



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
OCTOBER 19, 2016
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2016-17 Faculty Senate was held on Wednesday, October 19, 2016. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:

T. Adams, S. Aggarwal, A. Askew, H. Bass, K. Bearor, B. Birmingham, D. Bookwalter, E. Chicken, J. Clark, R. Coleman, B. Cox, A. Darabi, V. DeBrunner, J. Delp, P. Doan, J. Fadool, B. Fennema, A. Figueroa, J. Fiorito, S. Fiorito, H. Flynn, J. Garibaldi, J. Geringer, T. Graban, M. Gross, K. Harper, E. Hilinski, C. Hofacker, E. Jakubowski, K. Jones, I. Junglas, T. Keller, A. Kim, E. Kim, J. Linford, J. Lo, S. Losh, C. Marzen, P. Mason, V. Mesev, M. Messersmith, U. Meyer-Baese, D. Moore, R. Morris, P. Osteen, I. Padavic, S. Park, K. Peterson, A. Rhine, V. Richard Auzenne, N. Rogers, D. Rohlinger, E. Ryan, P. Sharpe, T. Siegrist, N. Stein, L. Stepina, U. Sypher, G. Tyson, Col. M. Vanwert, A. Vanli, D. Von Glahn, E. Walker, Y. Wang, C. Wood.

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

T. Abichou, J. Adams, T. Albrecht-Schmitt, E. Aldrovandi, L. Beitsch, W. Boot, K. Brummel-Smith, M. Buchler, M. Burr, A. Clarke, J. Dawkins, K. Erndl, R. Gainsford (**A. Darrow**), J. Gomariz, J. Grzywacz, J. Hellweg, K. Huffenberger (**B. Berg**), R. Jackson (**R. Brower**), B. Landing, S. Lewis, W. Li, C. Madsen, T. Mariano, Z. Musslimani, E. Peters, D. Poey, V. Salters, D. Slice (**P. Beerli**), J. Standley, O. Steinbock, N. Stoltzfus, B. Stults, O. Vafek, W. Weissert, K. Yang, T. Zuehlke.

II. Approval of the Minutes

The minutes of the September 21, 2016 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved.

IV. Report of the Steering Committee, Todd Adams

“Since the September Senate meeting the Steering Committee has held three meetings. Last week we met with President Thrasher who talked to us about the recent BOG meeting, the rise in our rankings, and plans for the next legislative session.

“We discussed several policies that the UPC is reviewing including the final exam policy as well as the oral and computer competencies. The UPC is continuing deliberations and proposals for changes may come before the Senate at future meetings.

“We met with Russell Almond who is the new chair of the Teaching Evaluation Committee. The committee will meet to discuss online evaluations. Russell will come to our November Senate meeting to discuss the committee plans.

“The Advisory Council of Faculty Senates met Sep. 23 at New College. Senator Gary Tyson chaired the meeting. There were many discussions of issues related to the SUS system with each school presenting a campus report. Two efforts are planned to look at the effects of online education efforts and metrics on the Florida university system. These may lead to papers submitted to higher education journals.

“The FSU Athletics Board met last week. Eight faculty serve on the Board and the Senate President serves as an ex-officio member. The board heard a report from the Academics committee led by Steve McDowell. The report gave a very positive review of the Athletics Department’s tutoring and mentoring programs.

“The FSU Board of Trustees will meet at the end of next week. If anyone is interested in attending, the agenda will be posted on the BOT website.”

V. Reports of Standing Committees

a. Library Committee, Kris Harper

i. Library Tour for Faculty

The library has recently renovated floors three, four, and five in the annex with cool furniture and more electrical outlets. The second floor has new study carrels and translucent walls to let in the light. The lights and ventilation were also renovated to help everyone see better. To celebrate the renovations, the library is giving tours October 25-27 every half-hour between 9 to 10:30 am and 2 to 3 pm. Harper also reminded the faculty to speak with their departments and colleges about open access and contact Devin Soper if they want to pursue that.

VI. Old Business

There were no items of old business.

VII. New Business

There were no items of new business.

VIII. University Welfare

a. Road Scholars, Dennis Moore

“You mentioned Road Scholars. Last night we had the first three presentations of this semester. We had a full house over in Strozier. We have a second group of speakers a week from this Friday. A young print maker who teaches art at Clemson University – we are bringing him in in conjunction with what I hear will be a large football game. The first speaker will come in on a Thursday. That will be the thirteenth of these programs we’ve had. [Inaudible]. The first Thursday afternoon is literally the day before Veteran’s Day holiday, and we are bringing in a young scientist from Georgia Tech. [Inaudible]. There is actually a Facebook page.”

Susan Fiorito said that the Faculty Senate is working to make the Road Scholars Committee a regular standing committee of the Faculty Senate rather than an ad hoc committee.

b. United Faculty of Florida, Jack Fiorito

“This is an impromptu report. Matthew Lata, our president, usually does the reports for us and I saw something in the emails that indicated that he had a recent, brief hospital stay [inaudible]. I’m not sure why he is not here today. But anyway, what’s been happening lately? We had a consultation meeting last week with President Thrasher, Sally McRorie, Janet Kistner, and other important people at the university to discuss a wide range of issues including parking of course, budget matters, and the upcoming legislative session. The raises that we negotiated this last spring have all been implemented now, so if you have not seen your raise you should talk to someone in your department to find out why not. There is going to be a UFF chapter outing to the opera again. It was a great success last year. The opera is *La Traviata*. For UFF members it is free. For others it will be a nominal fee, but it looks like it will be a great outing.”

c. Dance Marathon

Dance Marathon is the largest uniform philanthropy on campus. Last year they raised \$1.4 million. The proceeds of the event benefit Children’s Miracle Network locally. The money is split between Shands Hospital in Gainesville and FSU College of Medicine Outreach Program. The event is forty-hours long and is split into two shifts of twenty. Volunteers stand the whole time but accommodations can be made for those who are worried about that requirement. The organizers want to make Dance Marathon a movement that all of FSU, including the faculty, are a part of. They asked the faculty to think about joining. Faculty can also donate by going to dmfsu.org and either donating to the cause in general or donating to a specific student.

