at 5:15 p.m.



Andrea White
Faculty Senate Coordinator

Information about Faculty Senate Vote on the Liberal Studies curriculum on February, 15, 2017

The Liberal Studies Coordinating and Policy Committee (LSCPC) and the Faculty Senate Steering Committee (FSSC) support and have approved the composition of the current Liberal Studies for the 21st Century curriculum. The next step is a final vote by the Faculty Senate to approve the curriculum, which is scheduled for February 15, 2017. Below is a summary of information relevant to the upcoming vote.

BACKGROUND

The current Liberal Studies curriculum, developed in 2014 and implemented in the summer of 2015, evolved through committed efforts by faculty and committees from across campus to build an innovative undergraduate curriculum designed to inspire curiosity and propel creative and analytical thinking. Taken as a complementary whole, the curriculum provides students with the academic experiences and intellectual capacities that allow them to thrive in college, to make informed decisions as citizens, and to flourish in their personal lives. As required by the State of Florida, our comprehensive Liberal Studies General Education program aligns with the State Core curriculum. The Liberal Studies program also capitalizes on FSU's Preeminence status by providing students with an intensive and engaging shared learning experience through our distinctive E-Series courses. The Liberal Studies University-wide courses extend and deepen the student learning experience allowing students to integrate diverse ideas and information. Together, the general education and University-wide Liberal Studies requirements help students develop the habits of mind that foster life-long engagement and satisfaction.

The curriculum was approved on a temporary basis to allow faculty committees and the Faculty Senate to work through the details and to evaluate the program after official implementation. In response to wide-ranging feedback from faculty, advisors, students, and administrators, three substantive amendments were made to Liberal Studies curriculum requirements including:

- 1) A reduction in the number of required E-Series courses (from two to one).
- 2) Reinstating "W" (former "Gordon Rule" writing) courses to count toward meeting the Statewide university mandates for writing (to offset the reduced E-Series requirement).
- 3) Modification of Liberal Studies course design requirements in order to allow instructors across the disciplines more flexibility and creativity in course design. The underlying intent was to increase faculty governance in the design and content of their courses and to spur growth in the number of courses eligible for inclusion in the Liberal Studies curriculum.

In large part, these amendments were made to increase the seat capacity for students so they could meet requirements in a timely manner. Although a Faculty Senate vote was not compulsory for modifying the course design requirements, the LSCPC requested a vote in order to get official feedback from faculty on these standards before further revising course approval policies. A recent FSSC survey indicates broad faculty support for the curriculum. In addition, a comprehensive survey of IFS instructors and students underscores their strong belief in the power of these courses to enhance student learning and intellectual engagement and to enliven the teaching experience. Specific results will be presented at the Faculty Senate meeting on Wednesday, January 18, 2017, when senators will also have a chance to discuss the curriculum prior to the February vote.

On behalf of the Liberal Studies Coordinating and Policy Committee and the Faculty Senate Steering Committee, I thank you for your time and input.

Annette Schwabe
Director of Liberal Studies

LIBERAL STUDIES CURRICULUM REQUIREMENTS¹

FSU GENERAL EDUCATION (36 Hours)			
An overall 2.0 average or higher is required on all coursework used to satisfy the General Education requirements.			
AREA	Hours Required by Area	STATEWIDE CORE REQUIREMENTS (15 Hours Total)	ADDITIONAL FSU REQUIREMENTS* (21 Hours Total)
Quantitative and Logical Thinking C- grade or higher required	6	3 hours	3 hours
English Composition C- grade or higher required	6	3 hours	3 hours
Natural Sciences	6	3 hours	3 hours
Social Sciences	3	3 hours	3 hours of GE-approved Social Sciences or History (whichever is <i>not</i> represented by the statewide core course)
History	3		
Humanities and Cultural Practice	3	3 hours	3 hours of GE-approved Humanities and Cultural Practice or Ethics (whichever is <i>not</i> represented by the statewide core course)
Ethics	3		
General Education Electives	6		6 hours
TOTAL HOURS REQUIRED	36	15	21
*Must include one 3-credit E-Series (IFS) course (which also counts toward the State-mandates for college-level writing).			
UNIVERSITY-WIDE GRADUATION REQUIREMENTS			
Some courses may also count within General Education above.			
Course Type	Requirement		
"W" (State-Mandated Writing) or second E-Series course	1 course (3 hours)		
Scholarship in Practice (SIP)	2 courses		
Diversity	1 X course and 1 Y course		
Natural Sciences Laboratory	1 hour		
Upper-Division Writing	1 course		
Oral Communication Competency	1 course		
Computer Competency	1 course		

¹For a detailed summary of requirements please see: <http://liberalstudies.fsu.edu/documents/LSRequirements.pdf>

Liberal Studies for the 21st Century

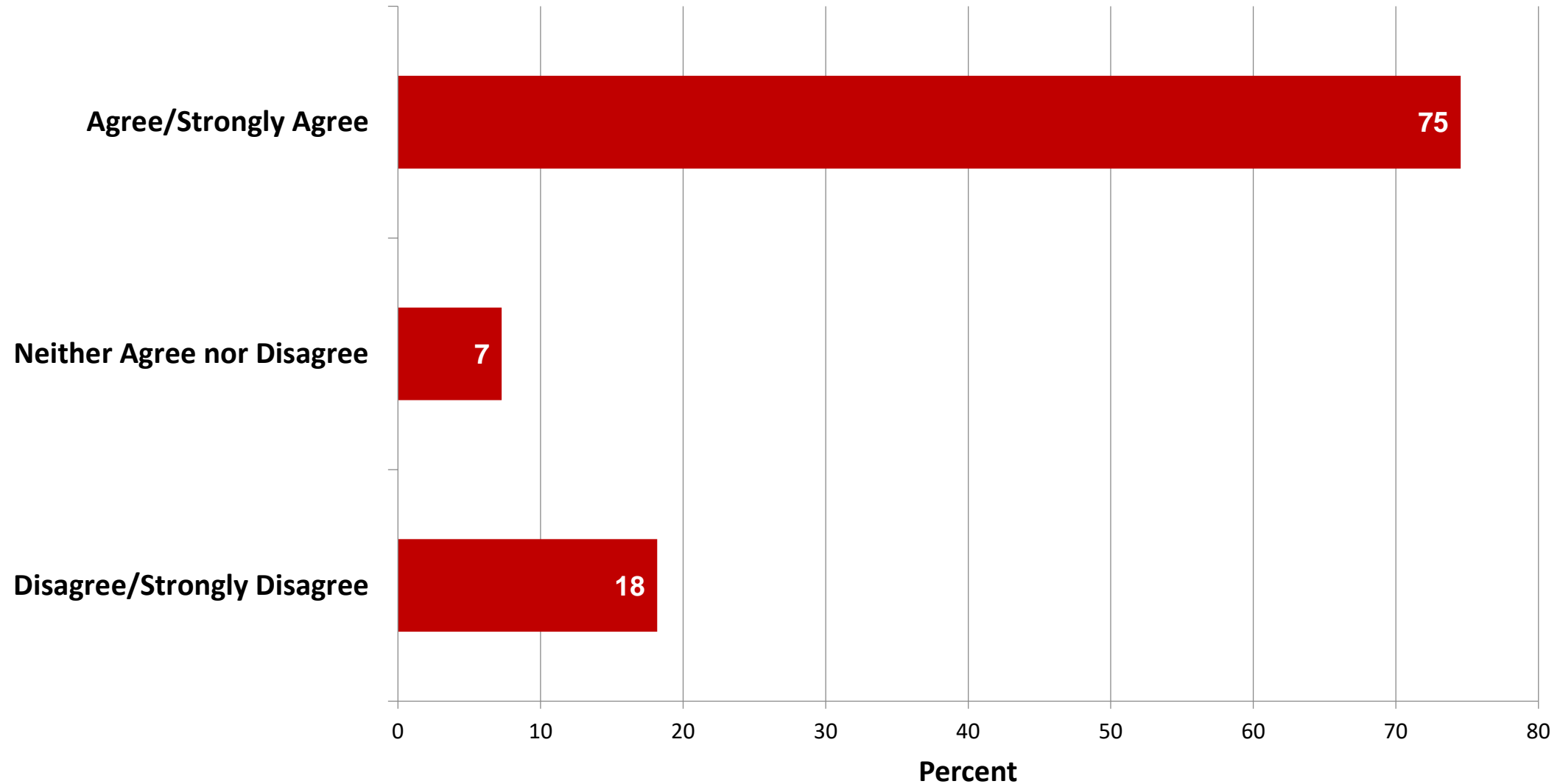
Florida State University

<http://liberalstudies.fsu.edu/index.html>

Faculty Senate Steering Committee Survey of Faculty Perceptions of Liberal Studies

