



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
OCTOBER 15, 2014
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

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

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, J. Ahlquist, M. Akiba, C. Alexander, E. Alvarez, A. Askew, H. Bass, B. Berg, F. Berry, B. Birmingham, M. Blaber, J. Broome, R. Brower, M. Buchler, E. Chicken, J. Cogle, M. Cui, A. Cuyler, R. Dumm, J. Fiorito, R. Gainsford, A. Gaiser, J. Geringer, K. Goldsby, T. Graban, M. Gross, K. Harper, M. Horner, K. Howard, J. Ilich-Ernst, L. Jakubowski, S. Johnson, M. Kapp, T. Keller, A. Kercheval, E. Kim, B. Lee, S. Lewis, S. Losh, C. Madsen, D. Maier-Katkin, T. Mariano, K. McGinnis, J. McNulty, D. Moore, J. Ohlin, I. Padavic, E. Peters, R. Rodenberg, N. Rogers, S. Rutledge, K. Salata, V. Salters, K. Schmitt, J. Schwenkler, D. Slice, J. Standley, L. Stepina, M. Stewart, J. Telotte, S. Tripodi, G. Tyson, S. Valisa, D. Von Glahn, E. Walker, S. Webber, C. Weissert, W. Weissert, W. Wise.

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

E. Aldrovandi, A. Avina, C. Bolaños, K. Brummel-Smith, W. Deng, C. Edrington, K. Erndl, S. Fiorito (**J. Paterson**), K. Fishburne, J. Gabriel, E. Hilinski, C. Hofacker (**D. Kim**), D. Humphrey, C. Jackson, J. Kesten, W. Landing, J. Larson, T. Luke (**S. Slavena-Griffin**), M. Mesterton-Gibbons (**E. Hironaka**), U. Meyer-Base, R. Miles (**M. Owen**), R. Morris, O. Okoli (**A. Vanli**), J. Reynolds, V. Richard Auzenne, P. Rutkovsky, J. Sobanjo, O. Steinbock, F. Tolson, J. Turner, O. Vafek

II. Approval of the Minutes

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

III. Approval of the Agenda

The agenda was approved as distributed.

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

Friday we had a meeting with ACFS, which is the system wide group of senate leaders. And I am driving home from that meeting in February and I got a call from a reporter at Penn

State and they said, “Can you verify that your president is going to join Penn State?” And I said, “I know nothing about this.” So I quickly contacted the other Board of Trustee members, indirectly, and found out that that was indeed true and there was nothing we were going to do about it. So I got to start my shock a little bit before you guys, and I probably finished a little bit before as well. I ran into Eric the next week in Westcott and he started by saying he was sorry which I guess he had been doing a lot. And what I told him is kind of how I still feel about it. I said, “Don’t worry about it. It is better to lose a good administrator too soon than to keep a bad one too long.” He could appreciate that. And I actually mean that in a different way as well. I think a university in general is better if the institutional memory comes from the academy, from the faculty, and not from the administrators. I think if you get a certain percentage of administrators who grew up at the institute, they stop listening to faculty for new ideas and how the institute works and they start just taking it upon themselves. I think it would be healthier if administrators come and go. That is kind of part of what I tried to get across to Eric. Clearly Eric was a fantastic president. And his leaving hurts us, but his leaving also increased the creditability of being president at FSU. You can be president at FSU and that means you are good enough to go be president at Penn State University. And I think we saw in the candidates that we had this time, a reflection of that. Personally I think there was one or more of the candidates who, if they had been in the pool six years ago and looked like they do now, it would have made if we didn’t have Eric as our president. There were some really good ones in there.

The trustees made their selection. And I talked about this at the time. The way universities are set up, it really is their selection to make. And I think we deal with that at this point. I think every president has strengths and weaknesses, and by continually bringing in new ideas and working with the faculty we use their strengths and try to do something about their weaknesses – fill in their weakness. So when I talked to John Thrasher before and when I talked to him after, I got the same message, which was good. And the message I gave him is: “Your strength is not that you understand how universities work. You are going to have to rely on a leadership team much more than Eric Barron had to. Fortunately Eric has given you a very strong leadership team, so I don’t think you should change it.” And I think John Thrasher will be here next month as president and he will repeat that message. He has talked to the administration and leadership team about this and I don’t anticipate any changes in that leadership team unless there are people leaving for their own reasons. So I think we are in good shape there.

I think what we need to do as a body is to make sure that faculty governance is strong at this university. I’ve had a number of trustees say, “Aw, this has all been a mess. This is horrible. We are getting bad press.” And my answer is, “No what you are seeing is a strong faculty making sure their voices are heard.” And that’s a very healthy thing. I don’t know if they bought that, but I think that message is actually true. And I think whoever the president is, whoever the leadership is, it is incumbent on the academy—the faculty—to make sure we have our portion of shared governance in order. We’ve always had that to some extent, but fortunately we started cleaning up the structures of that even when Eric was president. And when the legislature pushed us on liberal studies, we tried to turn that around. Matthew Shaftel will talk about some of those changes that aren’t necessarily easy changes. They haven’t been worry free, but are really designed to increase and codify faculty governance procedures both to protect us in shared governance within the university and probably more importantly right now to give us the tools that we need to prevent, and as much as we can, external pressures from changing the university. Because those are coming. We’ve talked a lot about the impact of a president on the university over the last few months, but what