IX. Announcements by Deans and Other Administrative Officers

a. Dr. Joe O'Shea, Assistant Provost – Teaching and Learning Center

See addendum 1 for Dr. O'Shea's presentation.

Joe O'Shea has been working with the Provost's Office on the new Teaching and Learning Center and began by speaking about the broader topic of student success. Student success has traditionally been thought of in terms of graduation and retention rates, an area which the metrics reinforce. FSU has done well in those areas with only UF ahead of us in the SUS schools in Florida. Currently the idea of what constitutes student success is being broadened to include aspects like post-graduate jobs and students' educational growth. O'Shea has been focusing on three main areas in relation to student success:

- 1) Bring in top students
 - a. move to a more holistic transfer admissions process to fit our institution better
 - b. include personalized recruitment for high-achieving students
 - c. conduct surveys to assess campus recruitment
- 2) Making sure they have a fuller educational experience
 - a. improve student support by examining our advising infrastructure, supplemental instruction, and the software we use in automations
 - b. increase student engagement with high-impact practices like experiential learning, undergraduate research, internships, and international studies
 - c. support instruction and elevate pedagogy to support student learning
 - i. FSU is launching a re-imagined Teaching and Learning Center called the Center for Teaching Excellence based on national best practices which will offer a full engagement spectrum from individual consultations to faculty learning communities
- 3) Improving graduation rates and career success.
 - a. hire a director for graduation specialist initiative that works with complicated students to help them graduate
 - b. expand Career Center liaisons
 - c. create FSUshadow where students can shadow professionals
 - d. promote combined bachelor's/master's degrees for high achieving students and those students who come in with lots of credits

Man: "Is the Center running? Like if I told my colleagues go to CTE because there is a bunch of stuff going on, would you be ready?"

O'Shea: "No, we are not ready. Wait until we have the director and then we will put up a website and do a blast. It's too early. But if you have ideas about why you would want to recommend someone please share them with me or Kris or someone else on the committee and that will help shape some of the initial priorities for the center."

Woman: [Question about disseminating best practices for those who can't come to the center].

O'Shea: "Some of this will be determined by the director and the faculty steering committee. But certainly, yes. If you look across the country at these best centers we are trying to model on, they have a repository of resources. Also the best centers don't make you come to them; they come to you. They come to your departments and offices and work with you one-on-one or with your whole department and I think that is the culture and precedent we want to set for the Center. They are there to support you and instructors at all levels and meet you where you are."

Fiorito: "And it's not just going to be the thirty percent club. It's going to be, 'I've been teaching for thirty years and I want to learn some new technologies on how to present my class better or to do a better job or to be more efficient because now I have 600 students in my class as opposed to the twenty I was used to teaching.' How can I do that and still have a life? So I think this Center is going to look at a variety of best practices, and we are going to get the faculty around the university who are distinguished teachers who have won distinguished teaching awards to help mentor the rest of us and to help us do a better job. So we are so thankful. Dr. Kistner is spearheading this along with Joe. Provost McRorie actually gave them a budget – a tiny little budget but it is still a budget because they feel like this is an important activity. So we are very excited about that."

b. Dr. Jennifer Buchanan, Associate Vice President for Faculty Development and Advancement – Syllabi

"We are going straight from Joe's exciting macro view of student success to zooming into that success students think they deserve no matter what their performance is in your class. This is just a brief note that Susan asked me to make to you regarding syllabi and their importance in relation to grade appeals. My Student Affairs colleagues call October "I hate my roommate" month because it's the natural progression from "Hey, I'm doing school. Everything is cool. I love everybody" to "I hate my roommate." In Academic Affairs we call this time period which is about to end "I didn't get the grade I deserved during last semester." Susan thought it was a good time to remind everyone that the syllabus that you present to your students at the very beginning of the semester is really the roadmap for determining if a student really has a viable grievance against you at the end of the semester. So we lay out in our syllabi a set of evaluation standards by which we say how we are going to grade. So then it is really an issue between the fit between what I said I was going to do and what I actually did at the end of the semester that either supports you completely and leaves you not at all vulnerable to a grade appeal versus having some areas where you might be somewhat vulnerable. One of the things that has happened a couple of times that Susan and I wanted to warn you about is that technology can play a little role with this. If you've noticed, when your course is dumped over from Blackboard from one semester to the next, what comes along with it?: your syllabus from last semester. Unless you put your course to "private" so your students can't see that at first, they are going to think that is the syllabus. We've actually had people not notice and the old syllabus is there. Everybody has more important things to do than to

deal with that complaint. ‘Give me a break; I just forgot to update that syllabus. It’s the same content but different weeks. Or it’s two midterms instead of three.’”

[Inaudible comment]

Todd Adams: “We had an incident where someone did that and it was up for a day or two well before the semester began and someone successfully – I can’t believe successfully – appealed that they had to use the old semester’s syllabus.”