- **Purpose:** Obtain feedback from faculty prior to Faculty Senate vote on approval of the pilot Liberal Studies curriculum structure
- **Methods:** Quantitative and qualitative (Qualtrics) – 2,646 faculty & administrators
- **Responses:** n=57 completed surveys

**Percent Distribution of Faculty Responses to: "The composition (i.e., course types) of the Liberal Studies curriculum meets the academic needs of FSU students."
(n=55)**



LIBERAL STUDIES CURRICULUM REQUIREMENTS¹

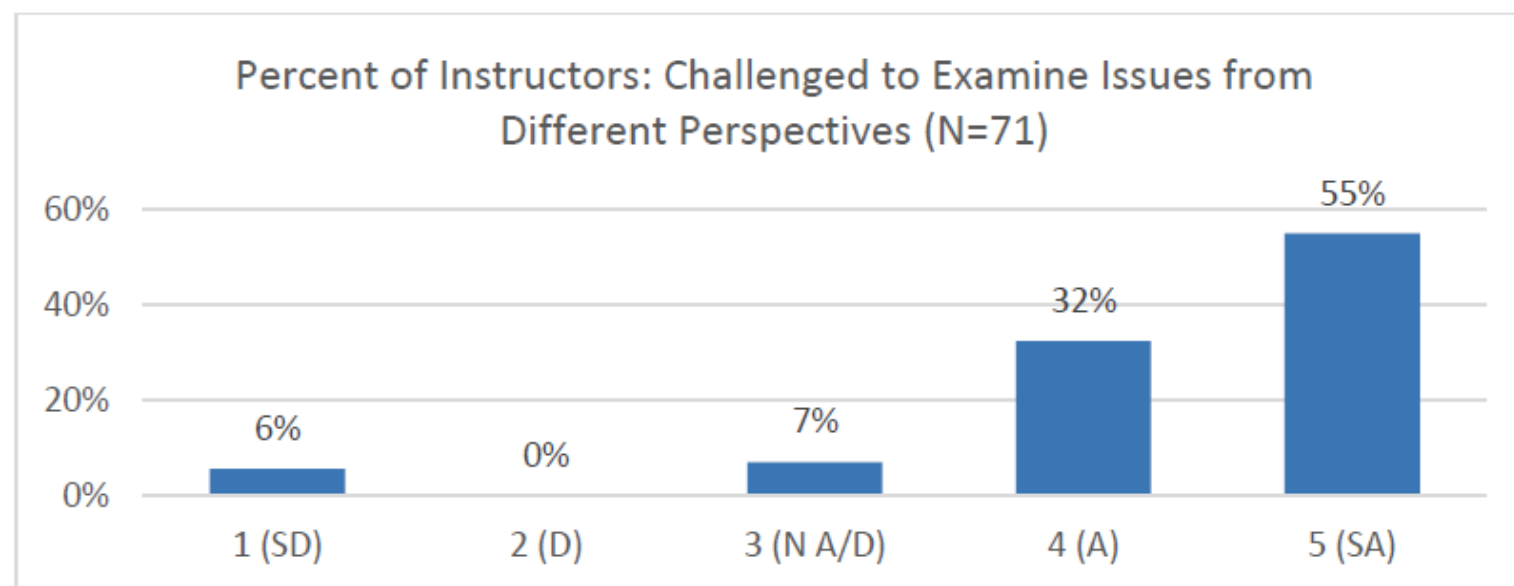
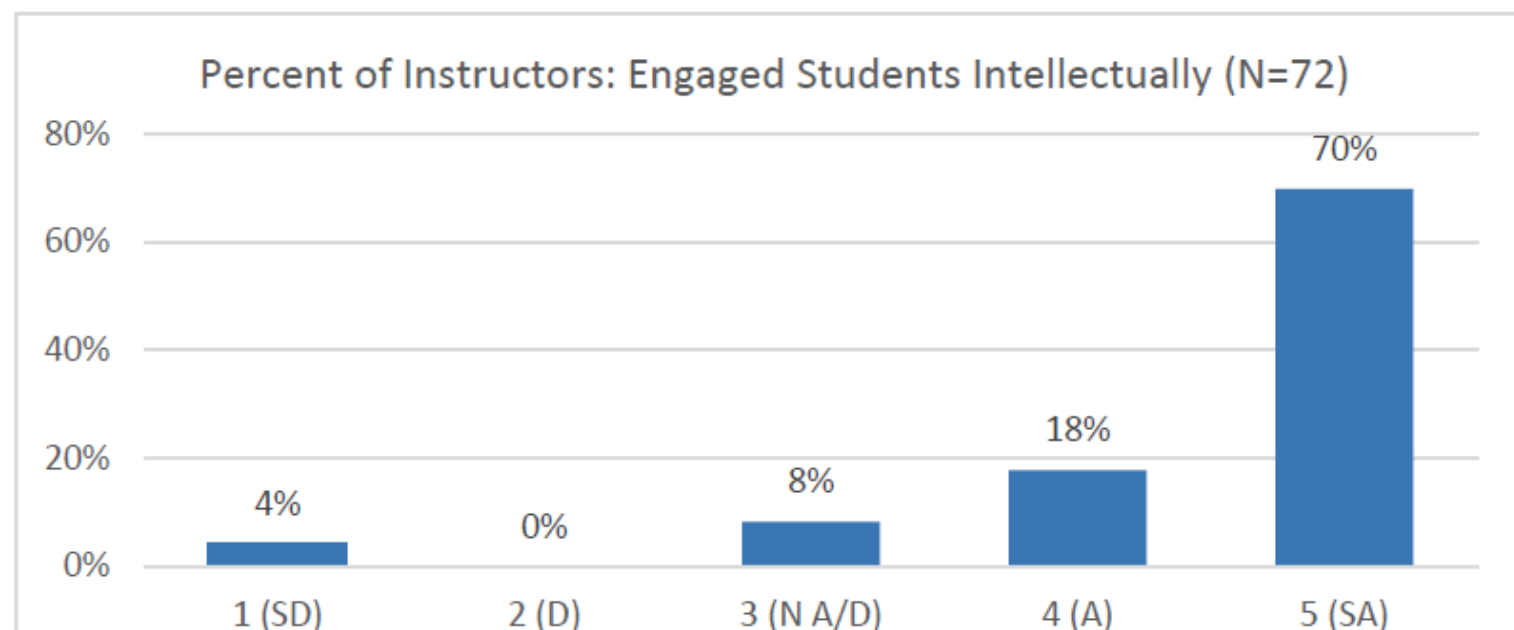
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Humanities and Cultural Practice	3	3 hours	3 hours of GE-approved Humanities and Cultural Practice or Ethics (whichever is <i>not</i> represented by the statewide core course)
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General Education Electives	6		6 hours
TOTAL HOURS REQUIRED	36	15	21
*Must include one 3-credit E-Series (IFS) course (which also counts toward the State-mandates for college-level writing).			