hasn't been talked about as much is the impact of the Board of Governors on a university. The Board of Governors actually has significantly more authority over each of the campuses than they have in the past. The legislature has basically given them a lump sum of money to distribute to the universities on performance measures. They are the ones that design the performance measures. I view them as having the same desire as we've always felt the legislature had in micromanaging universities without the day job of having to run the State. They have a lot more time to focus on what they want the university system to look like, and that's going to be an external influence that is going to change what our university is. Now I don't think you just totally resist that and treat it as retreat. You have to make sure the faculty voice at this campus is as strong as it possibly can be under those circumstances. To that end, we have tried to codify faculty governance procedures, we did a revamp of the UPC to give them authority to say which degree programs were acceptable and which were not, and we are systematically going through and making sure that anything related to curriculum, anything related to evaluation of faculty is well-described as a faculty governed structure. So that will continue as well. We will have Kris Harper in the November meeting discuss what they are doing with non-degree academic programs of which we have at least one and possibly more. Our approach as a senate should be to make sure our house is in order and to leverage the fact that we have administrators who haven't been here for forty years and decided exactly how to run it. Larry Able had many positives, but one negative is that he had been here so long he didn't have to listen to us. And we don't have that with the existing administration. We won't have that with John Thrasher. We will come as a partner to that if we are willing to stand up to it. This is a very important year for this senate, and it really is to establish that the academy is under the management of the faculty and isn't just a set of employees.

V. Report of the Steering Committee, S. Fiorito

The Faculty Senate Steering Committee has met three times (September 24, and October 1st and 8th) since our last Faculty Senate Meeting on September 19th. The meeting on October 1st was with interim president Dr. Garnett Stokes.

Much of the discussion of the meeting on September 24th was focused on the presidential search and Board of Trustees' meeting. Another topic discussed was the possibility of policies for undergraduate and graduate program approval by the Faculty Senate. This policy will need to become part of the Faculty Senate Bylaws and will be proposed formally at a future Faculty Senate Meeting.

At our meeting with Interim President Stokes we clarified the process for the evaluation of gift agreements which may affect department and/or program curriculum. Curriculum is a faculty-driven decision and needs to remain with the faculty.

We discussed the fact that faculty salaries at Florida State University have fallen to 6th place in Florida Universities which is a concern and needs to be addressed to stem this negative trend. Interim President Stokes indicated that not all of the budget decisions have been made, however most colleges have received their allocations for faculty lines.

At our October 8th meeting Dr. Matthew Shaftel, Associate Dean for Academic Programs, responded to questions and provided an update of the Liberal Studies Program including the number of current courses and the status of funding for the development of future courses.

We continue to identify faculty for Faculty Senate Committees at nearly every meeting and appreciate all those who are giving of their time and expertise to service to the university through their support of faculty governances.

Finally, the Faculty Senate Steering Committee unanimously approved the proposal from the College of Business for waiving the GMAT or GRE admissions requirements for the MBA and MS degree programs only. This does not apply to the Ph.D. program. Criteria were identified that must be met in place of the GMAT or GRE.

VI. Reports of Standing Committees

a. Graduate Policy Committee

Luckily we have nothing to vote on. I am going to go over what we have done. We have meet three times this semester, and we approved an M.S. program in applied economics and also an M.S. program in risk management and insurance. And as Kris mentioned, we passed the College of Business waiver – the GMAT, GRE. And some of those criteria, in case you are curious, are eight years of significant budget and managerial leadership position, other master's degrees, holding a CPA, or a professional engineering degree or certification.

The next issues are things we've been talking about. And this first one I am kind of in on both sides because I am a member of the ever-popular IRB here at FSU. You know, it's sort of like Arkansas and Mississippi and ok we are the IRB so we are not parking. My apologies for those from Mississippi. So we have been having a problem in that we have people who are coming to get their master's or doctorate's and done a thesis or dissertation and they don't have an approved IRB application. And where the confusion has come in is that major professors have assumed that because the student is co-investigator on their proposal—that they are the investigator on it—that student's dissertation is covered over that umbrella. It is not. The interpretations and federal regulation—and IRB has a member at the general council office working with us on it—is that we have brainstormed about ways to let people know and remind people. Because the downside is that if someone doesn't have it approved, their dissertation gets embargoed. It's locked up and doesn't see the light of day. And for someone going on to an academic career, that's really scary. Of note that the ACUC involving animals, people can still be co-investigator on that. It only applies to human subjects. So we've figured out different ways to let people know: when people register for thesis or dissertation hour, the graduate school is going to send them a reminder about this, and we have some other things in mind.

We talked about the fact that there is no—and you may find this hard to believe—but there is actually something there is no form for. It's when a graduate degree changes from a thesis to a non-thesis—there is no form that goes through the graduate school. And we decided it should stay that way and it should be left to the departments to make that decision.

We have spent three meetings talking about the university standards for graduate TAs. And the reason we've done that is they are developing a graduate student tracking system to keep track of whether the graduate students have the required credentials to teach at some level—one of the seven levels that we currently have. As the graduate school is trying to create this, we have been looking at the seven differentiations of TAs in the university standards. Basically one to four is when you are not instructor of record and five to seven is when you are. What we are trying to do is see if we can collapse some of those. For example, the difference between number six and number seven is that six is non-major, non-basic studies;

it's some crazy, "thank you SACS" classification. And that requires a master's degree. The seventh level where a TA is teaching a major course requires not only a master's or equivalent but enrollment in a doctoral program. That's what we are looking at and so after three times of having a committee of roughly 25 people trying to do this, we created a subcommittee to work with Nancy and develop a proposal that, I think, will come back here.

Upcoming. We will be talking about graduate residence requirements and we will be starting the review season. This semester, public administration, sociology, political science, public health, and econ are being reviewed. In the spring we will be reviewing seven degree programs in the College of Business.

b. Liberal Studies Board (See addendum 1.)

