



AGENDA
FACULTY SENATE MEETING
WEDNESDAY, APRIL 15, 2026
ZOOM
3:05 P.M.

Regular Session

The following members attended the Senate meeting:

T. Adams, M. Akiba, J. Ang, B. Arsenault, J. Atkins, D. Atkins, R. Atkinson, A. Atwood, J. Bahorski, R. Ballard, A. Barbu, A. Barrett, A. Barton-Hulsey, B. Birmingham, D. Bish, M. Bishop, J. Brown Speights, D. Broxterman, M. Buchler, E. Bush, D. Butcher, I. Chiorescu, C. Chouhy, M. Cortez, M. Day, N. de Grummond, T. Dogru, R. Downes, J. Du, S. Fahmy, R. Fales, R. Goodman, T. Graban, S. Haiduc, A. Hanley, W. Hochwarter, K. Howard, R. Howard, M. Huettel, K. Jones, B. Karamched, M. Kaschak, A. Kercheval, M. Killian, E. Kim, K. Kinahan, A. Kwasnica, J. La Favor, A. Lauersdorf, T. Ledermann, J. Lee, L. Lee, H. Li, M. Marengo, R. Marrinan, V. Mesev, S. Metcalfe, S. Miller, R. Nathan, W. Oates, I. Okten, S. Pappas, I. Polic, M. Porter, E. Powell, J. Proffitt, B. Quaife, I. Quinn, R. Rizkallah, N. Rogers, J. Root, Q. Sang, C. Sleeper, J. Sobanjo, G. Springer, G. Stanwood, M. Swanbrow Becker, A. Terracciano, D. Thoms, G. Tyson, A. Volya, A. Wetherby, G. Williamson, H. Yi

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

T. Abichou, F. Barrientos, T. Bick, C. Blicholder, L. Bonney, J. Broome, W. Christiansen, J. Clark, K. Dowell, A. Durdin, D. Eccles, A. Fahim, T. Homan, R. Hughes, E. Kasner, H. Kern, C. Moore, O. Moses Anubi, J. Pappas, S. Piatkowska, D. Poey, M. Romney, E. Ryan, M. Shtruck, T. Soldat-Jaffe, A. Wilber

- I. **Call to order**
- II. **Approval of the agenda for April 15, 2026 meeting**
The agenda was approved.
- III. **Approval of minutes for March 25, 2026 meeting**
The minutes were approved.
- IV. **Approval of Faculty Senate dates for 2026-2027 academic year (addendum 1)**
Faculty Senate dates were approved.
- V. **Special Order: Election of the Faculty Senate President – Kathryn Jones**
 - Bridgett Birmingham nominated Senator Roxanne Hughes.
 - Jennifer Proffitt seconded the motion.
 - No opposing votes. Senator Roxanne Hughes elected as Faculty Senate President.
- VI. **Special Order: Election of the Steering Committee – Kathryn Jones**
 - The floor opened to nominations for FSSC. No nominations.
 - A Qualtrics survey was sent out to senators to elect FSSC members.
 - The poll opened. Nancy Rogers of Music and Todd Adams of Arts & Sciences elected.

- Senator Hughes motioned for a poll to decide whether to vote on the Top 2 or the entire steering committee for final round elections.
 - Todd Adams seconded the motion.
- The poll opened to voting, 54 yay's. Passed decision to vote on Top 2.
- Parliamentarian Jonathan Stewart commented that the issues would be brought up to the Elections Committee to better prepare bylaws for similar voting circumstances in future elections.

