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

I.   Regular Session

The regular session of the 2014-15 Faculty Senate was held on Wednesday, December 3, 2014. Faculty Senate President Gary Tyson presided.

The following members attended the Senate meeting:
T. Adams, S. Aggarwal, M. Akiba, E. Aldrovandi, E. Alvarez, A. Askew, H. Bass, F. Berry, B. Birmingham, M. Blaber, J. Broome, M. Buchler, E. Chicken, J. Cougle, M. Cui, A. Cuyler, W. Deng, R. Dumm, J. Fiorito, S. Fiorito, K. Fishburne, J. Geringer, T. Graban, K. Harper, E. Hilinski, K. Howard, J. Ilich-Ernst, S. Johnson, M. Kapp, T. Keller, A. Kercheval J. Kesten, E. Kim, S. Lewis, S. Losh, D. Maier-Katkin, T. Mariano, K. McGinnis, M. Mesterton-Gibbons, U. Meyer-Base, D. Moore, R. Morris, J. Ohlin, I. Padavic, J. Reynolds, N. Rogers, S. Rutledge, K. Salata, K. Schmitt, J. Schwenkler, D. Slice, J. Standley, L. Stepina, J. Telotte, S. Tripodi, J. Turner, G. Tyson, S. Valisa, E. Walker, S. Webber, C. Weissert, W. Wise.

The following members were absent. Alternates are listed in parenthesis:
J. Adams, J. Ahlquist, C. Alexander **(G. Reese)**, A. Avina, B. Berg, C. Bolaños, R. Brower, K. Brummel-Smith, C. Edrington, K. Erndl, J. Gabriel, R. Gainsford **(A. Darrow)**, A. Gaiser K. Goldsby, M. Gross **(L. Hinnant)**, C. Hofacker, M. Horner, D. Humphrey, C. Jackson, L. Jakubowski, W. Landing, J. Larson, B. Lee, T. Luke **(S. Slavena-Griffin)**, C. Madsen, J. McNulty, R. Miles **(M. Duncan)**, O. Okoli E. Peters, V. Richard Auzenne, R. Rodenberg, P. Rutkovsky, V. Salters, J. Sobanjo, O. Steinbock, M. Stewart, F. Tolson, O. Vafek D. Von Glahn, W. Weissert.

II.   Approval of the Minutes

The minutes of the November 12, 2014 meeting were approved as distributed.

III.   Approval of the Agenda

The agenda was approved as distributed.

IV.   Report of the Steering Committee, S. Fiorito

The Faculty Senate Steering Committee has met twice (November 12th and 19th) since out last Faculty Senate Meeting on November 12th.

At our brief November 12th meeting before the faculty senate meeting, Gary announced that John Thrasher received unanimous votes from the Board of Governors for his appointment as our university's 15th President. Also a decision was made to make Eric Walker the faculty representative of the Council of Intercollegiate Athletics (COIA). He will report to the FS regarding the meeting he will attend early next year.

At our November 19th meeting we had invited Graduate School Dean Nancy Marcus to discuss the changes to the policies on teaching standards for Graduate Teaching Assistants. Minor wording changes were agreed upon in the policy. There was more discussion about the Koch gift agreement and a decision to seek further information about changes that have and have not occurred since the report from the FS was presented.

FS President Gary Tyson also announced that the Board of Trustees (BOT) approved to move the Panama City, Panama programs under International Programs.

Finally, the FSSC discussed a student's concern about our religious holiday's policy. Suggestions were given that information regarding Religious Holidays be posted on the Student Central web site. Also, the University Calendar committee needs to be sensitive when planning Parent's weekend, and other University activities during Religious Holidays. This concludes the minutes of the Faculty Senate Steering Committee. I would be happy to respond to questions.

V.   Reports of Standing Committees
a.   Graduate Policy Committee

As further roll outs of Campus Solutions go along, the latest development is something called the GST – Graduate Student Tracking system. As we were looking at this coming down the road, it lead us to back and look at how we have our graduate teaching assistants categorized. If you recall from what we passed a year and half or so ago we have a system with 7 levels. We revised that 7 and clarified the requirements for each one and we are down to 4. (See addendum 1.)

Tyson – The Steering Committee met with Nancy Marcus and clarified that criteria would be validated by The Graduate School.

The motion passed unanimously.

VI.   Old Business

There were no items of new business.

VII.   New Business

There were no items of new business.