VII. Special Order: Board of Governors Member, Katherine Robinson

I take very seriously my responsibility as representing faculty on the Board of Governors. And of course this is a challenging vote coming up. I think it would be foolish to think that Mr. Thrasher will not be confirmed. I certainly have no sense that that is going to happen. Which makes me wonder what I can contribute in terms of representing the voice of the faculty in this process? It's been very clear, of course, that many of you have had concerns. You're voiced them very appropriately throughout the process. But now the decision has been made. Frankly, my thought at this point is that my vote is not as important as my comments during the question and answer period during which we will address Mr. Thrasher. I know that Gary has had several conversations with Mr. Thrasher. And he has made commitments to Gary about maintaining the importance of faculty ownership of the academic side of the house—of the academy—and of continuing to work with your strong academic team. I come from the University of North Florida so we have flourished under a nonacademic. But one of the reasons that has happened at an obviously wildly different university—but one thing that John Delaney did bring to our mix is he knows what he knows and he knows what he doesn't. He has never tried to take over the academic side of the house. He's never done that. He's trusted his provost and his deans to do that. And I think very probably that is one of the reasons we have flourished. So my thought at this moment in time is during the discussion of the question and answer period to very frankly say, "Alright, Mr. Thrasher, we know that there have been concerns—serious concerns—raised by both the faculty and the students of Florida State University, and as the representative of the faculty I am very interested in knowing what your plans are in terms of building and repairing this relationship and bringing the academic mission of the university forward to the preeminence which we desire to have." I would like him to commit in that very public forum that is on TV and being recorded to what his plans are to bring his relationship with the faculty forward. I want to get your response to that. I take very seriously the fact that I have to vote on this, but we know that my vote—Well, first of all, my vote is at the very end because I did not marry a man named A. 36 years ago this just didn't occur to me. I don't know why I can't use my maiden name. That would move me up at least one point. They need a 51% to approve, so that will be long before I vote. They need a 66% to disapprove which I think—I am not sure of the math—is also before my vote. So I think what I do in terms of the conversation is more important actually than the ballot. That being said, I would like to listen to what you want to tell me.

Man: My recollection on the few promises that have been made by Senator Thrasher regarding action plans if he were to become the president was addressing the issue of faculty

salaries. So I've been at FSU for 20 years, and when I joined here one of the main things faculty talked about in the department was salary compression and inversion. With every change of president that issue has been raised and it's never really been addressed all these years. So since that was one of the main things he mentioned as an area he would look into, it would be nice to bring this up and ask what concrete plans there are at this point if he is going to be president.

Robinson: And I think it's interesting because someone made the comment that we are number six in the state. I think every university in the state is underpaid according to OSU or whoever you are looking at. Compression and inversion are extraordinarily important issues to look at. I have just learned recently that I am not only compressed but inverted and decompressed. Of course one of the issues here, and what we really have to engage is not just with Senator Thrasher but with UFF. Because I believe the compression and I think for all of us—it's certainly true at my university—once the pot of money is allocated, how it is divided is in the negotiation with UFF and Mr. Thrasher. So I can certainly bring that up and will be glad to do so. But it's also your responsibility to make sure you are bringing it up with UFF as well and that the two groups—Are you in negotiations like everyone else?

Gary: I stay out of negotiations. Our UFF president is right there in the back.

Robinson: So are you guys in negotiation right now?

Proffitt: Not right now.

Robinson: So not right now. But my understanding would be—not being familiar with your contract of course—that if we were to address the compression and inversion issues it can't just be addressed from the one side but has to be through the contract. Am I correct? So that's extremely important. And every university in the system is looking at it. But I certainly will bring that up. As a compressed and inverted and decompressed person myself. Of course I am out of unit now, so I don't know if that makes any difference.

Michael Buchler, College of Music. I appreciate you coming and talking with us. Thank you so much. It hurts me to say this, but I think perhaps the vote matters more than the conversation. I think Gary was quite right to vote in opposition to Senator Thrasher at the Board of Trustees meeting, despite the fact that by the time he voted it was already decided which way it was going. Because he's our faculty representative on the Board of Trustees. And as this body has made our position clear several times. So I guess I hope that you would have a conversation, but that you also stand with our faculty and vote in opposition because Florida State University's faculty really has spoken on this and I think it would be strange not to represent us in that way.

Tarez Graban, Arts and Sciences. I have a related comment. I think the combination of the two would send the best message. I don't presume to know how you vote.

Robinson: No and I can't tell you that I've absolutely decided. But one of the concerns I've also thought about is at what point does a no vote sort of become obstructionist. We don't like this, but at some point as a faculty, we—you—are going to have to work with Mr. Thrasher. I don't think anything is going to change that. We haven't had any closet meetings about it but it is certainly not my impression that there is any resistance to—other than what has already been stated—to his confirmation.

Tarez Graban: I don't know why a no vote would necessarily mean resistance.

Standley: Jayne Standley in the College of Music. Thank you for serving in this important role. I know how many extra hours it takes out of your week. Thank you for the time you spend representing all of us. I don't know how to say this politely in terms of the question you are going to pose to Senator Thrasher, which I think is an excellent question, but one of the things that depresses me about him being president is the statement he made about science in the interview which was a non-science statement and a political statement. And when you talk about repairing the relationship with faculty one of the things I would like to see is for him to start supporting academic rigor as our leader and the face of Florida State University out there in the public. I don't know if he is willing to switch from a political viewpoint to an academic viewpoint or if there is a polite way of asking him how he is going to be able to relate academics.