VII. Report of the Faculty Senate Steering Committee – Jennifer Proffitt

- The FSSC met twice since last faculty senate meeting, which included Chair of Honors Program Policy Committee, Provost Clark, and VP Taylor.
 - Discussed topics brought up in March 25th's open forum faculty senate meeting about ADA compliance in course materials and honor policy violations regarding AI use. The FSSC will keep the administration and faculty up to date on new information.
- Proposal for an Ad-hoc Academic Freedom and Responsibility committee will be discussed under New Business. A recent email on this subject was sent out to faculty.
 - Academic freedom is a value of higher education teaching, recognized in the BOG State University System free expression statement, FSU faculty handbook, and BOTUFF collective bargaining agreement.
 - Due to high volume of faculty voicing concerns around academic freedom, FSSC is proposing an Ad-hoc committee specifically for academic freedom and responsibility, a space for faculty to formally discuss this matter.
- The FSSC also met with Mia Kay Newland Bradner, Honors Policy Program Committee chair to discuss the committee's charge, its involvement with Honors Policy and faculty representation, and revisions to committee bylaws.
- Annual Torch Awards Dinner was held March 31st. Liz Cohen received the Artist's Award for her commitment to teaching. The Virtuous award was presented to Ed Burr for his leadership and current role as Chair of FSU Board of Trustees. Lee Corso received the Morris Award for their role as an athletics coach.
 - Special recognition to the FSU police department for their continued work for FSU and for the April 17th event.
- A Qualtrics survey was sent out by Senate Faculty Coordinator to any faculty interested in governance and being part of any faculty senate committees. Volunteers do not have to be senators. The survey ends on April 19th.
- The floor opened to questions. No questions were posed.
- Senate President Hughes shared that the faculty senate and faculty union thanked Senator Proffitt for her work in the senate. This is her last appearance as Vice Chair. Stated that Proffitt was diligent in her role, taking up tremendous responsibility to communicate with the Steering committee, senators, and faculty members.

VIII. Announcements of the President of the University

- The Board retreat ended recently. The retreat involved discussion of the President's goals and plans for the next three years. Subjects included student housing, academic affairs, social media policy, athletics, advancement, university efficiency, finance, admin, government relations, and so on.
 - The Board is ambitious about improving FSU which has grown remarkably throughout the last four and a half years.
- President McCullough welcomed new faculty senators and thanked them for volunteering their time and efforts to strengthen governance, policies, administration, and the educational experience of instructors and students.
 - The faculty senate works hand in hand with the university administration. The senate is the place for faculty to exchange ideas and issues and strengthen community bonds between faculty, staff, students, and alumni.

- Leadership has been exceptional at the faculty senate. Roxanne and Bridgett Birmingham played a huge role in that.
- An April 17th remembrance will be held this Friday, marking the 1st anniversary of the school shooting. FSU did its best to keep the community running after the event.
 - FSU made investments to upgrade security and safety on campus since.
 - President McCullough stated his gratitude to faculty for their actions in protecting and supporting students during and after the shooting.
- FSU continues to work on improving campus safety. The public safety and facility team was able to execute a three-year plan in three months, installing panic and lockdown buttons in 700 classrooms, replacing 217 doors, installing 600 locks and camera and license plate readers. Plate readers and drones track individuals and are directly connected to FSU PD. FSU police dispatch obtained more training equipment and people.
 - Faculty are encouraged to look over emergency preparedness plans, which involves active threat training. Contact information should be up to date in FSU alert.
- The state attorney's office mistakenly released clips of the shooting which got to the press. FSU is not involved in this.
- The Senate and House have not agreed on the budget, so it remains in legislative session. They will need special sessions and the next weeks to finalize the budget for the next fiscal school year.
 - FSU is good with PICO, funding dedicated to renovations and building construction. As of now, \$250 million for projects in the budget. FSU would benefit from operational support funding, either recurring, non-recurring, or mix. Recurring allows for faculty raises—about \$17 million needed.
 - Money will also go towards hiring more faculty, roughly 200 per year, to obtain quality researchers and improve faculty-student ratio. FSU has more than doubled the number of National Academy members in the university.
- FSU is awaiting AAU funding, which will be used to expand FAMU-FSU College of Engineering. More space is needed to accommodate more faculty.
- FSU is currently working to finalize documents with TMH on their partnership, which FSU will acquire 70 acres of building, equipment and areas of the hospital from the city.
 - The transfer of TMH is intended to improve North Florida healthcare, support FSU as an academic health center, and improve patient care/research/medical education.
 - FSU Health owns the building and equipment; TMH still operates the hospital.
- The Guardian bill passed. The bill does not necessitate institutions to act, so universities have the choice whether to enforce the Guardian program.
 - The program involves interested faculty members undergoing training to carry a firearm on campus. Some believe that more armed individuals will discourage shooting events.
 - FSU is different from K-12 where guardian programs are required via security officers. FSU has its campus police department. Nevertheless, the Guardian bill does require enhancement of school safety policies. Admin and FSU PD are working on that as BOG processes the bill further.
- Ongoing search for the new Dean of the Graduate School, College of Social Work, and College of Law. Faculty engagement is encouraged in the process.
- National search for Vice President for Marketing Communications. The new VP will work with assistant VP for University Communications and Interim Chief Marketing Officer, Dennis Schnicker.
 - Faculty Athletics Representative and Professor of Marketing at HWCOP, Mike Brady, and the Assistant Provost chair the search committee for this VP position. WittKieffer, a national search firm, is also involved.
 - Mike produced a report for the VP hiring process and market communications.
- President McCullough congratulated Physics professor Laura Lenna and Psychology professor Brad Schmidt for their designation as 2026-27 Robert O Lot Distinguished professors. The highest honor for faculty members by peers.
 - Congratulated faculty award winners, they will be recognized in the faculty award celebration.
- The floor was open to questions.