Buchanan: “If I was involved with it then it was not successful. We had one, and no. Someone went all the way up the chain to make that kind of complaint. If anything ever happens that is that absurd, call me.”

Adams: “I started adding the line to my syllabus: ‘This is only valid for the spring 2016 semester.’”

Buchanan: “That’s good. Just a reminder to be careful about that. And there are ways you can keep your syllabus from your students until you are absolutely ready to publish it to them and then you hit the right button and they see it. Any other comments or questions?”

Losh: [Suggestion about adding comment that says that class site and material is under construction].

Buchanan: “That’s a great idea. Put a comment that says, ‘Under construction.’ ‘Pardon our dust.’ Thank you.”

Fiorito: It’s important. Being the chair of the University Curriculum Committee for thirteen years, I saw a lot of syllabi, and I know a lot of you probably hate me because we sent it back because your objectives were unmeasurable. I’m sorry. The syllabus is an important document. It’s a legal contract, and we want to make sure it protects you as well as the students and that they know exactly what they are getting out of that course. That’s all we want: for you to be happy with it, for them to know exactly what they are getting, and that it is accurate. We don’t want to see Jennifer – it’s not that we don’t want to see you – but we don’t want to see you because of grievances. That’s not a happy place.”

c. **Dr. Kim Barber, Registrar – First Day Attendance, Enrollment Corrections Post-Hurricane, Prerequisite Checking and Waitlists**

“I have old business, new business, and admin updates for you. First, old business. Some of you may remember, there was a conversation in the Senate last spring talking about the online drop tool that faculty use to take first day non-attendance. It would cut off at the end of the fourth day. Several classes – particularly in the spring – experience an issue when we start classes on a day other than Monday and then letting faculty use that tool. So this fall, as a result of that conversation with the Senate, we did extend that tool out and have faculty use it on the fifth day of classes even though drop/add is closed for students. So for those teachers meeting for the first time on Friday, they could use it. That was the theory. As faculty, you know that there is a difference between theory and application. And where theory ran afoul of

application was with Hurricane Hermine. It also ran into the theory-application reality of 'I have done a lot of storm simulation exercises and the reality was mostly there, but the simulations never stuck me with a land-falling hurricane hitting Tallahassee on the third to fourth day of drop/add on the first week of classes.' So we had to kind of make some stuff up as we went along. I guess that's kind of the definition of emergency. I'm happy to report that some among you as the faculty, probably the only ten people in town who had power, submitted non-attendance on that Friday. Bravo to you ten probably in a coffee shop somewhere. Also, my whole office had no power even though the university email systems were completely powered up. And I think the other 42,000 students were in the coffee shop with our ten faculty because in the time period we were closed, my office received – just through our main office email account – about 1,200 emails. The first ones typically started with, "I need to drop my class and no one is there." Three hours later: "No one is still there. Why haven't you done my drop?" Saturday morning: "I still need this change but now I've changed my mind and I need this other thing added. My faculty member is not responding to me." "It's Tuesday, where are you people?" By Wednesday when we came back to the office and had power to read these threads, what we found was that lo and behold they actually knew where my office was and they walked in and did it by themselves. Well, we couldn't keep track of who was walking in and had the fifteen emails. So it took pretty much all my staff, of which I had three out sick with hurricane related things, it took all of us about two and half weeks to unthread the combination of stuff coming in from the faculty and the students losing their minds because they had no power except in the Starbucks where they were hopped up on caffeine. I want to extend my thanks to the faculty and the deans offices who were so supportive of us because it was really an electronic email chaos trying to sort out were they trying to drop, did they mean to drop, have they not been attending because they thought they had been dropped, did they mean to add but now they don't want to add... It was a nightmare. Thank you to the faculty. You were amazingly supportive because you were not the ones emailing me saying what is going on with my roster that's changing every five minutes. I appreciate your understanding. My staff appreciates your understanding. They've pretty much all recovered from their bar trips that happened after that week.

"Prerequisite checking and waitlisting. So one of the other things that came up in the spring was implementing waitlisting, and it was an initiative that really came out of the Law School and some unique needs they have. We do have departments, courses, and programs across the campus that do manual waitlists in their office because they have their graduating senior, they have a high-demand course, or whatever is going on with their unique program and particular needs. We are looking at this and there is technical discussion right now about how to turn on waitlisting in the system and what kind of technical tests and support we need. They really are looking at this, but I don't know if we will have it ready for the summer and fall registration that begin in spring. But it is definitely something we are looking at. Which backdoors me into the prerequisite tracking we have started with this spring registration cycle that opened on this Monday. We have turned on prerequisite checking for Chemistry 1046 lecture and lab and Finance 4424. These were courses the departments picked. The finance class is an upper division class so presumably a lot of students have either met it from either coursework they have taken here or transfer-work if they've been here for a while. If they don't meet the conditions that the faculty have set to get into that class, then chances are they probably don't need to get in it. It gives us a

chance to test that in a course where there is a reasonable expectation that everyone has meet it. With the Chemistry 1046 lecture-lab combination we have freshman and sophomores and a high percentage of students who have class credit or transfer credit or other issues. And that 1046 class is a high demand class for students who are going into a STEM program. So that's a real management issue for the chemistry department to make sure the students who are getting into that class have the prereqs they need to be successful. So one of the things we are doing is having conversations with the departments – in fact I checked with both of them before I walked out of the office today – and both of them report radio silence. They have not gotten call one about students having problems with this. I'm not letting the balloons and confetti go at the moment because we are still early on in the registration cycle. We have a lot of students that have priority registration that could be hitting it but when we know if the ground will be hitting on this is Monday when we start with our junior transfers and our lower division students who have a greater likelihood of missing this. Our intent is to work with the colleges and slowly and incrementally add direct checking to those courses that the faculty feel really critical that students should not enroll without them. But we have to step into this very carefully because we have no support systems to model off of. So we are having to create all these approximates and processes around this as we go and see where we are tripping landmines. These two departments and colleges have done prereq checking manually, so they are very familiar of what they may run afoul of and they are comfortable committing resources and time to support us with the testing of this and through them supporting the university, students, and faculty and enforcing the prereqs that you think are critical for enrollment in classes.”