Robinson: It's interesting because Gary and I met prior to this meeting and one of the things I said I was really concerned about as a faculty member are these kind of anti-science statements he has made. And I don't know if he has made them for political expediency or what is going on there. That is enormously difficult. I mean I sat there and listened to your university propose—tell me the name of the center again? Earth Ocean... A wonderful presentation about a wonderful facility that clearly studies climate and then we have these statements. I would love—and I don't mind input into—crafting a question to ask that. Because we don't know what is inside his head. And, you know, dodging the bullet or the issue on evolution, he did state that this is his religious statement, which obviously we have to respect in a way. I'm even more concerned about the climate issues as a scientist and an academic. I would love to hear his answer to that question. And I would love to figure out how to ask it. I have been thinking about it. I haven't prejudged any of this, and that is why I am here. I really want to represent you well, but it's in nobody's interest at this point. We are all going to want him to succeed if we want Florida to be preeminent. But if you can help me, or somebody else can help me, craft that question, I would be more than happy to ask it because it has been a concern of mine since the day it happened, but I have not exactly figured out the right approach. Part of me hopes the man is smart enough to say there are things I had to do as a leading person and in this particular role and in this particular party, but those things can't be true anymore. So if you are representing a faculty that is studying these issues, how can you equate your judgment when you are a nonacademic in this setting? I think that is an incredibly important question and, yes, I have thought about it. Do I have a way to get him to express at least a level of openness? What I want him to say is, "I am not a scientist, but I am going to learn how to listen to scientists." I would be much more comfortable with that kind of response. Because he is not a scientist so he may hold differently-formed opinions.

Woman: I think it is related to academic freedom. It's a form of academic freedom to teach that which goes against certain belief systems and to support the faculty whatever they teach whether that be science or other areas. But he has said he believes in academic freedom and perhaps we can help him make a public statement about a transition.

Weissert: Bill Weissert, political science. But I'm not sure if you are being entirely fair about his climate response in which he said, "I don't know. I am not an expert. I don't want to take a position. I want to hear from you" when he was speaking to the faculty [inaudible].

Robinson: I guess it was some of his previous comments on climate change.

Weissert: I'll tell you what struck me was that the guy from Kentucky [inaudible]. He's going to give you the same answer, so I am not exactly sure—

Robinson: Ok because I was looking at the body of things he has said over the years.

Weissert: [Inaudible]. It wasn't the answer you wanted but it certainly was a reasonable one. The other comment on evolution he basically said [inaudible].

Man: When Eric Barron was being questioned about the potential president, he was asked, "What do you believe about climate change?" He was asked that question, and Eric's research is on climate change. And the person who was asking the question was a conservative business man, and Eric skirted the question by saying we have to be guided by what the science shows us. He didn't want to create a conflict situation. I don't think there is anything we can gain in this situation by trying to create a conflict situation. The issue is going to be will he refer to academics when it comes to academic issues. There is this notion that he is going to accept that academic things in place, then [inaudible].

Robinson: So it sounds like to me that you are saying let's talk about the high road of deferring-

Man: He is currently Governor Scott's reelection chairman. He is not yet the FSU president. So when he answers questions he also has to answer them wearing the hat of the chairman.

Tyson: He actually resigned that position. But at the time of the question—If I can rephrase it, I think there is a legitimate question to ask about when do you answer a question from your own perspective and when do you answer a question on behalf of the university. That is a perfectly valid question to ask of anyone who takes this position.

Man: I suspect that even more important than his personal position on this issue will be how he interacts and relates to people who have a different position no matter what his personal position on the issue.

Jennifer Proffit: I was just going to ask if it would be helpful if we sent you some possible questions. Would that be something that would be helpful to you?

Robinson: It could be helpful, but this is the same thing that you've already experienced. Because you send a question does not necessarily mean it is the question that gets asked. And just because we have a voice and a process does not mean that the outcome is always what we want.

Jennifer Proffit: But if that would be helpful to you.

Robinson: I think it would. Because I want to do this well. And as some of you thanked me for coming. I feel like this was the only right thing to do in my particular role. I think it is right for me in this role to try and have some dialogue with you. I would welcome those questions. Will they show up exactly as they are, I don't know.

Tyson: And you are welcome to send those directly to Katherine or you can send them to Jennifer or to me. Any other questions?

Man: I think this is a more general question. I think the one skill that he demonstrated is an avoidance of answering questions. That is not going to change. One might need to publically say, as Gary said, what I answer as myself and what I answer as the university or my relationship with academics and academic freedom. He's not going to give every answer that we need. Just a comment.

John: John Schwenkler, Philosophy. What troubles me about those answers—both of those answers—is he is a public face of the university, so to say let me read up on that about matters that there is not a serious debate going on about anymore is embarrassing. So the kinds of trick that works with politicians to avoid the question, isn't becoming in someone who is the public face of the university.

Man: I'd like to know why UF gets an Ivy League guy and we get a politician. The Board of Governors needs to write a policy of some sort so we get an Ivy Leaguer.

Tyson: I think if you asked the Board of Governors to write a policy that would not be the policy.

Man: What could we ask them?

Tyson: Well, I think they are going to make changes. Do you want to address this?

Robinson: Yah. I absolutely believe that the Board of Governors as a whole wishes to change their amount of participation in this search process for presidents. I feel that there would probably be more than one governor on search committees in the future and that just came up at some meeting we were at. It's been talked about. I don't have any closet information.

Tyson: There will be a time in the next couple of years when you will need the trustees to protect you from the governors. It's not that the governors are wearing white hats here.

Robinson: The governors have a lot of authority to the trustees. There has been conversation. What Gary is doing now is what I have been doing for the last two years. And that is attend every meeting and just soak up all the information you can especially if you are in a position where you can talk with people about it. Once you are in my position, the kinds of conversation you can have are much more limited than when you are in Gary's position as the vice chair. And then he can sit in this chair for two years. I know there has been conversation about bringing some of that authority back from the trustees. I think that is going to be a very challenging battle with the trustees. But there is nobody happy—probably even if we asked the trustees—with the way this thing unfolded. But it did unfold and it is now over. So what kind of influence the Board is going to see in future presidential processes, I don't know exactly what they are going to ask for other than more representation. I know the idea has been floated that maybe they should create some set of criteria, but as a faculty member I'm like, "We've got 12 wildly different universities, and the criteria that would meet the needs of those two universities trying to be preeminent and those of us on the little side—so Florida Gulf Coast, the University of West Florida, New College, and University of North Florida, our needs are wildly different than yours. We don't want to be R1s. We know we are not going to be preeminent and we are ok with that. So if the BOG tried to come up with a set of criteria that fit everyone, I think it would be so weak that it wouldn't really help anybody or that it would be so restrictive that it would not meet

most universities' needs best. For instance, I don't think we could attract an Ivy Leaguer or that it would be all that helpful in our mission. For us, Mr. Delany has been great. But that would not be true for you guys. So we are really going to have to pay attention to faculty with this movement at the BOG because we almost had a big conference call in August. Because I remember I had to call them and tell them that I would participate even though I was in New York with my granddaughter. So we were going to have this big meeting about what we do with searchers and all of a sudden we weren't. And now that the searches are over—I think in November—that conversation will happen again. That's my prediction.