- **Senator Birmingham, University Libraries** – asked about the specifics of the President’s goals for upcoming years.
 - President McCullough – Three main goals: improving and sustaining student success, investing in research and infrastructure, and fundraising. FSU currently sits at its highest graduation rate at 78% for four-year; aims to reach 80-82%.
 - Investing in educational quality, research for fields like STEM, and infrastructure for the 2 academic health centers, quantum sciences, engineering, and the arts district. Next research spending goal is \$600-750 million, currently at \$488 million. Entrepreneurship has grown with over 100 disclosures and 5 startups over the past year.
 - Additionally, faculty proposed \$1.22 billion worth of research proposals for this year. VP Patterson and AVP Valerie McDevitt played a key role in supporting new companies. Innovation Park and a new company, Inspire, just launched.
 - Fundraising is growing. The FSU campaign is being launched. FSU has its second highest year in fundraising at over \$200 million.
 - More wins for football athletics—currently FSU is facing some revenue issues for athletics.
- **Senator Wayne Hochwarter, Business** – congratulated the President on his extension and expressed his thanks for his work. Shared that he looked forward to future successes.
 - President McCullough – responded he was thrilled about his extension and stated his gratefulness to the Board and BOG for their support.
- No other questions were posed.

IX. Reports of standing committees

a. Report on activity of the Teaching Evaluation Committee - Facilitated by Alex Kercheval, Chair of the Teaching Evaluation Committee

- Committee’s charge: use of student surveys and other evaluations for evaluating teaching effectiveness. The collective bargaining agreement states that teaching evaluations cannot be solely based on student evaluation if there is other information provided to the evaluator.
 - Evaluations by students may be biased so they may not completely capture the work of faculty.
- Faculty teaching awards are given every year, but realistically many faculty go unrecognized due to current dependency on student satisfaction surveys.
 - Additionally, the minimal quantity of awards and lack of organized discussion for faculty impact faculty experience and growth in quality teaching.
- The Teaching Evaluation Committee and Center for Advancement of Teaching are working together to attain a more holistic, scholarly teaching evaluation process for FSU.
 - The committee appreciates any opinions/suggestions by senators. They want to hear more from faculty who find their departments/units are doing well with evaluations.
- The committee understands that there is limited time for what scale of evaluations can be achieved. Every unit should have their own criteria since every department and faculty are different.
 - Aims to assign volunteers supported by the Center for Teaching Evaluations to a few units. This will likely occur beginning next fall. Faculty should contact Dr. Kercheval via email if interested in participating.
- A book titled Transforming College Teaching Evaluation is being read in a reading group that works with the Teaching Evaluation Committee. This book was funded by the NSF research project with 3 universities.
 - Dr. Kercheval will attend a related summit along with the Dean’s faculty and directors of Teaching Centers.
- The floor opened to questions. No questions were posed.

b. Report on proposed update to Graduate Bulletin - Todd Adams, Chair of the Graduate Policy Committee (addendum 2)

- The Graduate Policy Committee looked over the wording in the graduate bulletin.