VIII. **University Welfare**
    a.   **United Faculty of Florida Update, J. Proffitt**

        Bargaining
        As I reported at the last Faculty Senate meeting, departmental merit and dean's merit were implemented November 7 and reflected in your November 26 paycheck. You should also see a bonus in your December 12 paycheck that is the difference between the start of our contracts August 8 and the day the $1500 performance increases were implemented in October. . We are hoping to begin bargaining the implementation of market equity in January, but we should know more after next week's consultation.

        Consultation
        Our consultation with President Thrasher, Provost Stokes, VP McRorie, and other administrators that was scheduled for November will actually be held next Wednesday, December 10. One of the key discussions will be market equity, in addition to other items such as hiring plans, background checks, and the legislative outlook for 2015.

        Next Luncheon
        I am happy to announce that the luncheon with President Thrasher scheduled for December 9 is "sold-out" as it were. We are looking forward to this luncheon and to our visit with President Thrasher.

        On behalf of the UFF-FSU Chapter, I wish everyone a non-stressful and successful conclusion to this semester and a restful and productive holiday break.

    b.   **ACCRoadScholars Mini-Series, D. Moore**

        Thank you, President Tyson, and thanks to my colleagues on this new Faculty Senate committee: Senator Todd Adams, from Physics; Jane Clendinning, from Music; Aline Kalbian, from Religion; Greg Beaumont, the liaison between Academic Affairs and the Athletics Department; and Peggy Wright-Cleveland, Director of the Office of Faculty Recognition. I thank each of them, and we all appreciate the support of Sally McRorie, Vice President for Faculty Development and Advancement. We also deeply appreciate the response from many of you here today -- including Senator Steve Johnson from the College of Law; Senator Marshall Kapp, who directs the Center for Innovative Collaboration in Medicine and Law; Senator Richard Morris from Communication Disorders; Senator Silvia Valisa from Modern Languages; and Senator Bridgett Birmingham from Strozier Library – each of whom responded to our committee's request, following our October Senate meeting, for suggested speakers.

        On that note, please plan now to attend the first session in next semester's mini-series: historian Catherine Fosl, who directs the Anne Braden Institute for Social Justice Research at the University of Louisville, will speak on **Friday, January 23**, on the topic "Using Biography to Explain Social Movements of the Twentieth Century." That presentation will begin at 1:30 that Friday, in Strozier Library's Robert Bradley Reading Room, followed at 2:30, there, by another in a series of delightful receptions. As a reminder, that Reading Room is an integral part of the

"Scholars' Commons," the operation at Strozier that is one floor below the main level and that is dedicated specifically to working with faculty members and graduate students. Our committee is pleased to be working with Professor Maxine Jones, who directs the Program in Women's Studies and who will be helping bring this visiting scholar together with interested people from across campus.

That ***partnering*** -- by which our committee's budget covers round-trip transportation, a modest honorarium and a place to stay, and one or more units in effect "host" the visitor – has helped make each of this Fall's three ROAD SCHOLARS presentations a success:

- On November 7, Professor **Craig Volden** of the University of Virginia gave a talk "Building a Better Congress, One Effective Lawmaker at a Time," in the Bradley Reading Room at Strozier. Charles Barrilleaux, the LeRoy Collins Professor and Chair of the Political Science Department, introduced Professor Volden's talk, in the middle of a visit that included considerable opportunities for colleagues and grad students from our Political Science Department to meet with and interact with this distinguished scholar (his visit also included getting to watch that Saturday's game between FSU and Virginia from the President's Box at Doak Cambell Stadium). Vice President McRorie extended a welcome at the start of that after- noon's event.

- On October 17, Professor **Sandra Gustafson** of the University of Notre Dame gave a talk, "Reading Fast and Slow," building on the paradigm that Nobel laureate in Economics, psychologist Daniel Kahneman, had posited in the 2011 book <u>Thinking Fast and Slow</u>. (Our committee appreciated Gloria Colvin's having agreed to schedule a discussion of the Kahneman book in September, as part of Strozier Library's ongoing series of book discussions, in conjunction with this Road Scholars event.) The "partnering" for Professor Gustafson's visit directly involved my colleagues in the English Department; we hosted an informal supper with this distinguished scholar that Friday night at the home of an especially generous col- league on this Faculty Senate committee, a meal that coincided with the much larger, more heavily funded kickoff for the Capital Campaign that coincided with the Notre Dame game weekend. Senate president Gary Tyson gave the welcoming remarks at that Friday after- noon's talk, in the Great Room at the new Honors, Scholars and Fellows House, and I introduced the speaker.