Tyson: I guess the other issue I would bring up is that the BOG, I think, has a desire to fundamentally change universities that the trustees don't have. So right now I think it would be dangerous to give the BOG more authority—well, I guess if you give it, they will take it. But to be on the BOG's side in this continuing battle between trustees and BOG...

Man: Everything that I have heard you say speaks loudly to the note of the idea the BOG wants to change universities. I think this is the time we have to stand up and say we are an academic institution for our faculty representative to stand ground and really say no this is not the way we want universities to go. Maybe you can help me with this. I don't see how a no vote would be [-] in any way. [Inaudible] but I still don't think we should roll over and say, "Yah, ok, it's inevitable."

Robinson: I think in terms of wanting to fundamentally change universities, our faculty and our work about not letting that process run amuck doesn't happen—it's just like the Board of Trustees. It's not so much at the board level. It's at the committee level. This particular vote isn't about how the BOG is going to change universities. This vote is is John Thrasher going to be the president of this university. And he is. I mean I think so. I don't think there is anyone here who doesn't see that writing on the wall. But, for instance—and this happened. I don't know if Garnett is here or not. Just last week when we were at the facilities presentation, and Garnett was proposing several of your building projects (and I don't remember them all) at one point the chairperson of the Board of Governors, said to her, "Well you guys did such a great job with FSU. You cut all these programs and we are so proud of you for that. And where's all that space?" And I am sitting there thinking to myself that most of the programs were small programs that were under enrolled. You didn't all of a sudden come up with thousands and thousands and thousands of square feet of space. And I was able to interject and help him understand that was not what happened. That's where a lot of the work of being a faculty representative comes. You say, "Wait a minute. It's not really quite that way. Let me help you understand it in a different way." So yes that work is absolutely crucial. But you accomplish that little piece about the university system than the committee work than during the voting time. I am not saying I am going to vote no or I'm going to vote yes, I'm just saying that this particular vote is not about whether the university system is going to be changed. This particular vote is about Mr. Thrasher. And then my other votes and my working committee and I work very hard to make sure that whenever I open my mouth I say something smart and informed that advances the position of the faculty.

Tyson: Any last thoughts and then we'll move on.

Man: I mean I would like to offer [inaudible] is the process that brought us the reality of Mr. Thrasher. You opened up wondering whether a no vote would be obstructionist. I don't have a problem with you obstructing him. I think this is a terrible process.

Robinson: And I think we are going to have a lot of conversation about the process after. By obstructionist I meant: do we want to create a perspective that this faculty is not going to work with Mr. Thrasher to help move FSU forward? And no, we don't want to do that.

Tyson: Last one.

Man: [inaudible] to abstain sends both messages [inaudible]. I would abstain.

Robinson: Ok, I had not thought about that.

VIII. Old Business

There were no items of old business.

IX. New Business

a. Honor's Program Changes, Dan Maier-Katkin

I was particularly interested, actually, to listen to Gary talk in the beginning about the importance of the faculty of asserting more authority over the University and especially over the curriculum, which is what I want to talk about today. I was also struck by Matthew's comment that he's hearing from [inaudible] studies that show that students feel they could have greater challenges than we are presenting them with. And these are both issues that I want to talk about and I want to encourage us to think about the senate exerting this authority over honor's education which I think is a vitally important element of the university's mission. Vitally important, I say, first because we have ethical obligations to deliver the goods to our top students. And also because providing those top students with rich experiences enhances the integrity and quality of our higher academic community. My own interest in honor's education arises from affection for undergraduates, which I know I share with, hopefully, the whole faculty, and from the special pleasure I have enjoyed over the past seven or eight years working with more than 20 students through Honors in the Major—bright, ambitious young people who take their education seriously. Several of the students I work with have won research and creative activity awards. Two won the Kingsbury for best honors thesis in the university. I've seen these students apply for and sometimes win Fulbrights. And I've seen others go on to top graduate programs and law school. It's a pretty rich experience for some of these kids. But working with these very successful students and observing their experiences and frustrations, I have grown concerned that our honors programs—note I said honors programs in the plural—are broken and do not meet the needs of our best students nor provide any synergy within the university. First of all, we have three honors programs: the actual honors program which admits the strongest applicants in the freshman class, the Garnet and Gold Scholars Society, and Honors in the Major. And there is no organized interaction among them. Of these three honors programs, the least demanding, I think, is the real honors program into which the most academically accomplished high school seniors are admitted with weighted GPAs of 4.4 and SAT scores of 2070. To complete our honors program, all these outstanding students have to do is complete a total of six honors classes or honors-augmented sections of regular classes. No special writing requirement. No thesis or special project of any kind. Just six special classes out of [inaudible]. Many honors students do not complete this modest requirement in part because not all departments offer honors classes and those that do often offer them at the introductory level even though most of our honors students have placed out of those classes through A.P. tests or dual enrollment.