- The GPC will be replacing the terms ‘native language’ and ‘non-native’ with a substitute that is generally approved.
 - On the document, what is highlighted in yellow is being replaced. Highlighted in blue are proposed adjustments to original phrasing.
- Wording is important to admissions and TA certification. Some countries are exempt from these policies at FSU. This information is derived from the CIA factbook.
 - The Dean’s office must review individuals under the listed countries. Adams comments that there should be little to no issue for international graduate students with the approval process.
- The graduate bulletin is published once a year. It lists all policies that are active for the next year.
 - This is the last senate meeting before the graduate bulletin must get approval by the GPC.
 - The GPC unanimously approved this graduate bulletin.
- The floor opened to questions.
- **Senator Markus Huettel, EOAS**– asked whether replacing ‘certain’ (referring to phrasing of ‘certain countries’) with a footnote that lists all the exempt countries would provide more specifics on the bulletin.
 - Senator Todd Adams, Arts and Sciences – explained that he was unsure whether the people in admissions and TA certification have the list publicly posted. The difficulty with posting the list is keeping the countries up to date. He added that the senate does not have control over the policy but is allowed to alter language.
 - Senator Markus Huettel, EOAS– asked if it is a government document and if inserting a link to the document was possible.
 - Senator Todd Adams, Arts and Sciences – responded he was unsure if the list is a government document or one that was derived from the CIA world fact book.
- No other questions were posed.
- Voting for this bulletin means that next year’s bulletin will be updated with these proposals.
- The poll was open to voting. 77 votes; 72 yays, 1 no’s, 4 abstained. Passed.

X. **Unfinished Business**
No unfinished business.

XI. **New Business**

a. **Proposal of Ad Hoc Committee on Academic Freedom and Responsibility - Jennifer Proffitt, Vice Chair of the Faculty Senate Steering Committee (addendum 3)**

- The FSSC motioned to establish an Ad Hoc Committee on Academic Freedom and Responsibility. If approved, it will come into effect for one year starting at the date of approval by faculty senate.
 - The core intent for the committee is to obtain more data from faculty’s perceptions on the definition of academic freedom and responsibility. Additionally, understanding what should be prioritized in higher education and what faculty have questions/concerns about.
- The floor was open to questions. No questions were posed.
- The poll opened for voting. 77 votes; 75 yays, 1 no’s, 1 abstained.

b. **Requested Name Change from the Department of Art Education to the Department of Arts Leadership, Education and Therapy Art Ed Department - Dean James Frazier, Dean of the College of Fine Arts and Sara Shields, Associate Dean/Interim Chair of the Department of Art Education (addendum 4)**

- Proposal to rename Department of Art Education to Department of Arts Leadership, Education, and Therapy.
- Dr. Sara Shields presented the proposal to rename the Department of Art Education to the Department of Arts Leadership, Education, and Therapy.
- The graduate-only department has 4 graduate programs: arts education, art therapy, arts administration, and art education which contains museum education and visitor center curation.

- Reason for the name change is to better recognize the variety in program areas offered in the department. Additionally, better represent current students, alumni, faculty, and potential students.
- Arts leadership refers to the administrative and museum education side—they focus on leadership in arts and cultural institutions. Education therapy recognizes the therapy area.
 - The programs mentioned have a long history at FSU. Arts administration is one of the earliest programs in the country. Museum studies with the Art History program is new.
- The proposed name endured months of deliberation. Ultimately, it was fully supported by the arts department faculty and Dean's office.
 - This proposal will not change any degrees, majors, courses, or budgets.
 - Anticipated implementation date is Summer 2025, Fall 2026 students will be under the new name.
- The floor opened to questions. No questions were posed.
- The poll opened to voting. 80 votes; 71 yay's, 4 no's, 5 abstained.

c. Faculty Athletic Representative Report - Mike Brady, Faculty Athletic Representative (addendum 5)