UNIVERSITY-WIDE GRADUATION REQUIREMENTS

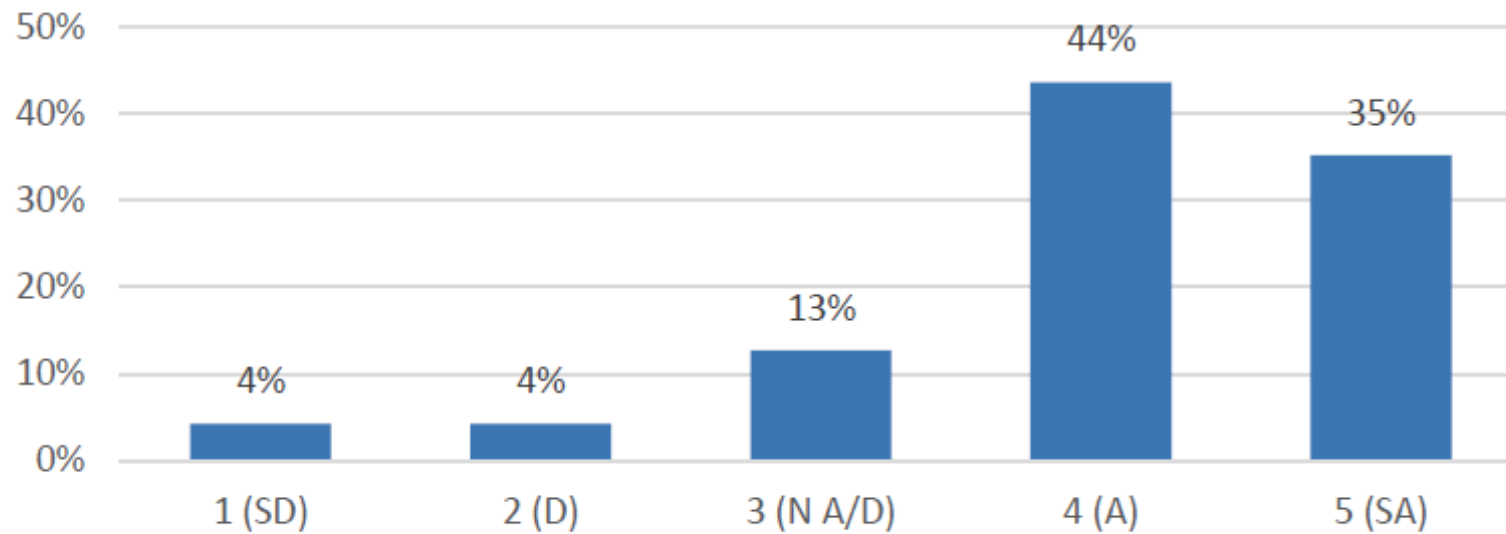
Some courses may also count within General Education above.

Course Type	Requirement
"W" (State-Mandated Writing) or second E-Series course	1 course (3 hours)
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Diversity	1 X course and 1 Y course
Natural Sciences Laboratory	1 hour
Upper-Division Writing	1 course
Oral Communication Competency	1 course
Computer Competency	1 course

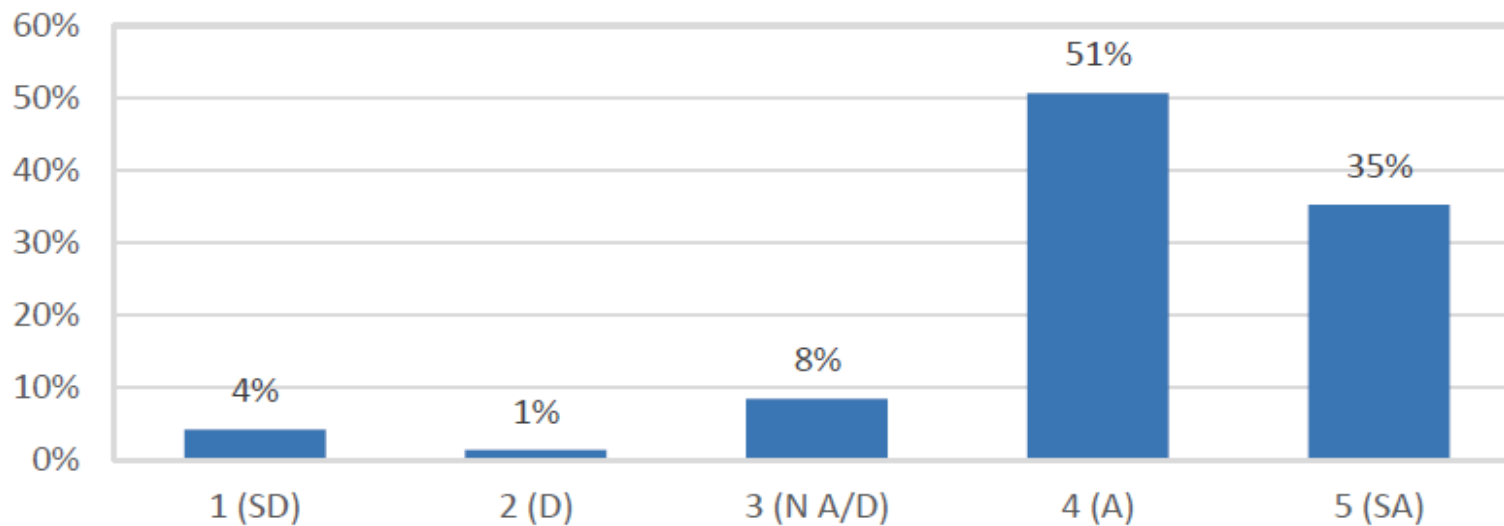
Analysis of E-Series Sections Offered Fall 2015-Spring 2016: Instructor Responses



E-Series Helped Students Develop Writing Skills (N=71)



E-Series Helped Students Develop Critical Thinking (N=71)



**Resolution in support of Students Impacted by the Deferred
Action for Childhood Arrivals (DACA) policy**

Whereas The Florida State University Faculty is committed to supporting ALL of our students regardless of their national origin or their immigration status; and,

Whereas the incoming administration of the President-elect of the United States has indicated its intention to abolish the Deferred Action for Childhood Arrivals (DACA) policy; now, therefore,

Be It Resolved that The Florida State University Faculty Senate endorses the designation of a location on campus where DACA members of the FSU Community may seek confidential counseling and support; and,

Be It Further Resolved that we strongly support President Thrasher in his decision to join the other 500 plus U.S. university presidents and higher education leaders who have signed a public statement urging that the DACA Program be upheld, continued, and expanded. We see these as important measures the University can take to support and protect the at-risk members of our FSU Community.

Florida State University Faculty Senate

**Resolution Opposing Firearms on
State University Systems Campuses**

Be it resolved that we, the members of the Florida State University Faculty Senate, strongly oppose proposed legislation that would allow firearms to be carried on university campuses by people other than trained law enforcement officers. We believe that it would be detrimental to the learning environment on campus and would be incompatible with the central mission of our University. We further believe that it will hurt our ability to attract and retain the best faculty and students.



Addendum 4



Hurricane Hermine Lessons Learned at FSU

Florida State University Police Department

David L. Perry
Assistant Vice President for Safety &
Chief of Police
dlperry@fsu.edu
850-644-1240 Office



PREPARATION MATTERS



PREPAREDNESS RECAP:

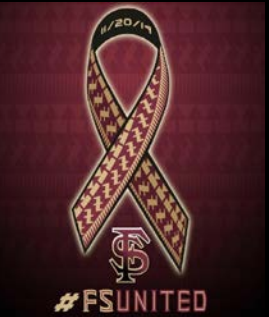
- Florida State University has a Comprehensive Emergency Management Plan (**CEMP**)
- FSU has an Emergency Management Team of over 250 campus and community professionals divided into 3 distinct groups: Executive Policy Group (Cabinet), Senior Management Advisory Council, and Emergency Coordinating Officers.
- FSU conducts routine training for the Emergency Management Team members and other parties upon request.
- FSU conducts various levels of emergency exercises from tabletop discussions to full scale drills with our campus and community partners on a variety of topics. In 2013, a major full-scale hurricane exercise called "Seminole Storm" was conducted with over 200 participants. The group responded to a fictional impact from a category 2 hurricane. This exercise is credited as being a major factor in the university's overall level of readiness among its personnel.