- On September 19, computer science professor **Shaundra Daily** of Clemson University – who had been an undergraduate in Florida State's and Florida A&M University's joint College of Engineering – gave the first-ever Road Scholars talk, here, "Affective Computing: Emotion Detection, Reflection, Interactivity." In advance of her visit, our committee man- aged to arrange what amounted to two "partnerships": Professor Patty Phillips and her col- leagues and grad students in Dance spent time with Prof. Daily the night before her presentation – marveling, I hear, at the ways this dynamic young scholar has been addressing dance and movement in some of her research. Our Senate president and his colleagues in Computer Science also spent time with this visitor on the day of her presentation, which was at the Honors, Scholars and Fellows House. That first session began with V.P. McRorie's welcoming remarks and then Professor Tyson's introduction. The following day, Professor Daily attended the football game in FSU's President's Box.

President Tyson, I thank you again for having e-mailed me, last December, saying you had noticed that I had been Florida State's faculty member whom Clemson University had invited to participate in their "Road Scholars" series last Fall – and to ask if I thought we could develop our own series along these lines.

I told Gary that Peggy Wright-Cleveland and I had already been comparing notes along those lines, and when he asked if I would chair and help populate a Faculty Senate committee that would adapt this model, I was happy to agree. Along the way, my committee colleagues and I have been acknowledging the fact that we learned about the idea from Clemson, where my counterpart in the English Department wanted to emphasize that it's not all about athletics. In that spirit, our committee is busy putting the Spring 2015 mini-series together, planning events around spring-sports encounters between Florida State teams and visiting teams from other institutions in the Atlantic coast Conference. I've already urged you to put Cate Fosl's talk on **Friday, January 23**, on your calendar; the evening before, FSU will have hosted a ***women's basketball*** game against the University of Louisville. Our ***February 27*** Road Scholars presentation will feature a scholar from Boston College. coinciding with the next day's ***softball*** doubleheader against Boston College, and then on ***April 17*** we'll have a talk by a scholar from the University of Pittsburgh, coinciding with a pair of ***baseball*** games against the University of Pittsburgh. As you can see, it's really not all about football, either.

Thank you -- and thank you ahead of time for watching for announcements and then helping spread the word among your own colleagues and students.

IX. **Announcements by Deans and Other Administrative Officers**

a. **Response to the report from the Ad hoc Committee on Units without Ranked Faculty, Sally McRorie**
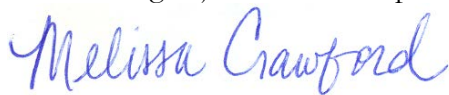
See addendum 2.

X. **Announcements by Provost Stokes**

Provost Stokes was not in attendance.

XI. **Announcements by President Thrasher**

President Thrasher was not in attendance.

XII. **Adjournment**
The meeting adjourned at 4:10 p.m.

Melissa Crawford

Melissa Crawford
Faculty Senate Coordinator

Approved by GPC on 3/28/11; Revised 09/23/11 to reflect procedural change; Additional revisions approved by GPC 11/21/12 and subsequently approved by Faculty Senate 12/5/12; grammatical corrections 1/16/13; revisions approved by GPC 10/21/13 and subsequently approved by Faculty Senate 02/19/14; revisions approved by GPC 10/27/14

University-wide Standards for Graduate Teaching Assistants at Florida State University

These are University-wide standards that any graduate student must meet prior to assuming one of the various instructional roles. These are meant to be university-wide minimum standards; departments may adopt additional or more stringent standards. Programs that do not use graduate students in instructional roles would not be affected by these standards. They are meant to cover the formal use of graduate teaching assistants in course instruction. Extra help sessions and voluntary tutorials in addition to regular class meetings would not normally fall under these requirements. The companion policy, University-wide Standards for Undergraduate Teaching Assistants at Florida State University details the policies that apply to the use of undergraduates as teaching assistants.

Certification of General Teaching Competence:
Each semester in accordance with guidelines of the Commission on Colleges (SACS) and the standards outlined in the following sections, the Academic Dean of each College is required to certify in writing to the Vice President of Faculty Development and Advancement and the Dean of The Graduate School that each graduate student who serves as a graduate teaching assistant (TA) in the classroom or online is competent to teach and for international graduate teaching assistants (ITA) that they are also competent to teach in spoken English. (see SACS statement below)

General:
Administrative responsibility for the teaching assignment rests within the department in which the student is employed as a graduate teaching assistant (TA). Each department is responsible for providing orientation, training, supervision and evaluation of its graduate student TAs, and for assigning a faculty member to work closely with the individual graduate student to assist him or her in carrying out teaching responsibilities and to facilitate professional development. There should be a departmental orientation for TAs prior to beginning their teaching responsibilities. It is also recommended that all TAs attend the PIE Teaching Conference sponsored by the Program for Instructional Excellence (PIE) before beginning their teaching responsibilities.