- Every university has one Faculty Athletic Representative; some may have two. They are a liaison between the academic and athletics side of university.
 - FAR represents the university to the NCAA and vote on NCAA rule changes.
 - FARs are involved in facilitating growth in the academic success, well-being, and support of student athletes
- Mike Brady has been FSU's FAR since 2021. He is an FSU alum, former student athlete, and former professional baseball player.
- Fall 2025 achieved its highest cumulative GPA at 3.36. The highest overall Fall GPA is 3.33.
 - 18 of 19 teams have a higher than 3.0 GPA. 31 President's List and 144 Dean's List.
 - Women's Golf has the highest average GPA at 3.75. Women's Lacrosse, a new team, is second on the list.
- FSU attained its highest record graduation success rate (GSR) this year at 94%.
 - Football (84%) and Baseball (90%) reached their highest recorded GSRs
 - 8 teams have perfect GSR scores, Men's Basketball is on their 5th consecutive year
- For Academic Progress Rate, FSU is currently at 99.3% of possible points. NCAA requires universities to have at least 93%. APR measures student athlete's eligibility for retention and retaining academically.
- Brady credits SAAS (Student Athlete Academic Success) and coaches for their work to keep student athletes performing well academically.
 - Two academic services staff per team, in addition to GAs.
 - The President and Provost actively keep up with student athletes' accomplishments and initiatives.
- The House case, class action lawsuit, filed in California by former ASU swimmer Grant House
 - The lawsuit sought NIL damages from the pre-NIL era, between 2016 and 2021, and rights to revenue sharing from the media.
 - The House case settled on June 6th. It included revenue sharing rights, roster limits, and NIL payments to former athletes—comprising of \$20.5 million plus NIL payments.
- The Florida BOG gave temporary permission for direct athletics funding to satisfy revenue sharing. It is for three years and comes from auxiliary funding sources.
 - The Score Act was presented in Congress to 'codify' House settlement and other anti-trust protections.
 - The public sentiment suggested that NCAA rules may only hold long-term if it is addressed by Congress or collective bargaining.
- The NCAA has a five-year eligibility rule, red shirts/six-year eligibility, and age maximum for playing in college athletics. This rule is targeted at establishing age limits for playing in collegiate teams.

- FARs and ACC are involved in negotiating the transfer portal rule of 10 days or roughly two weeks.
 - Transfer portal occurs during the first two weeks of Spring semester. The short period creates difficulty for degree planning.
 - The conference created a sub-committee which Brady is on the board. The committee is working on a proposal for the NCAA oversight committee to open the portal window mid-Spring. The reason is to ensure students have adequate time and assistance to make significant transitions.
- Women's soccer won the national title, its fifth title since 2014.
- Shenese Walter is the national champion for the indoor 60-meter
- Women's lacrosse inauguration this year
- Beach volleyball, softball, and baseball are ranked in the Top 10
- The floor opened to questions. No questions were posed.

XII. University Welfare –

a. United Faculty of Florida - Michael Bucher, Chief Negotiator

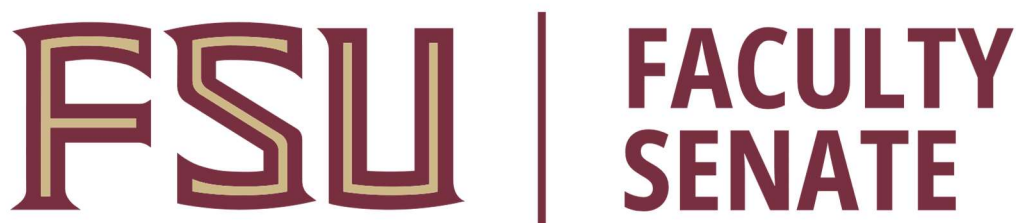
- The FSSC was involved in bargaining on April 2nd with MOA with the memorandum of agreement in response to the administration working to get the scope of bargaining limited.
- Every three years, the article is opened. Legal staff in the committee examine the new laws and how they impact faculty and/or potentially lead to legal challenges.
- The committee was involved in bargaining for salary, under Article 23.
- The Senate Bill 1296 currently threatens the committee's certification as there is a required membership density threshold of 60%. The committee is at 58%.
 - The bill requires the majority of faculty members to vote in the election for the election to count.
- The committee needs to increase membership to continue involvement in bargaining faculty's salary, tenure, and employment terms/conditions.
 - Faculty can connect with Dr. Buchler, membership co-chair David Buther, and other committee members for more information.
- On April 25th, a Saturday picnic and BBQ will be held at Brown Park. All faculty members and staff are invited.
- Results of last month's poll on bargain priorities can be viewed through the FSSC website.

XIII. Announcements of deans and other administrative officers

No announcements.

XIV. Voting Discussion

- Impromptu discussion regarding reducing the number of people on the election ballot
- **Senator Todd Adams, Arts & Sciences** – brought to attention of senate that we should reduce the number of people on the ballot each round to twice the number of people needed to be elected. He noted this is how it was done in the past.
- **Alec Kercheval, Chair, Teaching Evaluation Committee** – asked if there could be a motion to change this
- **Parliamentarian Jonathan Stewart** – agreed thinking about how we do this in the future should be discussed.
- **Alec Kercheval, Chair, Teaching Evaluation Committee** – asked if there was an option for rank choice voting.
 - **Parliamentarian Jonathan Stewart** – not according to the bylaws.
 - **Senator Kay Jones, Arts & Sciences** - agreed this should be discussed in updating the by law.
- **Senate President Roxanne Hughes** – launched poll on whether the elections committee can just send the top 2.