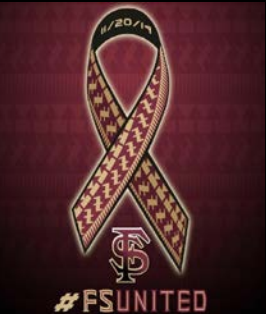


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MITIGATION EFFORTS FOR SEVERE WEATHER AT FSU



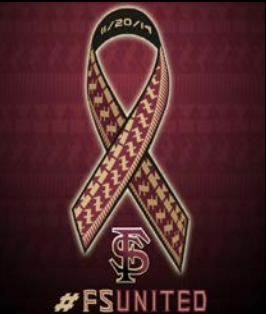


FACTS ABOUT HERMINE

Hermine was a challenging storm to forecast and predict. For the longest time, it was simply known as Invest #99L, an area of tropical disturbance with the potential for tropical development.



Initial Hermine forecasts called for a moderate to strong tropical storm. A tropical storm impact would be commensurate with recent experiences with Allison (2001), Fay (2008), Claudette (2009), and Debby (2012), all of which left FSU and Tallahassee escaped largely unscathed. Hermine was the first significant storm to impact Florida State University since Hurricane Kate in 1985, 31 years ago.



THE SENIOR EMERGENCY MANAGEMENT TEAM MEETINGS

DECLARATION OF A "UNIVERSITY STATE OF EMERGENCY"

The authority to declare a "University State of Emergency" rests with the University President or his/her written designee. A "University State of Emergency" declaration means that the University has exhausted many of its own resources and is in need of outside assistance.

In the absence of the University President, a "University State of Emergency" declaration may be made following this succession of authority:

Executive Vice President for Academic Affairs / Provost
Vice President for Finance and Administration
Vice President for Student Affairs



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DURING THE STORM

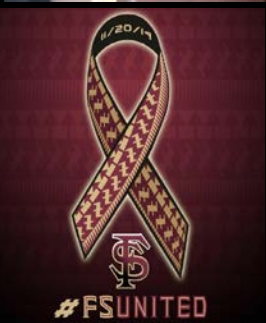
Sustained tropical storm force winds began on the Florida State University shortly after 12AM Midnight, Friday, September 2, as per our WeatherSTEM station located atop the parking garage near Doak Campbell Stadium.

Peak sustained winds measured on campus were in the 40-47 mph range. Peak wind gusts were clocked at 64 miles per hour. It is important to note that the FSU Main Campus in Tallahassee did not experience true hurricane conditions.

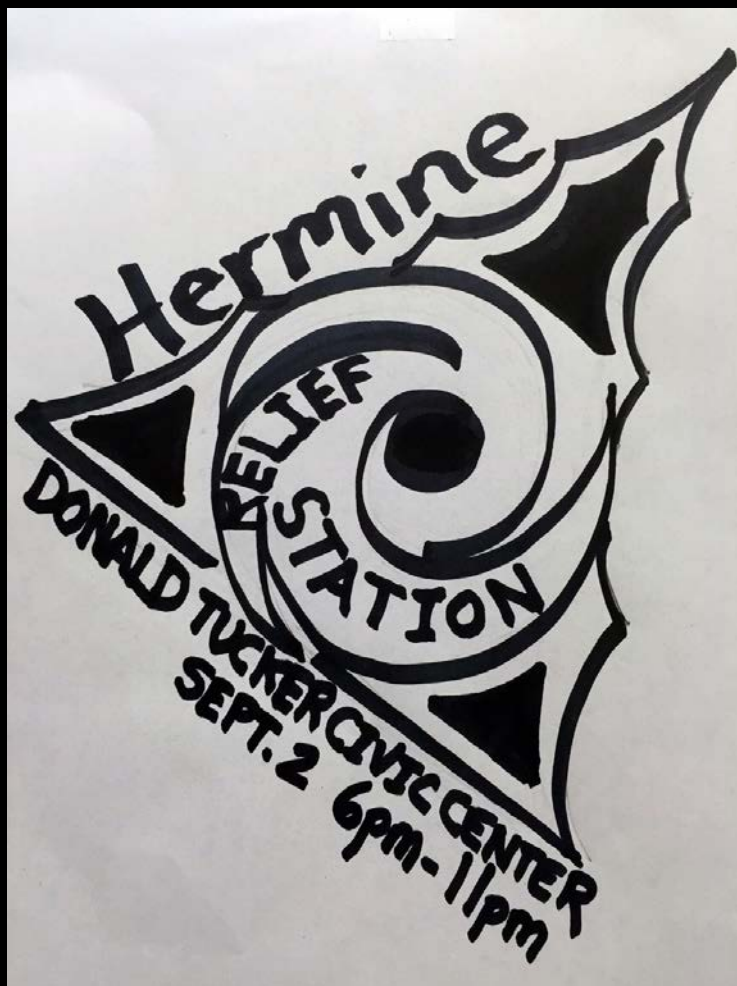
Storm conditions lasted for about four hours before subsiding. During the midst of the storm, first response agencies throughout the region restricted responses only to critical immediate-life-threatening calls, which thankfully there were none.



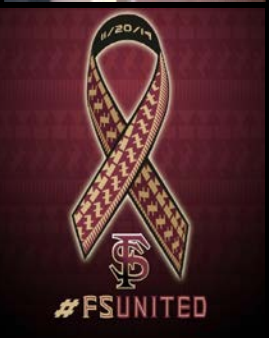
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RELIEF STATION AT THE CIVIC CENTER



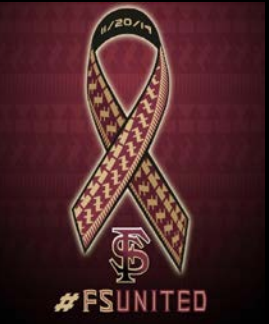
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PREPARATION MATTERS

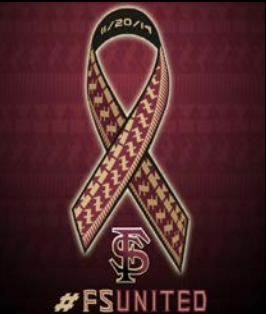


The
Weather
Channel



THE IMPACT TO FSU





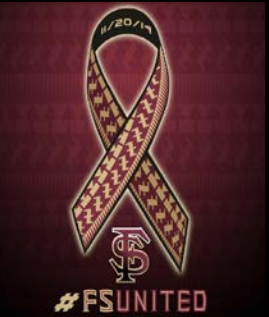
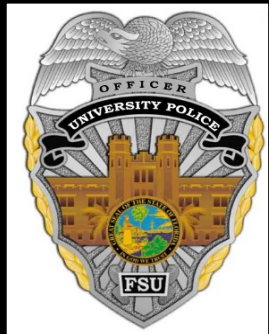
LESSONS LEARNED

STRENGTHS:

- Ongoing preparedness efforts (planning, training, and exercise) by FSU Emergency Management, campus and community partners.
- Seminole Storm Hurricane Exercise 2013 was instrumental to campus preparedness.
- Frequent FSU Emergency Management storm updates, including information obtained from the National Weather Service and Tallahassee-Leon County Emergency Operations Center
- Internal-administration coordination between Emergency Management, Police, Cabinet members and others. Housing, Facilities and Dining Services were key players.
- Internal Communication. Several members of cabinet along with Police were in constant communication. At no point, was there any ambiguity or question of what was transpiring.
- External Communication all communication was funneled through our Communication Department for consistency purposes.