Ulla Sypher: “As you are looking forward to spring, I just wanted to confirm that not only will faculty be able to do drops electronically on the fifth day, but also [inaudible] electronic clean-up day, correct? Certain college staff are able to add and drop electronically on the fifth day as opposed to [inaudible]. I think that is really important to know that is a possibility again in the spring. It's time saving.”

Barber: “The two staff who have power could have done it but... They had it for this semester. But it will be in place for the spring as well.”

[Inaudible question]

Barber: “I have a lot of people volunteering to be guinea pigs, and I will have a much better sense of what the timeframe for that would be after I trip through whatever landmines are waiting out for us this fall. Probably by the end of November I will have a much better sense of what is manageable from the department-side and from my staff-side to support faculty weeding through their curriculum. If you want to start thinking about and preparing for it, the best thing you can do as faculty controlling your curriculum is to go back and look at courses that you have prereqs defined for right now and decide are those prereqs real, meaning are they recommended but if they don't have them we will allow students to register anyway and so be it on their head or ‘no way ever in a day will I let them in without this.’ And if it's the ‘no way, never in a day’ that's what we want to put in the system to enforce. You can still put in the bulletin: “This is required. This is recommended.” But the required is what we will say, ‘No, you are going to have to see someone to get into this class if you don't have this.’ So you can start evaluating what courses

you have on the books right now. It has to be data driven, so it can't be 'must have two years' experience of theoretical something in high school' because I have no way to evaluate that. It has to be a course or a grade – some data element in the system I can grab. But it can't be, 'They attended five seminars at Duke.' I have no way of knowing that. That's something you all can start evaluating and positioning yourself and your departments too. If your department has not done prereq checking or if they have done it before but manually, I would encourage you all to limit it to one or two course to begin with because the best practices do not exist for how to do this systematically."

[Inaudible question]

Barber: "Only in so far as it is meaningful for you in the faculty curriculum role evaluating what's a valid prereq. I don't need data to support it but I do think it should be a data-driven decision because what is going to happen is that they are going to walk into to someone's door and ask why they can't take a class. And you want to make sure each of those is a valid answer rather than [inaudible]."

Man: "Who has the overwrite power when you find a student took a course over the summer and it just wasn't credited in the system? [Inaudible]. Is it in the department level or your office where they say, 'Ok, we are going to let them in even though...'"

Barber: "At the moment with the two departments we are working with it, it is at the department level. They have a mechanism to do it because they are in the best position to evaluate in consultation with the faculty and dean. Because we may have that credit but I have no way of knowing that Chemistry 3797 also would satisfy this. If they emailed us and said, 'Do this,' we would but our intention is to firm this up with the departments or dean's offices about how they want to handle it because I can't evaluate that critical [inaudible]."

d. Dr. Mary Coburn, Vice President, Student Affairs

See addendum 2 for Dr. Coburn's handout.

"Thank you for having me. I love to have the opportunity to talk about what is going on in the lives of our students. I have a short list that I will go through quickly. Just sort of a summary of some of the highlights that are going on. The focus of that handout is students in need and all the things we have in place for them when they have a need. We also talked about how we reacted to Hurricane Hermine. There were some questions about how we handled that. You probably know that we didn't have power on campus from Thursday night till Saturday for most of the campus. So that means the 2,000-4,000 students staying in residence halls did not have power. We had students without power who have never been without power. One student did not understand why the hot water didn't work when there was no power. So we were dealing with a lot of basic things like that. All of campus was restored by late Sunday night. At 2:00 AM the final residence hall got power. Fortunately, we were already on a Labor Day staffing pattern so staff were already there and ready to work on call and for long hours. We had many people who served above and beyond the call of duty during those three days keeping students entertained. We opened the Civic Center on Friday, Saturday, and Monday night so people could come and have

some air conditioning. We brought power strips so people could charge their phones because we know that people cannot exist anymore without having their phones charged. We had fun games and entertainment, and a lot of staff came in and volunteered their time. Then we tried to get services back up in the Union and Leach Center as quickly as possible so they had some things to do. That was challenging for a lot of our students who have never been through a hurricane before. They even took our food pantry. They brought the food from the food pantry to the Civic Center so students who were in apartments could have access to those canned goods. Then Aramark did a phenomenal job of bringing food to the residence halls the first couple of days when they didn't have power themselves. We were fortunate that the damage in our community was not worse.