It is recommended that each program have a discipline-specific teaching manual for its graduate teaching assistants to supplement the university teaching manual, *Instruction at FSU* that may be viewed on line (http://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices)

Graduate Assistantship Job Code:

To monitor compliance with university policies and Fair Labor Standards Act (FLSA) requirements, it is imperative that the proper appointment classifications be used for graduate teaching assistants. It is the responsibility of departments that employ graduate teaching assistants to establish the appropriate job code according to teaching responsibility. The

Approved by GPC on 3/28/11; Revised 09/23/11 to reflect procedural change; Additional revisions approved by GPC 11/21/12 and subsequently approved by Faculty Senate 12/5/12; grammatical corrections 1/16/13; revisions approved by GPC 10/21/13 and subsequently approved by Faculty Senate 02/19/14; revisions approved by GPC 10/27/14

Graduate School and the Human Resources Office will verify the requirements for each classification and are the offices to contact if there are any questions. Job codes to be used for graduate students can be accessed:
http://hr.fsu.edu/PDF/Forms/compensation/NRA_Job_Codes.pdf

As a general rule:

Levels 1 & 2

> W9185 Graduate Assistant (Teaching) - Stipend (FLSA Exempt)
>
> This Graduate Assistant shall be classified as a degree-seeking graduate student who assists in the teaching function, but does NOT have primary responsibility for teaching. The appointee must be fully admitted to and meet the requirements of the University, be fully admitted to a graduate degree program, and be under the supervision of a faculty member. EXAMPLES: Graders, tutors, recitation leaders, lab supervisors, assistant to faculty instructor.

Levels 3 & 4

> M9184 Graduate Teaching Assistant – Stipend (FLSA Exempt)
>
> This Graduate Teaching Assistant shall be classified as a degree-seeking graduate student who has a master's degree in the teaching discipline or at least 18 graduate semester hours in the teaching discipline and performs primary teaching duties as the Instructor of Record (IOR) that are related to that student's academic program. The appointee must be admitted to and meet the requirements of the University, be fully admitted to a graduate degree program, and be under the supervision of an appropriate faculty member. EXAMPLE: A graduate student having full instructional responsibilities for a credit class.

Approved by GPC on 3/28/11; Revised 09/23/11 to reflect procedural change; Additional revisions approved by GPC 11/21/12 and subsequently approved by Faculty Senate 12/5/12; grammatical corrections 1/16/13; revisions approved by GPC 10/21/13 and subsequently approved by Faculty Senate 02/19/14; revisions approved by GPC 10/27/14

Minimum Requirements for Different Levels of Instruction

Level 1. This level may include a variety of duties, but assignments cannot involve routine direct contact with a group of undergraduate students in face-to-face or online instructional support roles. Limited one-to-one engagement e.g., office hours is permissible. Examples include grading, the setup of laboratory demonstrations, and course management. If routine instructional contact support with a group of undergraduates is expected, then the Teaching Assistant must meet the English language competency standard required for a Level 2 appointment (see p. 5).
- program specific guidelines for the specific duties
- undergraduate degree in discipline or related field
- some graduate work completed or enrolled in
- must attend Day 1 of the Fall PIE Teaching Conference before the commencement of one's teaching duties. Day 1 includes required training on the Sexual Harassment Policy, Academic Honor Policy and the Federal Educational Rights and Privacy Act (FERPA).   Day 1 also includes training in the use of Blackboard for instruction, time management for Teaching Assistants, and interacting professionally with one's students. Equivalent preparation offered by the academic unit (that has been approved by the Graduate School) may be substituted for Day 1 of the Fall PIE Teaching Conference, and this alternative must include training in the specific policies noted above.
- supervision by a faculty member in the teaching discipline
- planned and periodic evaluations of the teaching assistant

Level 2. This level assumes a greater degree of interaction with undergraduate students than Level 1 and thus requires a higher level of competency in spoken English (see p. 5).   This level includes a variety of duties e.g., grading, tutoring, proctoring of computerized exams and laboratories, assisting with laboratory sections, leading recitation and discussion sections.
- program specific guidelines for the specific duties
- undergraduate degree in discipline or related field
- some graduate work completed or enrolled in
- must attend Day 1 of the Fall PIE Teaching Conference before the commencement of one's teaching duties. Day 1 includes required training on the Sexual Harassment Policy, Academic Honor Policy and the Federal Educational Rights and Privacy Act (FERPA).   Day 1 also includes training in the use of Blackboard for instruction, time management for Teaching Assistants, and interacting professionally with one's students. Equivalent preparation offered by the academic unit (that has been approved by the Graduate School) may be substituted for Day 1 of the Fall PIE Teaching Conference, and this alternative must include training in the specific policies noted above.