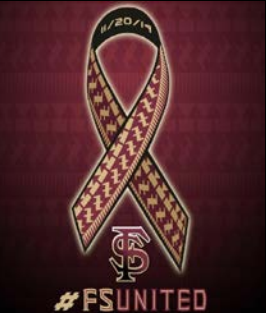
Blackboard



LESSONS LEARNED

Strengths

- Extensive use of SeminoleSAFE mobile app and social media to keep the campus community informed before, during and after the storm.
- Use of FSU Alert emergency notification and warning system to announce major decisions. All information sources deferred to the same common location for comprehensive information: alerts.fsu.edu.
- Established and maintained a strong connection with the City-County Emergency Operations Center.
- Facilities had over a dozen folks who spent the night working around campus responding to various issues with the police. They were able to immediately tackle and prioritize issues. Before the storm hit, grounds crews were requested and scheduled to arrive to campus at 6 AM. They were able to immediately go to work.
- Strong post-storm coordination between Facilities and City of Tallahassee utilities.
- Efficient and effective response from FSU Facilities to mitigate problems and minimize additional damage.
- Seminole Dining and Aramark delivered boxed breakfasts along with thousands of bottles of water to students to all residence halls on Thursday night before the storm hit. They stationed key personnel in hotels downtown so they could arrive on campus as quickly as possible after the storm.



AREAS FOR IMPROVEMENT

- Greater depth in terms of outsourced services which may be required in a larger storm. Local resources, such as fuel vendor, were unable to respond in Hermine. University needs to have redundant depth for local, regional and national vendors for key disaster services.
- As with any major emergency response or exercise, a comprehensive After-Action-Review (AAR) and improvement plan will be conducted to further identify strengths, weaknesses, and areas for betterment.
- Emergency planning is a process, not a document. It is vitally important that all key partners are involved in plan development at the lowest possible level. While the university has a strong framework for emergency response, disaster plans at the division, department, college or local unit level is noticeably absent on an organized level. Fill-in-the-blank templates are generally ineffective as few people contribute to their content and even fewer read the plan later. Additional planning personnel for FSU Emergency Management is required to adequately facilitate hands-on planning efforts at the unit level.



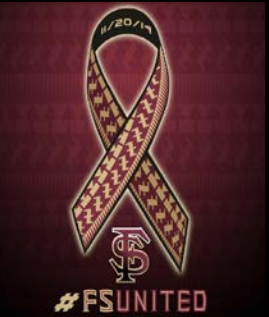
A Practical APP with
Multiple Functions
for Daily Use

Seminole Safe App & Preparing for Critical Incidents

Florida State University Police Department

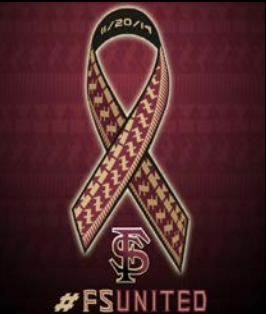
David L. Perry
Assistant Vice President for Safety &
Chief of Police
dlperry@fsu.edu
850-644-1240 Office



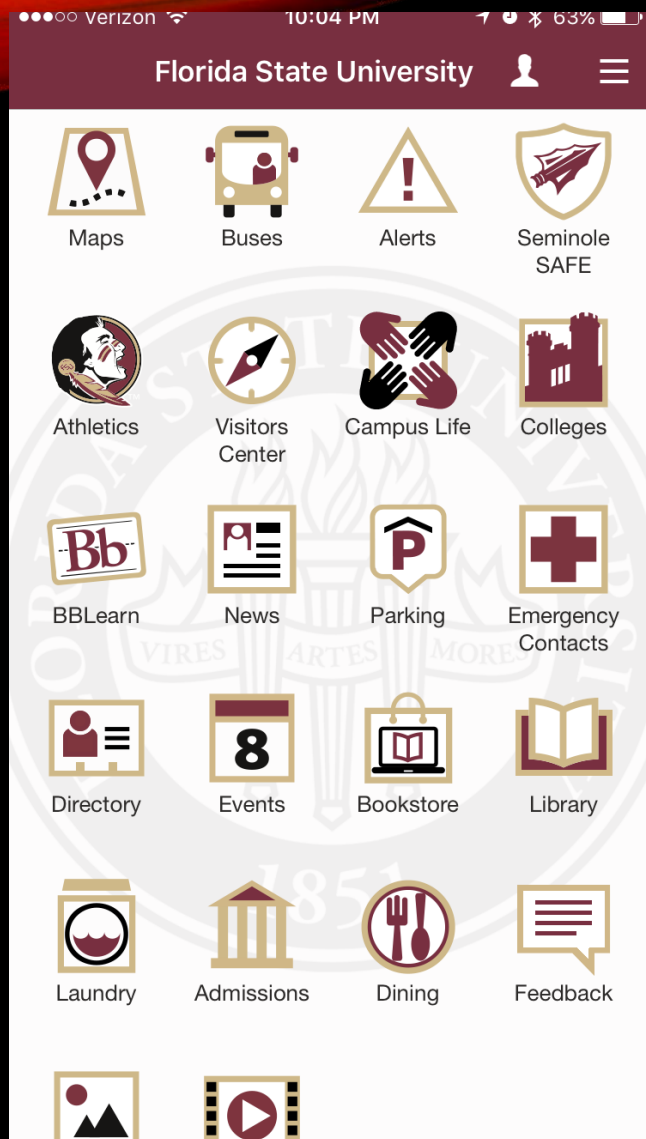


THE IMPACT OF HERMINE






FSU MOBILE CENTRAL



**NOLE SAFE
FSUPD – Available NOW**

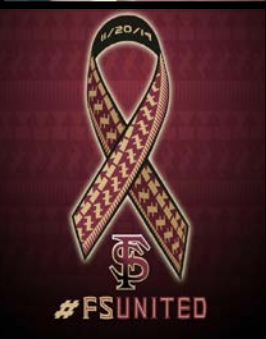
**FLORIDA STATE
UNIVERSITY**

FSU ALERT

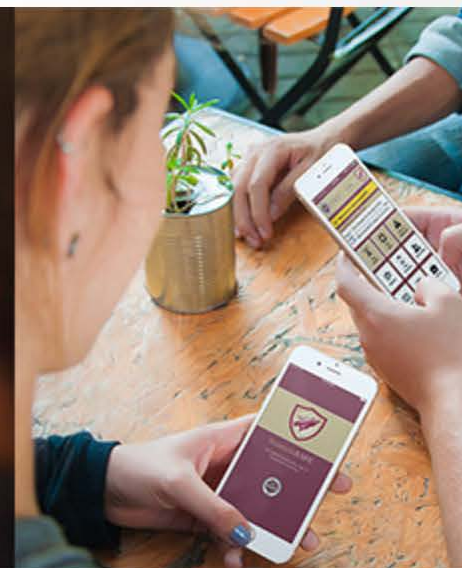
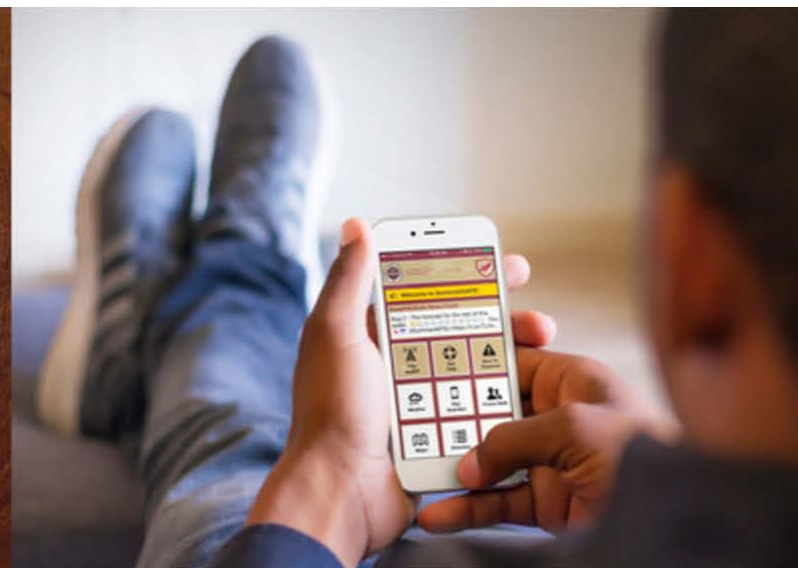
Emergency Information and
Instructions

Current University Status

Florida State University is fully
operational at this time.