“The next thing on the handout is the University Counseling Center. Our University Counseling Center director had the best quote ever: ‘The stigma against seeking mental health treatment is gone’ judging by the number of students seeking our services. You can see on the handout the bar chart that shows the number of students seeking services. We have done everything we can to maximize appointments. We have a walk-in system now. You no longer need an appointment to go to the Counseling Center if you are a student. We can assess that student's immediate needs and take it from there. On the back side of the handout you can see that our number of students who have registered with the Student Disability Resource Center has increased significantly with a forty percent increase in the number of students registering for those services. Each student has a unique set of accommodations that we are legally required to provide for them. So I'd like to give a shameless plug for any assistance that you have and share with your colleagues the need for assistance and for volunteer note-takers. We don't have any way to pay note-takers, so we rely on faculty if you have a student whose accommodation is to be provided class notes. When I teach I ask if anyone is willing to share their notes with me and then I send it out to the whole class so that no one knows who the student is. That is a huge issue. We have had a twenty percent increase in the number of exams we are giving at the small testing center we have at the Student Disability Resource Center. We have a great need for a scribe for an exam for people whose accommodations are a scribe. If you are in an advance technical STEM course, mathematics course, language class. Imagine if you are in an advance language French class and we don't have a French person who can be your writer for that exam. Your assistance in providing that technical help is really important. If you have ideas about how we can do that better, I would appreciate hearing that from you. The bottom line chart is just the number of students who are served by our case managers who are the people who help students who just have life get in the way – a serious car accident, a house burns down, or other tragic things that take a lot of time to help us work through all of our systems so they can either withdraw for that semester or somehow find a way to stay in school for that semester. That gives you a snapshot of some of the needs that we are focusing on. The food pantry now has a refrigerator. We can take food like the pre-packaged sandwiches that Aramark doesn't sell that day to the refrigerator that night for students to get immediately. We also now have a clothes closet. How exciting is that? If any of you are outgrowing your clothes. A lot of students don't have professional attire to do interviews or things like that so if you have gently used clean items to donate, that is also located at the Dean of Students Office. We are trying to wrap around whatever services students have expressed to us. The CARE program is going fantastic. Our

Unconquered Program, for students who have been wards of the state, foster children, homeless, etc., is phenomenal. A donor sponsored them to go to Orlando for a ‘non-parents weekend’ weekend. Imagine if you don’t have a family and all your peers are here with their families over Parents Weekend. It’s pretty traumatic. So we took those students to Orlando. Disney donated some passes to them and a donor sponsored the other costs. Those students had a phenomenal experience doing some things they probably never had a chance to do. We have a 95% retention rate for those Unconquered Students. That’s just unheard of. It’s higher than our larger population.

“Free speech issues are really challenging in our world right now and that has certainly presented itself on our campus as well. We were thinking this summer about some of the controversial issues that would be coming to our campus. We knew we would have speakers coming to our campus that not everyone agreed with. We are spending a lot of time making sure that free speech rights are protected. When the College Republicans sponsored Milo Yiannopoulos to come to campus, the Students for a Democratic Society were very upset that we let him come to campus. Of course the College Republicans sponsored that event so they would have the right to do that. So I felt like I had reached the pinnacle of my career when both the College Republications and Students for a Democratic Society didn’t like me. That event went off fantastically. Everybody felt their voice was heard. It was peaceful. I think we do a pretty good job of that at FSU – making sure students have a platform to be heard and someone who listens to them. We will have that through November 9th – the day after the election. The people whose candidate did not win will be working through that. One final plug, we have hundreds of student organizations that all need a faculty advisor. So if you have a special interest or hobby that there is a club or organization for or you are interested in being an advisor, they need that. The advisor to the College Republicans was so helpful when we were planning that event and helping the students understand how we need to manage that event to make it a safe and successful event for everybody. That’s a very important role. Some people think it’s just sign the paper. But really there is some very impactful learning that can happen within those student organizations. So we welcome your involvement in the student organizations. They are very rich platforms for learning, and we appreciate the way you support our students. That’s my whole list. Questions?”

Sypher: “I have a suggestion. I had a class when I first came to FSU and I tried asking for volunteers and it really didn’t work very well. It was a very awkward process. So what I implemented in all my classes up to ninety students was class notes for everyone at some point in the semester, and then I just take the number of students divided by the number of class sessions and I just assign two to ten people per day. I give them a template and they send them to me. It’s a pass/fail assignment worth 2% of their grade. But I also put a big disclaimer when I post them that I did not fact-check them and that students should compare multiple notes. Every semester I get positive feedback from students because even the ones that are performing well can check their own notes against other people’s notes which is good for someone who didn’t understand or couldn’t write as fast. It sounds like a long process but it takes me about fifteen minutes a week to do it and it helps all the students.”

Coburn: “Phenomenal idea. I’m going to pass that along for sure.”

Jones: “Kathleen Jones. Biological Science.” [Question about what to do if a student tells you about a life altering event]

Coburn: “Yes, absolutely. Always refer them to the Dean of Students Office and then they will be assigned to a case manager. Before we had case managers, students would walk into an office and whoever was the first person who heard that ended up dealing with that and perhaps not as well as we could have. It’s been very effective.”

Birmingham: “Bridget Birmingham, University Libraries. I have a suggestion. It would be really nice if the faculty advisors could be listed on the RSO website. Sometimes it’s hard to find out who the faculty advisor is.”

Coburn: “I thought they were. I’ll check that. People contact me for the organization I am an advisor for. I will verify that. Thank you.”

Fiorito: “We will have another food and clothing drive. We will announce that soon. You can bring your bags of food here and we’ll bring them over to the pantry for you. I think it’s a wonderful thing. We don’t want to see our students hungry.”