DATES FOR FACULTY SENATE MEETINGS 2026-2027

*Please note that some meetings are *In-Person* and some are on *Zoom*.

All meetings will start at 3:15 pm.

In-person meetings will be held in Dodd Hall Auditorium (DHA 0103)

For *Zoom* meetings, a registration link will be sent before each meeting

Fall Semester 2026

Classes Begin: Monday, August 24, 2026

Finals End: Friday, December 11, 2026

Fall Senate Meetings

Wednesday, September 16, 2026 – In-person

Wednesday, October 21, 2026 – Zoom

Wednesday, November 18, 2026 – Zoom

(Veteran's Day Holiday, Wednesday, November 11, 2026)p

(Thanksgiving Holiday, November 25-27, 2026)

Wednesday, December 2, 2026 – In-person

Spring Semester 2027

Classes Begin: Wednesday, January 6, 2027

Finals End: Friday, April 30, 2027

Spring Senate Meetings

Wednesday, January 20, 2027 – Zoom

Wednesday, February 17, 2027 – Zoom

Wednesday, March 24, 2027 – In-person

(Spring Break: March 15 - March 19, 2027)

Wednesday, April 14, 2027 – Zoom ****Second week of April**

GPC Proposal to Revise “Native” Language Term in the Graduate Bulletin

Blue highlighted text is new language for bulletin.

Current Language in the Graduate Bulletin (Graduate Admissions):

Test Scores Section

Official test results will be required from a nationally standardized graduate admissions test, such as the Graduate Record Examination revised General Test (GRE), the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), or an equivalent test that is acceptable for the program to which the applicant is applying. These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency. Examinee copies are not considered official.

Note: The Faculty Senate and Graduate Policy Committee have waived GRE and GMAT test requirements for all terms through Fall 2026 for Master's and Specialist applicants. Please note this waiver excludes degree programs in the College of Business.

International applicants whose native language is not English must submit an English language proficiency exam, such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic), the Cambridge English Language Assessment, the Michigan Language Assessment, or Duolingo. These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency and are not valid after two years.

Proposed new text for last paragraph:

International applicants not from certain countries for which English is one of the primary languages are required to submit a score from an English language proficiency exam, such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic), the Cambridge English Language Assessment, the Michigan Language Assessment, or Duolingo. These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency and are not valid after two years.

Explanation: Currently there is a list of countries that does not require an English proficiency exam. It is curated from a U.S. government source and periodically checked for updates. The GPC felt we did not want to include this list in the bulletin, so the language “certain countries” was added. This process has been in place previously but only indicated by the native English language.

Current language in bulletin (Admissions part 2):

Graduate Student Admission Policies Section

- An applicant who is not in good standing (on probation or dismissal) at the last institution attended will not be considered for graduate study.
- Departments may impose more restrictive admission requirements than those stated above. It is recommended that applicants contact the academic program directly for information on departmental admission requirements.
- For graduate admission purposes, international applicants whose **native** language is not English are required to submit proof of a minimum score of either 550 on the paper-based or 80 on the Internet-based TOEFL examination, 6.5 on the IELTS examination, 55 on the PTE Academic examination, or the successful completion of Level 8 (Advanced Level) at Florida State University's Center for Intensive English Studies. For a provisional period of three years, starting in the Fall 2022 semester application period, applicants may substitute a score of either 180 on the Cambridge English Language Assessment, 55 on the Michigan Language Assessment, or 120 on the Duolingo for graduation admission purposes.
- Some departments may require a higher score or may waive the test requirement if the student has received a bachelor's degree or master's degree from a U.S. institution or other institution where English is the required language of instruction. International students expecting to receive appointments as teaching assistants are required to pass the SPEAK test which evaluates the English-speaking ability of **non-native** speakers of English and is administered at Florida State University. Students who receive a score of 26 or higher on the speaking section of the Internet-based TOEFL examination meet the University requirement to serve in all capacities as a teaching assistant; however, some departments may still require that the student take the SPEAK test.