- supervision by a faculty member in the teaching discipline
- planned and periodic evaluations of the teaching assistant

Note: The distinction of Levels 1 & 2 recognizes that the extent of interaction with undergraduates, and thus the necessary spoken English competency of the TA, varies across disciplines though the position title is the same.

Course level types 3-4 presume the graduate teaching assistant is the Instructor of Record.

Level 3. *Lower-level undergraduate courses (1000-2000 level)*
- a minimum of 18 hours of graduate coursework in the teaching discipline
- must attend Days 1 & 2 of the Fall PIE Teaching Conference before the commencement of one's teaching duties or an equivalent offered by the academic unit (that has been approved by the Graduate School).
- Days 1 & 2 of the Fall PIE Teaching Conference address the following policies which are <u>required</u> at this level: Sexual Harassment Policy, Academic Honor Policy, the Federal Educational Rights and Privacy Act (FERPA), American with Disabilities Act (ADA), Grading Policies, Textbook Adoption Procedure Policy, Syllabus Policy, Class Attendance Policy, Final Exam Policy, Copyright Law Regulations (Copyright Revision Act of 1976 "fair use") and Course Evaluation Policy. Days 1 & 2 also include training in a number of topics that are of value to instructors e.g., the use of Blackboard for instruction, time management for Teaching Assistants, interacting professionally with one's students, dealing with distressed students, diversity in the classroom, grading and assessment.
  - NOTE: Alternative "equivalent training" that is provided by an academic unit must include training in the specific policies indicated above.
- student participation in a "teaching in the discipline" course or equivalent academic unit orientation
- direct supervision by a faculty member in the teaching discipline
- planned and periodic evaluations of the teaching assistant

Level 4. *Upper-level undergraduate courses (3000-4000 level)*
- Master's degree or at least 30 hours of graduate coursework in the teaching discipline
- must attend Days 1 & 2 of the Fall PIE Teaching Conference before the commencement of one's teaching duties or an equivalent offered by the academic unit (that has been approved by the Graduate School).
- Days 1 & 2 of the Fall PIE Teaching Conference address the following policies which are required at this level: Sexual Harassment Policy, Academic Honor Policy, the Federal Educational Rights and Privacy Act (FERPA), American with Disabilities Act (ADA), Grading Policies,

Textbook Adoption Procedure Policy, Syllabus Policy, Class Attendance Policy, Final Exam Policy, Copyright Law Regulations (Copyright Revision Act of 1976 "fair use") and Course Evaluation Policy. Days 1 & 2 also include training in a number of topics that are of value to instructors e.g., the use of Blackboard for instruction, time management for Teaching Assistants, interacting professionally with one's students, dealing with distressed students, diversity in the classroom, grading and assessment.

- o NOTE: Alternative "equivalent training" that is provided by an academic unit must include training in the specific policies indicated above.

- student participation in a "teaching in the discipline" course or equivalent academic unit orientation
- direct supervision by a faculty member in the teaching discipline
- planned and periodic evaluations of the teaching assistant

Certification of Spoken English for Graduate Teaching Assistants:

As noted above Academic Deans are required to certify to the Vice President of Faculty Development and Advancement and the Dean of The Graduate School that the TAs in the college are competent to teach. This statement should also include certification that all graduate TAs whose native language is not English are competent to teach in spoken English.

All international graduate students who are not native speakers of English, and who are going to be TAs, should take the SPEAK test when they arrive on campus (as noted below, students who scored 26 or higher on the speaking portion of the IBTOEFL may be exempted from taking the SPEAK test). The Center for Intensive English Studies (CIES) administers and scores the SPEAK test, CIES also offers courses in spoken English (EAP courses). The SPEAK test is administered several times in the week(s) prior to the beginning of each semester, and the scores are available within three to four days of the date the test is administered. Departments are urged to take advantage of this opportunity to receive an initial estimate of speaking ability. In addition, the SPEAK is routinely administered as an end-of-term evaluation for students enrolled in EAP courses. TAs not enrolled in EAP courses may also take the test at that time. Course offerings, as well as test dates for SPEAK tests, are published in fliers distributed periodically to departments, as well as via email to TA coordinators. This information is also available on the CIES Web site (www.cies.fsu.edu).