X. Announcements by Provost McRorie

“What a wonderful university we are all a part of. Lots of good things that we have heard today. I really appreciate the hard work that you all do to make our students successful. I know that you work together with your colleagues and leadership and various departments and units to make those very successful as well. We have great faculty here. I am so thankful for all you do. The president and I along with some other folks like Gary Tyson just got back from our latest adventure with the BOG. This was at the University of South Florida. There was a series of committee meetings. The first one had to do with distance learning costs. This was a big report that had been worked on by a committee for a long time. The average cost across SUS system is about \$41. For us it’s \$47. We’re just a little above the mean. The average rate across the United States is \$50, so we are still quite efficient despite the fact that the BOG and our governor think we can do it for \$0. Part of the implications for this will be a continuing push to share resources across the SUS, to have courses that are offered by one institution that can be taken by students at others, and a number of other types of things. This is still in progress. We all need to stay tuned on what the BOG’S guidance will be. I was joking but our governor did say there should be \$0 costs for taking anything online as if we don’t have to pay the teacher. And the BOG thinks our need for facilities should be greatly reduced by increasing our distance learning offerings. Another misconception and misunderstanding of what it takes to do quality distance learning teaching along with the other types of teaching we do. I’m really proud to be working with Joe O’Shea on high-impact practices and student success. You all know Joe was a Road Scholar and a graduate of FSU. I’ve known him since he was eighteen. He is a great young person and highly sought after in the country. I think we are lucky to keep him here and take advantage of his knowledge about all these things and his many connections in this country and around the world. At the BOG meeting this week the President presented our facilities request from which we are asking funding from the legislature this year. The number one request again this year was for the EOAS building. We will be doing a groundbreaking ceremony for that building on Thursday with our Board of Trustees. We don’t have all the money to finish it

but we are starting it and we are confident we will get all the money from the legislature that we need to complete it in a timely manner. It's a really big need. It's been the number one request on the list from the BOG for at least the last two years. So we really feel like this may finally be our year to get that money. Our second request is for the Interdisciplinary Research Building which is supposed to be built out at Innovation Park. The third request is for the new College of Business building being called Legacy Hall. With both of those buildings we are offering a match of funding of half the cost of doing those two buildings and asking the Legislature for a match of those funds. The BOG seems to like that very much. I suspect that's going to become more and more the standard instead of asking the Legislature for the full cost of asking for anything. The other thing the President talked about was our proposed improvements and expansions to our student union. Have you ever been to our student union? It's really terrible. When we go to other universities, the meetings are often in their student unions. They are all nice and big. Ours is really bad. We are hopeful that this will be approved. It doesn't require any new funding from the Legislature, it just requires their approval of spending some money that we've been able to identify from student funds actually. They are willing to spend that money. As you know, student organizations have more money than any of us on campus. They are willing to do that. It's a great idea. We hope that will become a reality. Think about that entry way and how ugly it's been for so many years. The new EOAS building will be here and a newly renovated and expanded student union will be there. It will be a nice new gateway for our university. I guess that's all I have to say. Again, let me thank you. When I talk to leaders at other institutions, other provosts and presidents, and I talk about how great our faculty members are, they have something otherwise to say about theirs very often. But I sincerely mean it. This is a great institution, and the way everybody works very hard and pulls together makes it even better all the time. We will continue to try to meet your needs like the funding for the library. That was a big topic of conversation about a year ago. We were able to find the funds to do the renovation that Kris talked about. It is very cool. You have to go see it. I think our ability to start to address equity issues and provide merit raises for our faculty makes a big difference. We want to keep you and all your colleagues here. Thank you very much. I hope the rest of the semester doesn't go by as quickly as the first."

XI. Announcements by President Thrasher

President Thrasher was not in attendance.

XII. Adjournment

The meeting adjourned at 4:45 p.m.