The intellectual challenges of the Garnet and Gold Scholars program are at least as great as those of the honors program because research, internships, cross-cultural experience, leadership, and service are required. But the honor in this program is not for academic virtue but rather is for being well-rounded and a good citizen, which is, of course, also vitally important. For this reason, the program is open to all students who have a grade point average of 2.75 or better. Honors in the Major, I think, is the most demanding of our honors initiatives requiring two or three semesters of independent scholarship culminating in a thesis. This program is open to all students in their junior or senior year with a 3.2 GPA or better and has no formal relationship to the basic honors program for all those top students who we admitted as freshman. I would like to see us really explore the feasibility of a unified approach to honors education. I am entirely in favor of the Garnet and Gold Scholars Society and I am really enthusiastic about the Honors in the Major program. I think, however, that they should perhaps be requirements of that fundamental honors program to which we admit the very best freshman candidates. I believe that if we put before our best applicants a rigorous four year experience—not just the six courses—that includes all the best elements of our existing honors program and the Garnet and Gold Scholars Society and Honors in the Major, combined with other outstanding resources in place at the university—including, for example, our Office of Undergraduate Research and the Office of National Fellowships and our International Programs—that we will attract more of the most outstanding students. Because I believe, as Matthew seemed to say, that they want not just recognition for their accomplishments in high school but also intellectual challenges and four years of rich, developmental experiences.

Finally, a reformed and revitalized honors program that attracts such students will be good for the entire university. The metrics on which university rankings are based, as President Barron liked to remind us, include categories in which all of us have a genuine interest—including, for example, higher salaries and smaller class sizes—but of which we as a faculty can do very little except to some extent through our unit—but many of the most significant metrics refer to student factors such as average SAT scores, high school GPA, retention rates, time to graduation, and post-graduation success at work or at graduate school – all of which can be influenced by how we, beginning with the senate, approach honors education. A high profile, high quality honors program or college is an important element of our efforts to educate excellently well and to advance the whole university as a center for research and scholarly activity. Which ought, all other things put aside, including the very complex and difficult things we've been discussing, advancing the university as a center for research and scholarly activity is our top priority as a faculty. For all these reasons, I am delighted by the idea of a special committee to conduct a study of honors education at FSU and at comparable and aspirational universities. I hope that such a committee will be charged with the purpose of making curricular recommendations to the Senate this academic year. I asked two honors students to make short presentations to tell you how things looks from their perspective. They are both leaders in Student Government. Amy, you want to do this first.

Amy Nicotra: Thank you chairman and faculty senate for allowing me to speak today. My name is Amy Nicotra and I am a criminology major and a junior in the honors program. I have served within the Students Government Association for three years now, previously in student senate and currently as the director of the Student Council for Undergraduate Research and Creativity or SCURC for short. In my freshman year I was a student in one of Professor Maier-Katkin's classes and subsequently I was one of the students who undertook a DIS on honors education examining honors programs at U.S. News and World Report's

top 25 public universities. Virtually all of these top schools have impressive, well-developed and well-funded honors programs or colleges and several have comprehensive and very attractive websites reflecting the quality and variety of rich opportunities they offer to their top students. The style and content of these websites make them effective tools for recruiting excellent students. Anyone interested in examining this might start with the University of North Carolina at Chapel Hill, home to one of the most outstanding four-year honors experiences, which has an interactive website for their honors college which displays the research, faculty, scholarships, and unique courses and experiences UNC offers its students. I plan to follow up on this research with an Honors in the Major thesis examining the history and development of honors programs and colleges at top public universities. On the basis of my work already completed, it is clear that FSU is behind comparable to aspirational universities in its approach to honors education. As an honors student and on behalf of the Student Government, which has always been supportive of the honors program, and also on behalf of undergraduate students at FSU, I ask you, the Faculty Senate, to form a committee and initiate a conversation about the organization and role of honors education at FSU. Thank you.

Andrew Wilson: Good afternoon, members of the Faculty Senate. First of all, thank you for your time and service you do for the university. I know you guys are stretched very thin and have so much to do throughout the day, and I really appreciate the commitment you've made to be here. My name is Andrew Wilson. I currently serve as Chief of Staff for Student Government. I am here, first off, to say that we are also committed to this. Student Government has also recognized that this is a key area of academics on this campus that we can play a role in shaping and changing that culture going forward. We really do think this is a big thing we can do to attract those top high school students. I also come here as someone who is personally invested in this project. I am an honors student. I am in the College of Business. I'm studying finance and real estate. And I am someone who is kind of one of those examples that Dan mentioned in the beginning. I came in with credit and A.P. credit and, especially as a business student, there really weren't many opportunities afforded to me to take honors classes and I really kind of got lost after one semester as to how I stay involved in an honors program when those classes don't match up with my core curriculum. This is something I am personally invested in and, you know, Florida State University has been the greatest two and a half years of my life so far and it is, hands down, the best decision I have made. If there was one tweak and one thing I could change about my experience here, it would be more academic challenge—greater opportunities offered in that regard to an honors program. That is something I would really love to see developed. We are here to assist however we can. We are very excited as a Student Government about this committee of study that will hopefully be beginning. We are here if you guys have any questions for us. Thank you so much for your time.

b. By-laws Change (Announced)

9. Library Committee

The Library Committee shall consider University-wide policies on general library operations. Members of this Committee shall be appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. Each college shall have one representative; the Colleges of Education, Business, and Social Sciences shall

each have one additional representative; and the College of Arts and Sciences shall have four additional representatives. The Provost and Executive Vice President for Academic Affairs, or his or her designee, the Vice President for Faculty Development and Advancement, or his or her designee, and the Dean of University Libraries, and the directors of the Claude Pepper Library, the College of Music Allen Music Library, the College of Law Research Center, the College of Medicine Maguire Medical Library, the Harold Goldstein Library and the Dirac Science Library, shall be ex-officio members; and membership shall include a graduate student and an undergraduate student from different colleges appointed for a one-year term by the President of Student Government.