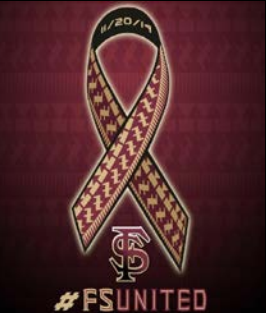


SeminoleSAFE Mobile App



Stay Aware, Safe and Secure with the *SeminoleSAFE* Mobile App

The *SeminoleSAFE* app is your official mobile safety tool from Florida State University. It is built from a collaboration of multiple campus entities including FSU Police, Emergency Management, Dean of Students, University Health Services, Student Counseling Center, Environmental Health & Safety, Housing, Athletics, Facilities and many more.



FLORIDA STATE
UNIVERSITY

SeminoleSAFE



SeminoleSAFE ALERTS

⚠️ SEEK SHELTER NOW

SHELTER NOW BEFORE STORM
CONDITIONS DEVELOP.

While weather conditions in the area remain mild, individuals on the main campus and in the Tallahassee and Big Bend areas are advised to remain inside away from doors and windows for the rest of this evening, until the storm passes Friday morning. It will be unsafe to go outside during the overnight hours as Hermine passes through the area. Students remaining on campus should continue to follow the direction of the Residence Life Staff. Students living in off-campus apartments should stay updated with university and local emergency management information posted here. (Posted 8:15 p.m. Thur. Sept 1, 2016)

Thursday, September 01, 2016 8:46:34 PM

AT&T LTE

12:46 AM

82%

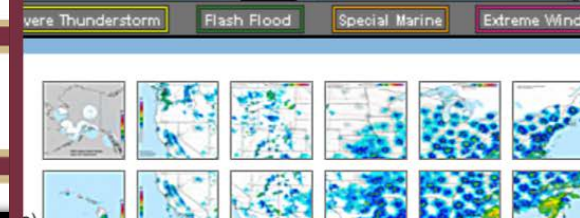
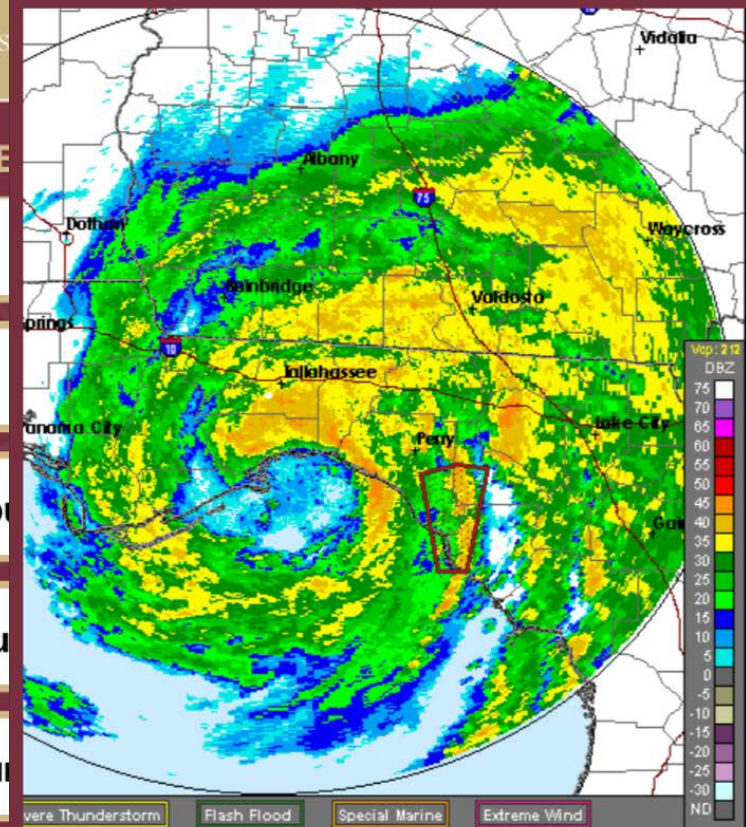


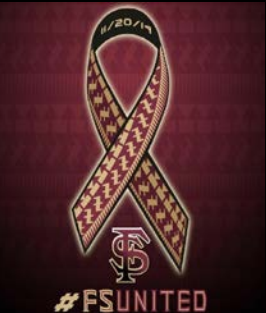
FLORIDA STATE
UNIVERSITY

SeminoleSAFE



CURRENT RADAR





Verizon 12:22 PM 100%

FLORIDA STATE UNIVERSITY SeminoleSAFE

FOOTBALL GAME DAY GUIDE Saturday, October 3, 2016 CAROLINA TAR HEELS

GAME DAY GUIDE

SeminoleSAFE News Feed

Sep 25 - RT @FSUWeatherSTEM: FSU WeatherSTEM at sunset and it's 73.6 F
<https://t.co/fIBICTQR6c>

 FSU ALERT

 Get Help

 How To Respond

 Weather

 FSU Guardian

 Friend Walk

Verizon 2:09 PM 27%

FLORIDA STATE UNIVERSITY SeminoleSAFE

PUBLIC PARKING

reasonable walking distance of the stadium.

Also, check out the "Spirit Express" option of parking at the Tucker Civic Center and riding a shuttle bus.

On Campus

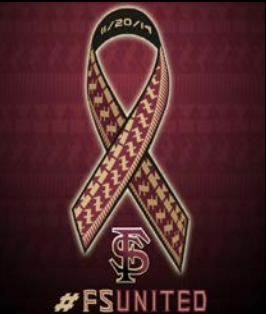
New this year, FSU is offering on-campus public parking in the following locations:

- Dewey St Lot: \$10
- Diffenbaugh Lot: \$10
- Call St Garage: \$5

All other lots on campus, aside from Booster lots, are reserved for students, faculty and staff with valid parking permits. Unauthorized parking is subject to citation or tow.