Andrea White
Faculty Senate Coordinator



FLORIDA STATE
UNIVERSITY

ADDENDUM 1

Student Success Update

Joe O'Shea

Faculty Senate

October 19, 2016

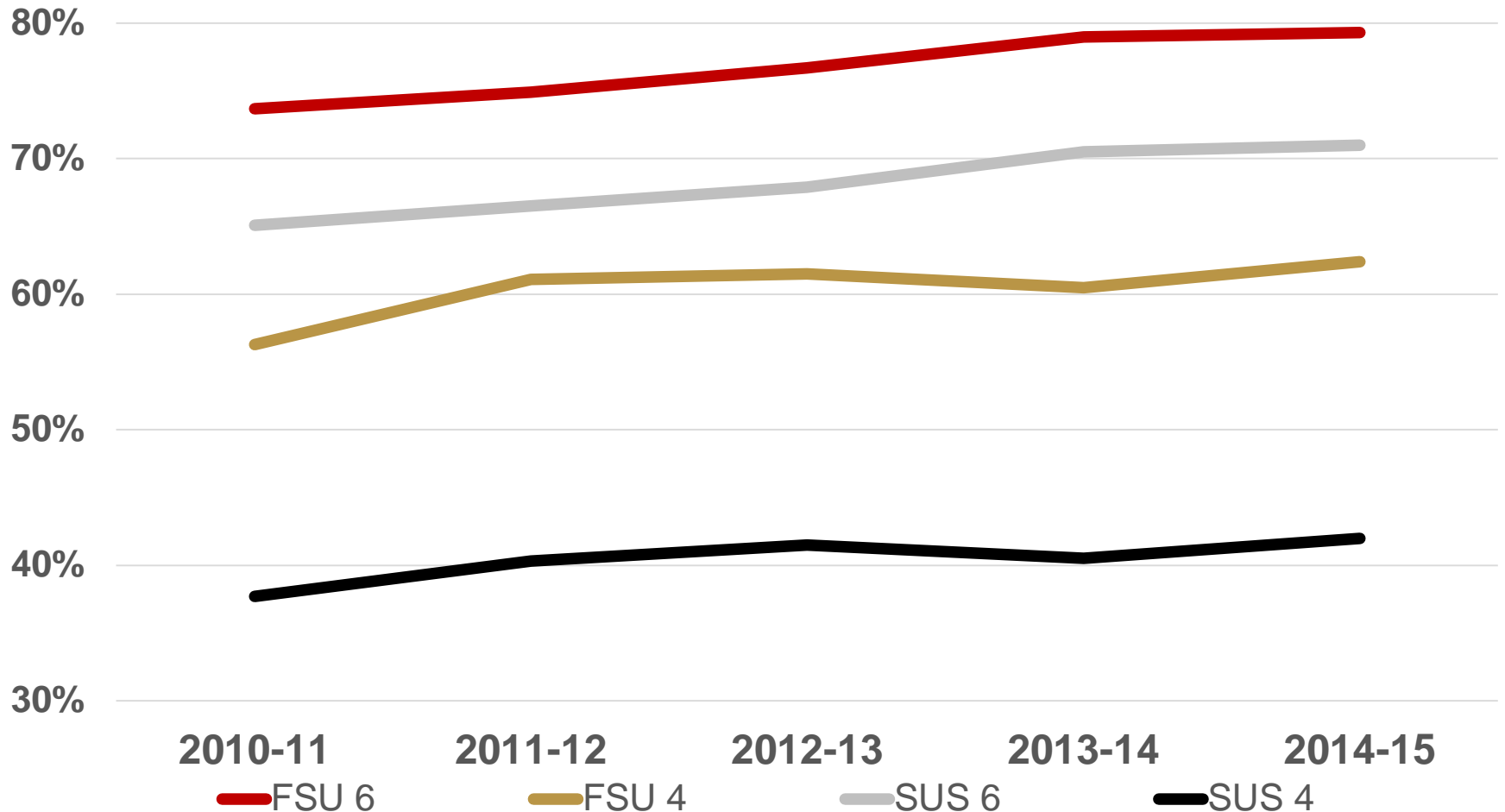


What is Student Success?

- Traditional definitions in literature and policy have defined it as retention and graduation rates
- Metrics for our state performance and preeminence funding, as well as for U.S. News and World Report rankings



FSU Graduation Rates vs. SUS Averages



Note: Academic year represents graduation year



Student Success 2.0

- Extended to post-graduate success
 - Enrollment in graduate school/job (metrics)
- Fuller understanding also captures students' full educational growth, regardless of background
 - From our highest (e.g., honors) to our lowest-achieving students



Student Success Efforts

Continue to Elevate Admissions & Recruitment



Promote Students' Full Educational Growth



Improve Graduation Rates/Career Success



Elevate Admissions & Recruitment

- Moving to holistic review for transfer admissions
- More personalized recruitment of high-achieving FTICs (selectivity metric: #34 now)
- VIP tours of FSU and Tallahassee
- Student outreach to high schools
- Faculty and Community Partners
- Survey (thank you!)





Promote Students' Full Educational Growth

- Improve student support (advising; software; SI)
- Increase student engagement
 - High-impact practices in and out of the classroom
 - e.g., internships, service-learning, international study, undergraduate research, innovation/entrepreneurship (i.e. “formative experiences”)
- Support instructors and elevate pedagogy to support student learning





Center for Teaching Excellence (CTE)

- Promote robust teaching and learning community
- Support instructors broadly at FSU through multiple forms of engagement (best practices)
 - e.g., consultations, workshops, faculty learning communities, course and program redesign, institutes, events, assessment, etc.
- Guided by faculty advisory board
- Currently searching for director





Elevate Graduation Rates/Career Success

- Graduation Specialists Initiative
 - Director hired; work with high-hour students, both incoming and current, and departments
- Expanded Career Center Liaisons
- FSUshadow – job shadow program
- Promote Combined Bachelor's/Master's Degrees



Questions? Feedback?

Thanks!



Division of Student Affairs

October 2016

Mary B. Coburn, Vice President for Student Affairs

Helping Students in Need

The Division of Student Affairs provides a variety of critical services to help students in need. Whether students are experiencing mental health challenges or personal crises, Student Affairs uses key resources to help ensure student success.

Hurricane Hermine

Through key partnerships with Finance & Administration, Student Affairs supported students affected by the hurricane in a number of ways, including:

- Delivering meals to students in campus residence halls without power, regardless of students' meal plans.
- Partnering to open the Donald L. Tucker Civic Center as a relief station for students.
- Moving the Dean of Students Food Pantry to the Tucker Center to allow students in need access to food.