Suggested text for 3rd bullet:

- For graduate admission purposes, international applicants **not from certain countries for which English is one of the primary languages** are required to submit proof of a minimum score of either 550 on the paper-based or 80 on the Internet-based TOEFL examination, 6.5 on the IELTS examination, 55 on the PTE Academic examination, or the successful completion of Level 8 (Advanced Level) at Florida State University's Center for Intensive English Studies. For a provisional period of three years, starting in the Fall 2022 semester application period, applicants may substitute a score of either 180 on the Cambridge English Language Assessment, 55 on the Michigan Language Assessment, or 120 on the Duolingo for graduation admission purposes.

Suggested text for 4th bullet:

- Some departments may require a higher score or may waive the test requirement if the student has received a bachelor's degree or master's degree from a U.S. institution or other institution where English is the required language of instruction. International students **not**

from certain countries for which English is one of the primary languages expecting to receive appointments as teaching assistants are required to pass the SPEAK test which evaluates English-speaking ability and is administered at Florida State University. Students who receive a score of 26 or higher on the speaking section of the Internet-based TOEFL examination meet the University requirement to serve in all capacities as a teaching assistant; however, some departments may still require that the student take the SPEAK test.

Explanation: similar to first explanation, remove “native” language and add list of countries.

Current Language in the Graduate Bulletin (University-Wide Standards for TAs):

Current language in bulletin for TA standards, Part 1:

Academic Deans are required to certify to the Dean of The Graduate School (or designee) 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.

Suggested text:

Academic Deans are required to certify to the Dean of The Graduate School (or designee) that the TAs in the college are competent to teach. This statement should also include certification that all international graduate TAs are competent to teach in spoken English.

Explanation: remove “native” language and require all international students to be certified.

Current language in bulletin for TA standards, Part 2:

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. Scheduling and registration information can be found at <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

Suggested text:

All international graduate students who are not from certain countries for which English is one of the primary languages, 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. Scheduling and registration information can be found at <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

Explanation: similar to first explanation, remove “native” language and add list of countries.

Current language in bulletin for TA standards, part 3:

Departments/units 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 distributed periodically to departments via e-mail to TA coordinators. This information is also available on the CIES Web site at <https://cies.fsu.edu/programs/eap>.

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 serve in all categories.
- A score of at least 40 on the SPEAK test is acceptable for a TA appointed in Category 1. Appointment in this category 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 serve in Categories 1; and in Category 2 for up to two semesters if also concurrently enrolled in an appropriate EAP course(s). 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 in Category 1. The student will be allowed to continue to serve in Category 2 or serve as IOR in Category 3–4 by meeting at least one of the following two criteria:
 - Achieve a score of 50 on SPEAK.
 - Enroll in Advanced Spoken English for ITAs (EAP 5835) and score 90 or better in the course.

Student's scoring 40 or below on SPEAK should enroll in the appropriate EAP course if the goal is to serve in Categories 2-4. Once a 45 on SPEAK is achieved such a student will be certified to serve in Category 2 for up to two semesters if also concurrently enrolled in an appropriate CIES English language course(s). 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 serve only in Category 1. The student will only be allowed to continue to serve in Category 2– or serve as IOR in Categories 3-4 by meeting at least one of the following two criteria:

- Achieve a score of 50 on SPEAK.

- Enroll in Advanced Spoken English for ITAs (EAP 5835) and score 90 or better in the course.
- Students serving in Category 5 must achieve a score of 50 on the SPEAK exam before assuming their duties or score a 90 or better in the Advanced Spoken English for ITAs course (EAB5835) offered by CIES.
- 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.

Suggested text for last bullet:

- 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 a language in which they are proficient.**

Explanation: remove “native” and make sure the student is proficient in the language they are teaching.



Faculty Senate Steering Committee Proposal
April 2026

Motion to Create an Ad Hoc Committee on Academic Freedom and Responsibility

The Florida State University Faculty Senate will establish an ad hoc Committee on Academic Freedom and Responsibility constituted as follows:

a. Membership.

- i. This committee will consist of a chair and at least five members appointed by the President of the Faculty Senate with the approval of the Steering Committee.

b. Duties and Responsibilities.

- i. Collect input from FSU faculty on issues and concerns related to academic freedom and responsibility.
- ii. Provide recommendations to the Faculty Senate Steering committee based on this input.
- iii. Work with the Faculty Senate and Provost's office to develop internal policy guidelines on academic freedom and responsibility in response to the data gathered from faculty as appropriate.