The Committee shall annually elect its chairperson from the faculty representatives. The Committee will make its recommendations to the Steering Committee which will transmit the recommendations to the Senate for action.

X. University Welfare

a. Roads Scholar Session, Dennis Moore

In that spirit, there is a series – first ever series – going out this semester. I have two quick heads-ups for you. One is this Friday there will be a world class academic from Notre Dame giving a presentation. It's on the poster. I hope you got one of these. The other is that the third of this semester's Roads Scholars session will be the Friday of the day before the University of Virginia game. In the spring semester we are looking at having three sessions as well. One in January to coincide with a woman's basketball game (at least it's not all football) and one in February to coincide with softball doubleheader. Let me really quickly give you a heads up. In the next ten days, on behalf of this new faculty committee I will send out a faculty senate colleague email asking if you have any suggestions for stellar faculty members at the University of Louisville, Boston College, and/or Pittsburg. Again, this will be in the email asking if you have any suggestions for a strong program maybe in the College of Medicine [inaudible] some specialty that you are aware of at these other ACC schools. There is a program this Friday night. I hope you can come out and [inaudible].

b. United Faculty of Florida Update, J. Proffitt

Implementation of the CBA

The implementation of raises has begun!

The \$1,500 performance-based increase for faculty with an overall annual evaluation of at least "meets FSU's high expectations" on their 2014 performance evaluations will appear in Friday's paycheck. As a reminder, a lump sum distribution to make up the difference between the August 8 start of the academic year and the actual implementation of the increase will appear in our Dec. 12 paychecks.

Departmental merit raises of 1.55% will be distributed based on Spring 2014 Merit Evaluations and will appear in paychecks in November. Deans' merit of 0.20% of the in-unit salary base will be distributed in November as well.

Promotion raises of 12% for the second rank and 15% for the top rank have already been implemented.

Consultation

We are in the process of planning a consultation with the administration to be held sometime soon. We did meet with Interim President Stokes and other administrative representatives in July and had a cordial discussion regarding salaries, market equity and other policy issues. We are meeting with Bob Bradley next week to discuss updates to the 2007 labor-management joint study on market equity, a study that you can find on our website.

Vote!

UFF is working on many things, including increasing membership—keep an eye out for activities during the month of November—and getting out the vote. If you are registered to vote, there are several ways you can do so:

- By mail—will need to request a ballot from the Supervisor of Elections in your county
- By early voting—which will begin October 20 and end November 1
- On Election Day November 4

As we know from our presidential search, politics certainly matter, and they certainly affect higher education policy and funding as well. As such, your vote is essential. Please plan to vote in this important election.

XI. Announcements by Deans and Other Administrative Officers

a. College of Human Sciences, Dean Michael Delp

I appreciate the opportunity to come and speak to you, especially under some unique circumstances. So I want to tell you a little bit about myself. Most of my academic career was spent at Texas A&M and I came here—I've been here six months—by way of A&M, West Virginia University, University of Florida, and here. I spent seven years as a department chair at the University of Florida. I want to just mention briefly about my impressions of the college. I am in the College of Human Sciences. We're the fourth largest college by student numbers. We really have great students and great faculty. I recently was shown some data of volunteer hours from our students, and Human Sciences was second only to Arts and Sciences in the number of student volunteer hours and that's not normalized for the difference in students. It just goes to show with a college with our numbers what sort of giving students we have and the faculty are involved in a lot of that as well as our alumni. I thought about talking about some of the other things, but in light of some of the comments, I would like to say something about what I have found at Florida State University relative to my experience at the University of Florida and some of the differences in my observations. I will tell you that at Florida State University, in my experience, as a department chair I had a lot of opportunities to interact with upper administration at

UF, and I am having that experience here at Florida State. And I will tell you that the openness and the willingness to listen to faculty and to, what I would say is, lower level administrations is incredibly greater here than we ever experienced at UF. We could hardly get meetings with the provost at UF. Here it's been relatively easy. I know that regular faculty have the ability to email the provost and they will oftentimes listen to these faculty and meet with them. That was often times unheard of at the University of Florida, and so it was very surprising to me. The other thing I was surprised about is how much advocacy the deans have on the faculty's behalf. I hope you don't underestimate the power you have and the advocates you have in your deans if you can go and talk with them. Because they do have a chance to talk with the president and provost on the occasion. I can tell you with salary discussions and a lot of the changes that have been happening at Florida State, I have been very impressed with the deans and how they have communicated the faculty desires and student desires to the upper administration. I feel like this is a very open and a very listening and a very caring university—perhaps more than any other that I have experienced. In spite of all the things that have happened, I hope we don't lose sight of that. Sometimes you don't realize what you have until you lose it. I think there are really some great things going on here at Florida State University. We have some very supportive and very enthusiastic alumni. I believe those can be used and will help us in the campaign. In my short experience here, it really has been a pleasure to be part of the Seminole Nation. And again I just want to thank you for the chance to come up here and share a few of my thoughts. Thank you.

XII. Announcements by Interim Provost McRorie

Interim Provost McRorie was not in attendance.

XIII. Announcements by Interim President Stokes

Interim President Stokes was not in attendance.

XIV. Adjournment

The meeting adjourned at 5:02 p.m.



Melissa Crawford
Faculty Senate Coordinator

Addendum 1

Liberal Studies Coordinating Committees: Liberal Studies Board; E-Series Board Senate Report (October, 2014)

The *Liberal Studies for the 21st Century* Curriculum that was approved in April of 2013 will go into full implementation in Summer C of 2015. Due to the tremendous efforts of the Liberal Studies and E-Series boards, individual faculty, chairs, advisors, mapping coordinators, and countless others, we are well on track to meet the needs of our incoming students next year!