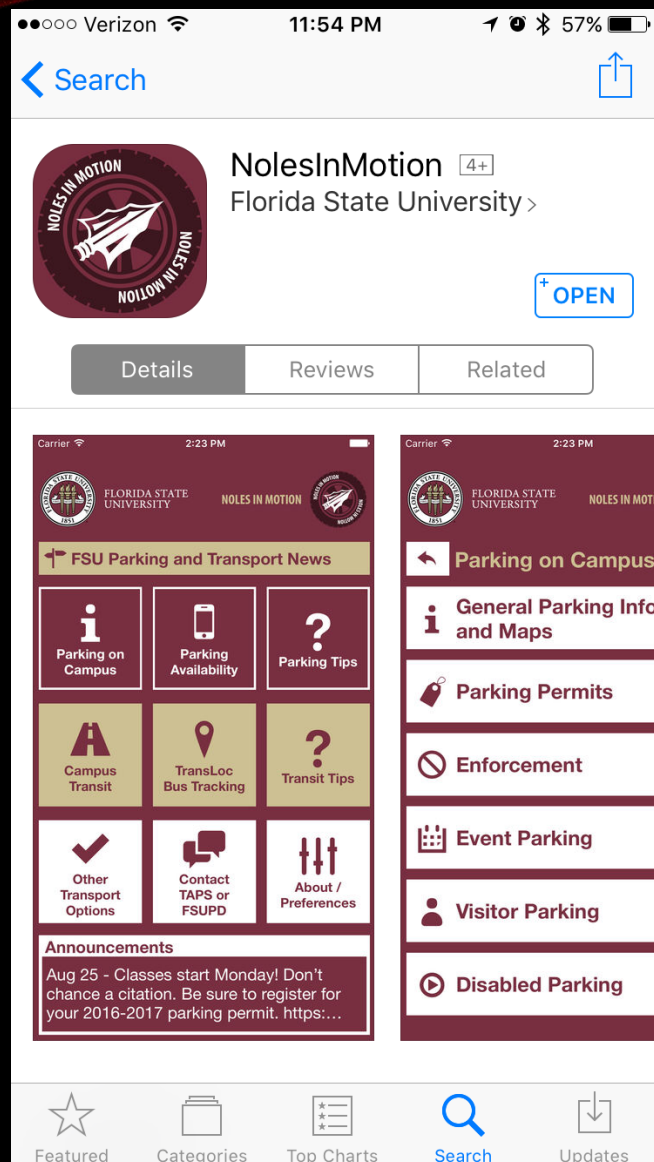
Click the button for turn-by-turn directions to these public lots.

Directions to On-Campus Parking Options





NOLES-IN-MOTION





Thank You!

Questions?

David L. Perry
Assistant Vice President for Safety
& Chief of Police
dlperry@fsu.edu
850-644-1240 Office

Engineering in Tallahassee - a new beginning



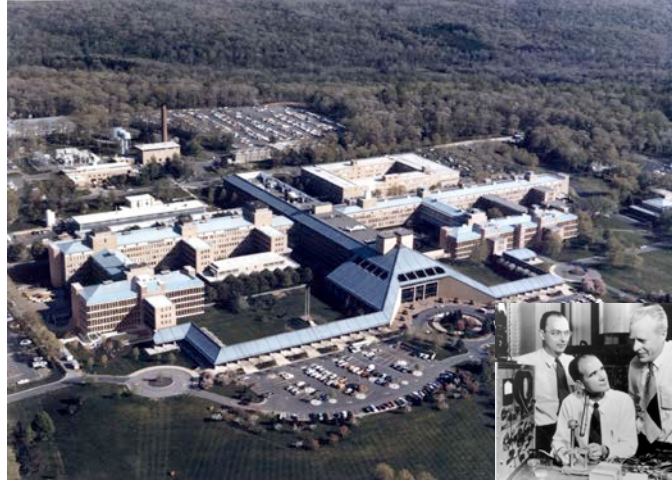
FAMU-FSU
College of Engineering

J. Murray Gibson
Dean

J. Murray Gibson



Cambridge UK



Murray Hill NJ



Urbana Illinois



Chicago, IL

Boston, MA



FAMU-FSU College of Engineering today at-a-glance

Engineering Campus

2244 Undergraduates (15% FAMU) *2015 data*

- 26% Female cf national average of 21%
- 20% Black cf national average of 4.3%
- 20% Hispanic cf national average of 4.7%

331 Graduate Students (11% FAMU)

- 55% are PhDs

104 Full-time Faculty (90 tenure lines – of these 27% are FAMU)

- 6 new tenured/ tenure-track hires this Fall
 - Polymers, Electron Microscopy, Renewable Energy, Transportation, Aerodynamic Simulations

\$20M annual research funding

ABET accreditation reaffirmed in 2016

Major renovations to Buildings A and B almost completed

- Plan to demolish portables in the Fall as space made available in nearby Innovation Campus buildings



FAMU-FSU College of Engineering

Changing the equation.....

Intel Allocates \$300 Million for Workplace Diversity

By NICK WINGFIELD JAN. 6, 2015

The New York Times



The National Science Foundation is looking for ideas about how to make the U.S. science community more diverse. Here, students try out some lab tools at a U.S. Army event at the Aberdeen Proving Ground in Maryland.

U.S. Army RDECOM/Flicker (CC BY 2.0)



Google seeks 1000 underrepresented engineers

NSF launches long-awaited diversity initiative

By Jeffrey Mervis | Feb. 24, 2016 , 3:45 PM



FAMU-FSU College of Engineering

HBCUs lead in producing diverse STEM graduates



The Social Mobility Index (SMI) ranks FAMU the **No. 3 institution** in the nation for facilitating economic opportunity for underserved students.

(Harvard University placed 438th on the SMI rankings list.)



55% of black HBCU graduates said they felt prepared for life after college compared to 29% of black graduates from other institutions

Huffington Post

FAMU helps FSU

Cohorts are key to this success



FAMU-FSU College of Engineering

We are the by some measures the most diverse college of engineering in the country

School	%Female	%Black	%Hispanic	%Asian	%Caucasian	Diversity Index
USA Population	50.9%	12.6%	16.3%	5.0%	72.4%	0.756
Engineering profession	15.1%	6.0%	8.2%	11.4%	82.6%	0.559
FAMU-FSU College of Engineering	25.6%	18.8%	18.8%	2.9%	51.7%	0.760



FAMU-FSU College of Engineering

Top engineering schools must have vibrant research programs . . .

. . . so that students can access state-of-the-art tools and techniques in industry

FAMU-FSU
is one of only 15
ABET accredited
schools of
engineering
amongst HBCUs

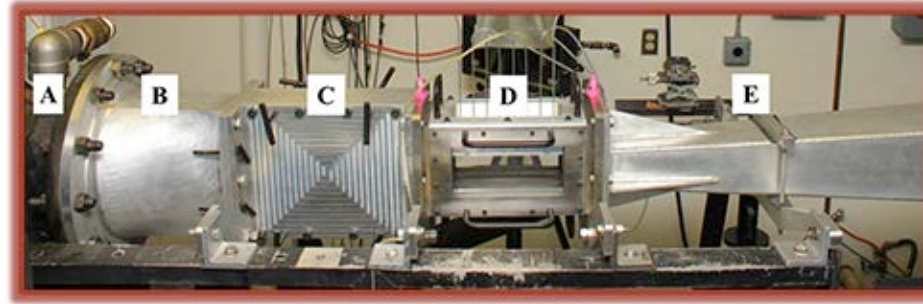


FAMU-FSU College of Engineering

Research Facilities at Innovation Park



Center for Advanced Power Systems



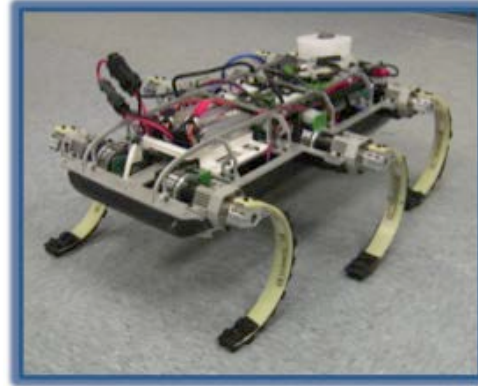
Florida Center for Advanced Aeropropulsion