The standards for certification of spoken English are as follows:

- A score of 50 or higher on the SPEAK test, or 26 or higher on the speaking portion of the IBTOEFL, certifies a student to teach at all levels.
- A score of at least 40 on the SPEAK test is acceptable for a TA appointed at Level 1. Appointment at this level is appropriate if there is no or limited direct contact with undergraduate students e.g., is responsible for grading tests and/or only providing direct support to an instructor. If there is to be any routine direct communication with a group

of undergraduate students whether face-to-face or online, the higher standard applies. Limited one-to-one engagement e.g., office hours is permissible.

- A score of 45 on SPEAK, or 23-24 on the Speaking section of TOEFL iBT, certifies a TA to teach at Level 1; and at Level 2 for up to two semesters if also concurrently enrolled in an appropriate CIES English language course. If, by the end of these two semesters, the student's skills have not improved sufficiently to achieve a score of 50 on the SPEAK exam, the student will be eligible to teach only at Level 1. The student will be allowed to teach at levels 2-4 by meeting at least one of the following two criteria:

  o Achieve a score of 50 on SPEAK.
  o Enroll in Advanced Spoken English for ITAs (EAP4831) and score 90 or better in the course.

- Student's scoring 40 or below on SPEAK should enroll in the appropriate CIES English language course(s) if the goal is to teach at Levels 2-4. Once a 45 on SPEAK is achieved such a student will be certified to teach at Level 2 for up to two semesters if also concurrently enrolled in an appropriate CIES English language course. If, by the end of these two semesters, the student's skills have not improved sufficiently to achieve a score of 50 on the SPEAK exam, the student will be eligible to teach only at Level 1. The student will only be allowed to teach at levels 2-4 by meeting at least one of the following two criteria:

  o Achieve a score of 50 on SPEAK.
  o Enroll in Advanced Spoken English for ITAs (EAP4831) and score 90 or better in the course.

- The standard for international students serving as ITAs in Modern Language and Linguistics is 45 (SPEAK) or 23 (TOEFL) if the student is teaching a course in their native language.

Exceptions:

In general, if new graduate students are unable to attend the Fall PIE Teaching Conference prior to commencing their first semester of teaching they may only be appointed at Level 1. However, prior to the commencement of their teaching duties they must complete the online required policy modules (Sexual Harassment Policy, Academic Honor Policy and the Federal Educational Rights and Privacy Act (FERPA)) that are available through the Program for Instructional Excellence or undergo equivalent preparation offered by the academic unit (that has been approved by the Graduate School). If equivalent preparation is not available and if they are to continue teaching in the Spring or Summer and thereafter, they must attend the Spring PIE Teaching Workshop which is held the Friday of the first week of classes. Ultimately they must participate in training through one of the PIE options or through the academic unit in order to continue to serve as a Teaching Assistant.

Approved by GPC on 3/28/11; Revised 09/23/11 to reflect procedural change; Additional revisions approved by GPC 11/21/12 and subsequently approved by Faculty Senate 12/5/12; grammatical corrections 1/16/13; revisions approved by GPC 10/21/13 and subsequently approved by Faculty Senate 02/19/14; revisions approved by GPC 10/27/14

If a student's first semester of enrollment is Spring and they are to be assigned teaching responsibilities they must complete the required online training modules and attend the PIE Spring Teaching Workshop or an academic unit equivalent (that has been approved by the Graduate School).

In unique instances a Department Chair or Dean may appeal the application of these standards by submitting a request to the Dean of The Graduate School.

Equivalent Previous Experience and Emergencies:

With the exception of the minimum of 18 hours of graduate coursework in the teaching discipline for primary instruction and in accordance with guidelines provided by the Commission on Colleges (SACS), the following options will be available to deal with special circumstances:

A graduate student who through previous preparation or teaching experience has demonstrated knowledge and strong teaching skills can be exempt from some of the requirements, as appropriate, by certification of the program chair.

In an emergency a department may appoint a graduate teaching assistant who has not met all the University-wide requirements for that level of appointment if there is an assurance that the student will meet the requirements by the end of the term in which the student is teaching.

SACS Statement:

Graduate teaching assistants: master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. (Reference: Commission on Colleges, Southern Association of Colleges and Schools (SACS); Commission guidelines "Faculty Credentials" (Adopted Dec 2006).