Before I report on our activities, I want to acknowledge the efforts of the 29 faculty members serving on the Liberal Studies and E-Series Boards. The list is in the document that Melissa sent out and if you see any of them, please express your appreciation for their willingness to serve this faculty-driven curricular initiative. Their herculean work vetting and creating policy, reviewing courses, and helping to communicate the new Liberal Studies message has been invaluable. I also need to acknowledge all those who are involved with the college-level curricular process. Their work is central to the University's mission and is very much appreciated. Finally, we owe a great deal of thanks for the tremendous support that Dean Laughlin, Interim Provost McRorie, and Interim President Stokes have provided to the new Liberal Studies effort.

So, where do we stand today? We currently have approximately 270 liberal studies courses either certified or pending certification in the Liberal Studies for the 21st Century Program, of which 71 are fully approved E-Series courses. In addition to the 14 E-Series courses that were taught last spring and this summer, we have 37 E-Series courses running as we speak, with over a 1,000 students enrolled.

Thus far, the E series preeminence coursework is having exactly the desired effect. Students enrolled in those courses are reporting feeling challenged to think critically and creatively: A student enrolled in "Need and Greed: Is Money the Root of all Evil?" wrote to say "thank you" to those who have worked so hard to make the E-Series a reality, stating "this course has truly been one of the most engaging and intellectually stimulating experiences I have ever participated in...The E-Series courses allow learning to be what it really should be: enlightening, inspiring, and thought-provoking." A student in "Exploring Racial Inequality in the U.S." wrote, "The course provides an opportunity to look at different ideas and perspectives on how racial inequality manifested in the United States, [which] challenge us to see our world in something other than 'black and white.' Overall, I am very grateful for the opportunity...E-series courses are such a wonderful idea!" I've already received numerous additional comments that echo these sentiments.

The E series faculty fellows will have their second luncheon in two weeks. Several faculty fellows will be presenting ideas from their classes at that luncheon. This is a critical opportunity to re-energize our lower division by sharing across disciplines and engaging in high-order discussion about teaching at FSU. I have also been hearing regular reports from faculty representing seven different FSU colleges that teaching and preparing these courses is exciting and rejuvenating.

We still need E-series courses, though. In order to address some aspects of the demand, the E-Series board voted to eliminate the 4-year time-out provision for the E-series courses and replace it with a 4-year review that is modeled after the current cyclic review of Liberal Studies courses. I have seen eight proposals in the past week that have yet to be submitted, but our goal for 2015-16 is to offer at least 120 E-Series courses. Please discuss the possibility of designing an E-Series (or a Scholarship-

in-Practice) course with your chair and encourage your colleagues to do so as well. In order to get the courses approved and printed in the bulletin for the next academic year, we will need to have proposals in by January 16. Funding for the courses is the same as last year and is described in the information that Melissa sent out.

The E-Series Board has also developed a provisional approval system for International Programs E-Series. These courses go through a streamlined process that includes the department and an E-Series subcommittee and is modeled on the current special-topics course approval for International Programs. Provisional approval of this sort allows an instructor to teach a course twice in one of FSU's study abroad programs, after which the course must go through the full review process. We currently have 17 provisionally approved IP-E-Series courses.

The next major piece to begin to tackle is assessment. Not only is assessment required for our accreditation, but we also want to ensure that our curricular efforts have been successful and that our financial investments in this process are worth continuing. The E-series Board, working in conjunction with the 37 E-Series Fellows this semester, has developed a pilot assessment program that includes a minimal survey that will be administered electronically. Our goal is to find a mode of assessment that can provide useful information with the minimal amount of labor on the part of the faculty member or department chair. The administration has asked me to assemble a Liberal Studies Assessment committee to determine the best way to move forward. I very much need those of you who have strong feelings about assessment to volunteer or nominate a representative to be on this committee. It will take strong participation from across the university in order to thread the assessment needle.

One final note, in a time where institutions in Florida and beyond are increasingly being pushed towards homogenization, our joint efforts on this curriculum have allowed us to claim with pride that Florida State University provides a *unique* educational experience that challenges students at all levels to think critically and creatively and that focuses on the skills required for success in the 21st-Century. As always, thank you for your willingness to move FSU forward and for allowing me to serve you and our students.

Matthew Shaftel, Chair

Liberal Studies Coordinating Committees:

| E-Series Board | Liberal Studies Board |
|-----------------------------------|--------------------------------------|
| Karen Laughlin (ex officio) | Karen Laughlin (ex officio) |
| Helen Burke (Arts & Sciences) | Jen Koslow (ex officio) |
| Alec Kercheval (Arts & Sciences) | Lauren Weingarden (VATD) |
| Susan Fiorito (Business) | Melissa Radey (Social Work) |
| Donna Nudd (Communications & I.) | Annette Schwabe (Social Sciences) |
| Reginald Perry (Engineering) | Kathy Tillman (Social Sciences) |
| Alice-Ann Darrow (Music) | Chris Reenock (Social Sciences) |
| Kenneth Goldsby (Arts & Sciences) | Meg Jackson (Music) |
| Jill Quadagno (Social Sciences) | Wanda Brister (Music) |
| | Lenore McWey (Human Sciences) |
| | Marsha Rehm (Human Sciences) |
| | Lisa Spainhour (Engineering) |
| | Kathy Clark (College of Ed) |
| | Kevin Beaver (Criminology) |
| | Mia Lustria (Communications & I.) |
| | Paul Marty (Communications & I.) |
| | Allen Blay (Business) |
| | Bruce Billings (Business) |
| | Grethchen Sunderman (A&S Humanities) |
| | Kris Harper (A&S Humanities) |
| | Meegan Kennedy (A&S Humanities) |
| | Piers Rawling (A&S Humanities) |
| | Laura Keller (A&S Science/Math) |
| | Eric Chicken (A&S Science/Math) |
| | Jeff Chanton (A&S Science) |