Applied Superconductivity Center and the MagLab



High-Performance Materials Institute



Aero-Propulsion, Mechatronics and Energy

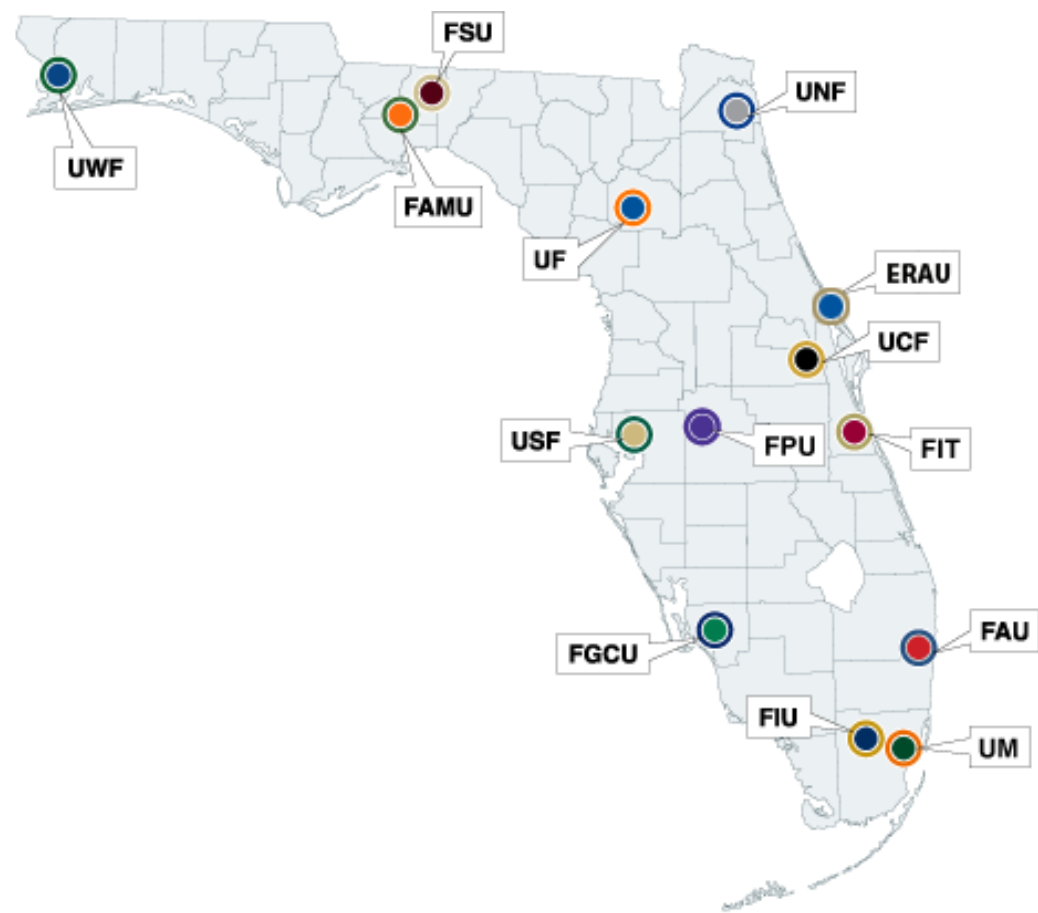


Center for Accessibility and Safety for an Aging Population



FAMU-FSU College of Engineering

Engineering education in Florida



	National Grad Ranking	#Faculty	Annual research funding
UF	#43	200	\$68M
UCF	#85	126	\$27M
USF	#99	130	\$31M
UM	#111	61	\$6.5M
FAMU /FSU	#117	90	\$20M
Georgia Tech	#6	500	\$196M
U Illinois Urbana Champ.	#6 tied	429	\$222M



FAMU-FSU College of Engineering

FAMU-FSU College of Engineering in 5 -10 Years

- **A top fifty engineering school**, helping the rankings of its partner institutions
 - Increasing tenured/tenure-track faculty by 50
- Recognized as **the best engineering school in the nation for the education of African American engineers** and leading in diversity more broadly
- **Major research programs and centers** addressing some of the key interdisciplinary “Grand Challenges for Engineering” identified by the National Academy
 - Built on areas such as:
 - *Healthy Aging;*
 - *Materials for Energy;*
 - *Energy Infrastructure and Delivery;*
 - *“Grey and Green” Infrastructure;*
 - *Aerospace and Transportation;*



FAMU-FSU College of Engineering



About the College

Accreditation

College Statistics

College of Engineering Strategic Planning Process – Update 8/19/2016

[Home](#) > [About the College](#) > Strategic Planning

THEMES

[Strategic Planning Invitation](#)

Research Leadership

What are the leading directions in research that will fuel the growth in funding and reputation of the college, building on existing strengths and opportunities in FSU, FAMU and the region? How will our research foci mesh with our need for strong and innovative education?

Innovative Education

What are the innovative programs and methodologies that we can develop to be at the cutting edge of engineering education? How can our programs build on our uniqueness and how will we couple our innovative education to our research and entrepreneurship mission?

Student Success

How will we ensure the success of a diverse student body, removing barriers to success, and providing key support in all aspects of student life and career development? How will we improve the pipeline of talented students and model how to "change the equation" for underrepresentation in engineering education?

Powerful Partnerships

Where and how will we develop stronger partnerships with industry, alumni and the community to strengthen all aspects of our mission and deliver the most to our students? How will these partnerships deliver value to both sides? Experiential education will be examined in partnership with the "Innovative Education" theme.

One College

How do we create and sustain a level and stimulating playing field within the college for faculty, staff and students from our two universities? How can we reduce administrative barriers to our success, and develop systems, tools and spaces that support our needs? How do we describe and communicate our unique identity?



TASK FORCES:

Infrastructure - this group will examine the needs for new buildings and other infrastructure improvements

Branding - this group will focus on the visual and multi-media identity for the college

Diversity and Inclusion - this group will ensure we remain focused on increasing diversity and removing barriers to inclusion



Branding

www.eng.famu.fsu.edu



FAMU-FSU College of Engineering

Research Brainstorming

Template for hiring

FAMU-FSU College of Engineering Research White Paper Presentations All Presentations Will Take Place in		
Session I - Aging and Biomedical 1 - 1/20/17 - 1:00 to 3:00 PM	Lead Presenter	
Engineering Research Center on Aged Musculoskeletal System C	Jingjiao Guan	Jingjiao Guan
Cardiovascular Biomechanics and Cardiovascular Diagnostic Methods C	Kourosh Shoele	Kourosh Shoele Pedro Moss, Kourosh Shoele Medicine
Session 2 - Engineered Sustainable Environment 1 - 1/24/17 - 4:00 to 6:00 PM		
Interconnected Smart Transportation Systems: Research and Education Capacity Building C	Ren Moses	Civil & Environmental Computer Engineering FSU Psychology
Socio-technical Approaches Toward Smart Cities, A Plan for America's Infrastructure C	Reza Arghandeh	Reza Arghandeh Communication Science; FSU
Session 3 - Advanced Nanomanufacturing/Nanomaterials - 1/27/17 - 1:00 to 3:00 PM		
Advanced Nanocomposites and Scale-up Manufacturing C	Richard Liang	Richard Liang
Big Data for Nanomanufacturing TBC	Chiwoo Park	Chiwoo Park
Nanoengineered Materials and Energy Simulation - Theory Center (NEMESTeC) TBC	Jose Mendoza -Cortez	Jose Mendoza
Session 4 - Aerospace - 2/2/17 - 4:00 to 6:00 PM		
Aerospace Engineering Strategic Initiative C	Chiang Shih	F. Alvi, L. Cat
Florida Space Cryogenics Center TBC	Wei Guo	Wei Guo
Session 5 -Computer Engineering - 2/3/17 - 1:00 to 3:00 PM		
Enhanced Cyber-Physical Security in Smart Energy Sectors C	Simon Foo	Jim Zheng, P
Center for Translational Quantum Computing C	William Oates	William Oates
Session 6 - Energy/Power Systems - 2/17/17 - 1:00 to 3:00 PM		
Energy and Environment Initiative C	Juan Ordonez	Juan Ordonez
Energy Chemical Materials TBC	Sam Hsu	TBA
Rotating Machinery TBC	TBA	TBA
Session 7 - Robotics and Autonomous Vehicles - 2/23/17 - 4:00 to 6:00 PM		

You are all invited!

More details of 11 sessions on our web page...