Sexual Harassment, Academic Honor Policy and FERPA policies and equivalency:

University policy on sexual harassment training is provided by the Office of Equal Opportunity and Compliance (EOC) within Human Resources (http://www.hr.fsu.edu), the Academic Honor Policy training is offered by the Office of the Vice President of Faculty Development and Advancement (http://fda.fsu.edu/) and the FERPA training is offered by the Office of the University Registrar (http://registrar.fsu.edu/). These offices provide training at the Fall PIE Teaching Conference. In addition PIE offers online modules for those students who are unable to attend the Fall PIE Teaching Conference or who begin their enrollment in the Spring or Summer semesters.

Approved by GPC on 3/28/11; Revised 09/23/11 to reflect procedural change; Additional revisions approved by GPC 11/21/12 and subsequently approved by Faculty Senate 12/5/12; grammatical corrections 1/16/13; revisions approved by GPC 10/21/13 and subsequently approved by Faculty Senate 02/19/14; revisions approved by GPC 10/27/14

Program for Instructional Excellence Conference and Workshops:

The Program for Instructional Excellence (PIE) supports and complements departmental TA training programs. To prepare TAs for immediate undergraduate classroom responsibilities, PIE conducts an annual two day teaching conference the Wednesday and Thursday before classes start in the fall semester. The conference is free to participants and focuses on policies and services at FSU as they relate to teaching. PIE offers workshops on teaching during the fall and spring semester and an online training series the "Basics of Teaching @ FSU". PIE also assists departments in developing TA departmental training programs.

Approval of equivalent training

The Graduate School is responsible for collating and validating the equivalent training options provided by academic programs and entering the information into an online database to facilitate the certification of graduate teaching assistants each semester.

December 2, 2014

TO: Faculty Senate Steering Committee Members

FR: Sally McRorie, Vice President *Sally McRorie*

RE: November 10, 2014 Report of the Ad Hoc Faculty Senate Committee on Units
        without Ranked Faculty

Colleagues, please consider this response to concerns raised in the Report of the Ad Hoc
Faculty Senate Committee on Units without Ranked Faculty. My intent is to provide factual
evidence relevant to the issues raised.

Concern Expressed in Report:
"... the PIC [Program in Interdisciplinary Computing] program has no faculty governance
because it does not fall under Faculty Senate. Steering committee members, all tenured or
tenure-track, are appointed by their deans, and hence fall under administration, not Faculty
Senate."

Information Provided in Response:
- Academic departments conduct their curricular decision-making processes in
  accordance with their bylaws, which are required to be consistent with the BOT-UFF
  Collective Bargaining Agreement, The Faculty Handbook, and the FSU Constitution.
  The bylaw process provides the primary source of Faculty Senate authority over
  departments; Faculty Senate does not intrude directly into the curricular decision-
  making processes of individual academic units.
- PIC is required to operate by its bylaws, which must meet the same standards of
  consistency as those approved by academic departments (see attached).
- The PIC steering committee structure outlined in the report appears to provide
  more oversight and quality control that is common for most entry-level large-
  enrollment courses. Specifically, it consists of regular faculty members who
  represent the active engagement of two or more colleges in the endeavor and it
  meets twice a semester. The appointment of members by deans serving
  departments with PIC courses has resulted consistently in membership of faculty
  most closely tied to such courses and the students who are served by them. If these
  administrative appointments are seen as problematic, then a process whereby such
  departments elect a faculty representative could be instituted.

Concern Expressed in Report:

"…For several years, the student credit hours generated by PIC faculty members were assigned to the Department of Scientific Computing, whose faculty and students never taught for PIC. Furthermore, the changing of the unit to which the courses are assigned after add/drop to PIC is evidence of a lack of transparency."

Information Provided in Response:
- The faculty members assigned to PIC are members of the College of Arts & Sciences. As the report notes, the student credit hours earned through their classes are no longer assigned to the Department of Scientific Computing, which provided all the initial teaching assistants when PIC began. Rather, they are credited to the College. This practice is in keeping with FSU's longstanding process wherein any student credit hours generated for courses that are co-listed in two colleges *follow the instructor*. Many courses are co-listed in this manner, in many related disciplines (i.e., Classics and Art History). The student credit hour production always follows the instructor to his or her college.
- Many courses are often co-listed in order to be easily identified and added by students and advisors, regardless of whether they are PIC courses.
- Although the University has enrollment corridors that must be met at both the undergraduate and graduate levels to avoid reductions to our baseline budget, we are no longer funded by the State of Florida for enrollment. In other words, FSU doesn't get funds for enrollment gains but may lose funds for being out of corridor. Hence, there are no specific new funds associated with any student credit hours earned by any Instructor of Record.