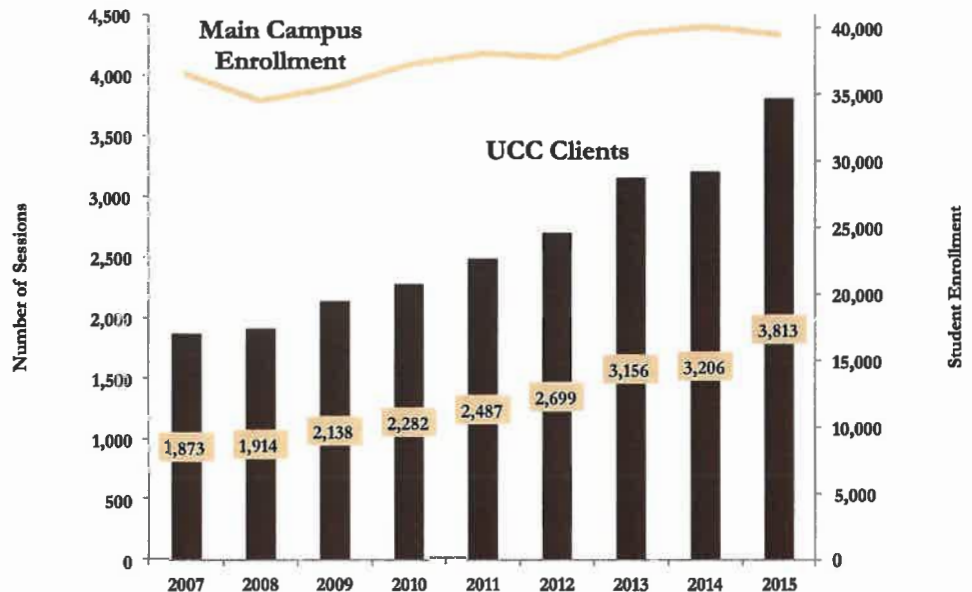
Mission

The Division of Student Affairs collaborates with students, faculty and staff to create welcoming, supportive and challenging environments that maximize opportunities for student learning and success. Through high quality programs, the Division facilitates student development, celebrates differences, and promotes civic and global responsibility.

Photos: (Above) Students share an outlet at the Hermine relief station; University Counseling Center staff. (Right) Students at the Hermine relief station (Back page) Faculty and staff conduct a canned food drive; Professional Clothing Closet; Interfraternity Council members transport food to the Tucker Center; student groups collect and organize donations to the food pantry.

University Counseling Center

The University Counseling Center's (UCC) primary mission is to address the psychological needs and personal concerns that may impact students' academic progress. Students have increasingly relied on the UCC for support, and the UCC experienced a 19% increase in student clients from 2014 to 2015.



Division of Student Affairs

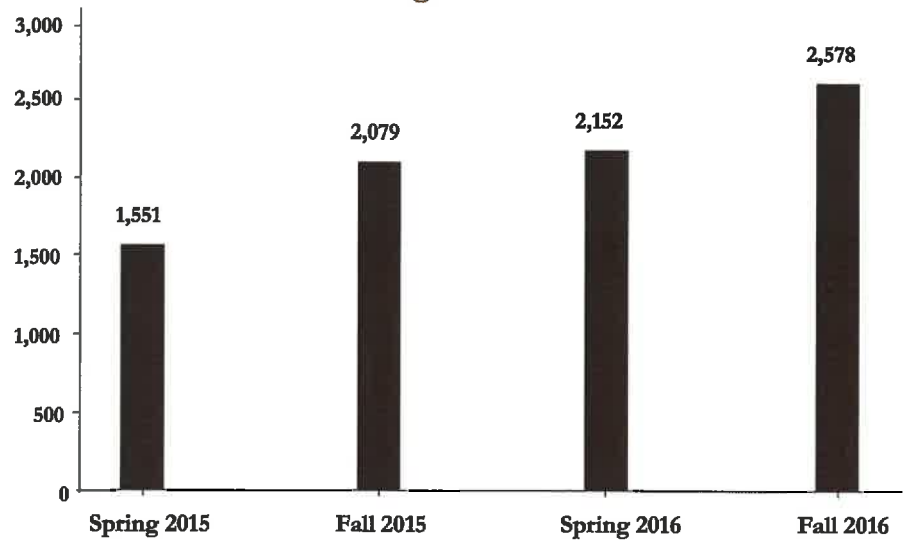
Mary B. Coburn, Vice President for Student Affairs



Dean of Students Department

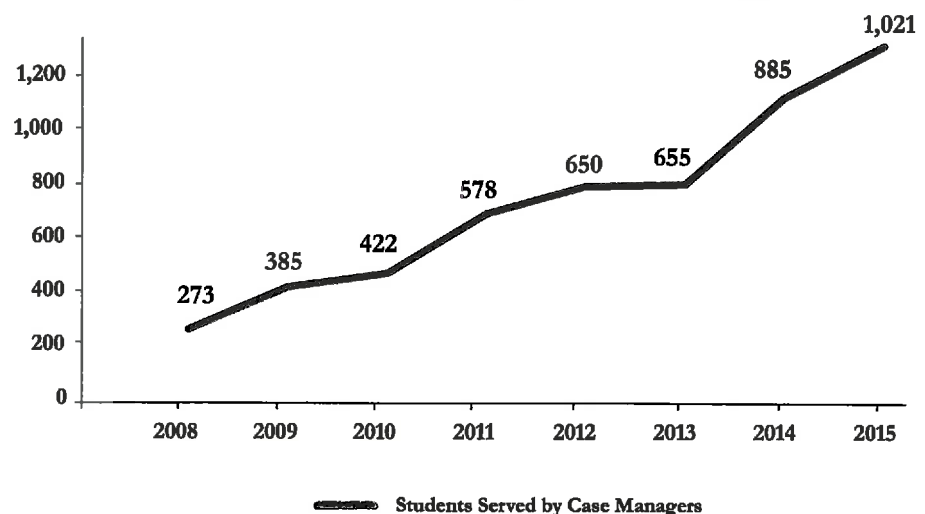
The Dean of Students Department provides a number of services to support students in need, including offering support to students with disabilities through the Student Disability Resource Center (SDRC). Since spring 2015, the SDRC has experienced a **66% increase in the number of students registered for services.**

Students Registered with SDRC



In addition, Case Managers work with students to provide emotional support, counseling, and advocacy, helping to identify immediate needs and making appropriate referrals to campus and community resources. Since 2008, the number of students Case Managers serve has more than tripled.

Students Served by Case Managers



For more information visit: studentaffairs.fsu.edu