Concern Expressed in Report:

"CIES [The Center for Intensive English Studies] has no faculty governance. CIES's specialized faculty members are supervised by an administrator from the Graduate School."

Information Provided in Response:
- CIES is a functional unit providing a narrowly tailored service to all academic departments, and the vast majority of its courses are taught for no academic credit to applicants who need to increase their English-language proficiency.
- All credit-bearing courses, which are focused on second-language acquisition, are sponsored and overseen by the School of Teacher Education.
- Like PIC, CIES operates in accordance with its bylaws, which are required to be consistent with the BOT-UFF Collective Bargaining Agreement, The Faculty Handbook, and the FSU Constitution (see attached).

Concern Expressed in Report:

"The FSU-PC campus does not have any tenure-track/tenured faculty… [and] the degree programs that are housed strictly at the FSU-PC campus are not" ["reviewed through the QER process"].

Information Provided in Response:
- Panama City was established as a branch campus in 1982 to serve the regional needs of the Florida Panhandle. In November of 2009, The Board of Trustees requested FSU Panama City to become more independent of the FSU main campus

and to dramatically increase its enrollment. Creating an academic college at FSU Panama City was a necessary step in moving toward assuming full financial and academic responsibilities in order to fulfill those goals. Thus, the College of Applied Studies was approved by the FSU BOT in June of 2010.

- Like PIC and CIES, the College of Applied Studies operates in accordance with its bylaws, which are required to be consistent with the BOT-UFF Collective Bargaining Agreement, The Faculty Handbook, and the FSU Constitution. It has established all appropriate faculty curriculum committees to exercise oversight of the curriculum (see attached).
- Florida Board of Governors Regulation 8.015 requires that all degree programs offered by each institution be reviewed on a seven-year cycle. The Recreation, Tourism and Events degree was reviewed through FSU's standard QER process in spring of 2014. Both the Public Safety and Security and Professional Communication degrees currently are scheduled to be reviewed within the next seven years. The Board of Governors staff sets the preliminary review schedule for all degree programs, although universities may adjust review dates for their programs.

Recommendations in Report
"(1) Any unit that is offering courses, whether in a degree or non-degree program, needs to belong with a unit that falls under faculty governance. Any teaching unit not currently under Faculty Senate governance could either (a) find a department directed by tenured/tenure-track faculty members and join with that department, or (b) request that a Faculty Senate appointed committee serve to provide faculty governance."

Information Provided in Response:
- In addition to the faculty governance information offered in response to the first concern above, it is important to note that all courses offered at FSU, including PIC, CIES, and the College of Applied Studies courses, fall under SACS review. All must be developed and approved by faculty committees according to departmental and college bylaws. All must be taught be appropriately qualified and credentialed instructors of record. All must be evaluated by students. All instructors of record, whether tenure-track, specialized, courtesy, or adjunct, must be evaluated by the dean of the college to which they are assigned.
- We meet SACS requirements for all FSU credit courses, including those offered through PIC, CIES, and the College of Applied Studies.

Recommendations in Report
"(2) Non-degree and degree programs that chose not to join a department/college that falls under Faculty Senate governance would need to be added to the QER schedule to make sure that all SACS accreditation-related matters are addressed."

Information Provided in Response:
- QERS are conducted for all degree programs, as noted above, not for non-degree programs. All degree programs are part of the seven-year QER cycle, as determined and mandated by the BOG. All courses, whether elective or required, are under all SACS review provisions, as noted above.

Recommendations in Report

"(3) During registration, scheduled courses would show the unit that is teaching them, not the unit that has requested that the course be taught. This would bring transparency to the process, making clear the unit that would be getting the SCHs for teaching the course, and would eliminate the need to switch the unit designation after add/drop has ended."

Information Provided in Response:

- As noted above, student credit hours always follow the instructor to his or her college, although they do not carry any linked funding.
- Co-listing courses is a common way of letting students and advisors know of courses that are appropriate and available.

Final Points:

- Interdisciplinary ventures of all kinds require creative structures to help them thrive. We must make the FSU organization flexible enough to accommodate those structures.
- Please read the report from the task force on Interdisciplinary Activities, and volunteer to help with the recommended actions for which it calls.
- Please remember that my office stands ready to assist any Faculty Senate group in collecting the facts necessary for a thorough report on issues such as those raised by the Ad Hoc Faculty Senate Committee.

Attachments:

Bylaws from PIC, CIES, and FSU-Panama City

cc: President John Thrasher
        Provost Garnett Stokes