We propose the establishment of an ad hoc Faculty Senate committee to collect data from faculty to determine the collective understanding of academic freedom and responsibility, to determine how these important aspects of higher education are being supported or threatened, and to determine what questions or issues faculty have concerning these aspects. The committee will present their findings to the Faculty Senate Steering committee and work with the Faculty Senate and Provost's office to develop internal policies as appropriate.

Background on Academic Freedom and Responsibility

Academic freedom and responsibility have always been central to higher education and academic excellence. The Florida Board of Governors has underscored the value of academic excellence, responsibility and freedom as part of the State University System (SUS) Free Expression Statement:

“A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own world view. The very process of debating divergent ideas and challenging others’ opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of the academic and research missions of each of our institutions.”

Academic freedom is discussed at length in the FSU Faculty Handbook. It is outlined in Section 5: Faculty Development, the first paragraph of which follows:

“Academic freedom and responsibility are essential to the full development of a university’s faculty and apply to teaching, research and creative activity, and assigned service. In the development of knowledge, research endeavors, and creative activities, a faculty member must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. A similar atmosphere is required for excellence in university teaching. Consistent with the exercise of academic responsibility, an instructor must have freedom in the classroom to discuss academic subjects. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that the student may acquire the critical thinking skills crucial to success in life and occupation. Objective and skillful exposition of such subject matter is the duty of every instructor, and the university does not serve to shield individuals from experiences of ideas and opinions that differ from their own.”

Section 5 also references the 1940 AAUP statement on academic freedom:

“The 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP) states that ‘institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.’”

Academic freedom’s centrality is further reflected in its inclusion in the Collective Bargaining Agreement between the FSU Board of Trustees and the UFF General Faculty Bargaining Unit. A section of Article 5: Academic Freedom and Responsibility reads as follows:

“Academic freedom and responsibility are essential to the integrity of a true university and are rooted in a conception of the University as a community of scholars united in the pursuit of truth and wisdom in an atmosphere of tolerance and freedom.

(a) The Board and the UFF shall maintain, encourage, protect, and promote full academic freedom in teaching, research/creative activities, and professional, public, and University service, as outlined in 5.2.”

Section 5.2 reads as follows:

“Academic Freedom. A faculty member shall be free to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, to speak freely on all matters of University governance, and to speak, write, or act in an atmosphere of freedom and confidence, all without fear of institutional censorship, reprisal, or discipline and without regard to whether the expression is verbal, written, or electronic.

(a) Teaching and Research/Creative Activities. Faculty members shall have the freedom to:

- (1) Present and discuss, frankly and forthrightly, academic subjects, including controversial material relevant to the course of instruction.
- (2) Select instructional materials, define course content, and determine grades, subject to a department’s ordinary control over curriculum and not an external entity. The grade a faculty member determines for a student’s performance shall not be changed without the faculty member’s consent, except in accord with specified procedures established by the Faculty Senate.
- (3) Freely engage in scholarly and creative activity and publish the results.

(b) Service. Service includes, but is not limited to, participation in the governance processes of the University, which is a fundamental aspect of academic freedom. Faculty shall have freedom to present and discuss, frankly and forthrightly, academic policy, University governance, or other matters pertaining to the health of the University.

(c) The rights provided in this Article shall fully extend to all bargaining unit members, regardless of whether their primary responsibilities include teaching or research.”

Academic freedom and responsibility are embedded in multiple governing documents and plays a central role in faculty’s academic work at FSU. Discussion of and input on academic matters are a key part of the Faculty Senate’s charge: <https://facsenate.fsu.edu/>



November 17, 2025

Memo: Name change for the Department of Art Education

Dear Dean Frazier,

I am writing to request the name of the Department of Art Education to be changed to the **Department of Arts Leadership, Education and Therapy**.

Rationale

The Department of Art Education is home to four distinct program areas: Art Education, Art Therapy, Arts Administration, and Museum Education and Visitor-Centered Curation. Renaming the department will allow our unit to better reflect and include all four areas.

Currently, the department's name represents only one of our program areas, creating confusion and frustration. Prospective students in the other three areas may not realize that we offer degrees in their fields, while current students and alumni often express concern about the perceived underrepresentation of their programs. Faculty and students alike find it cumbersome to continually distinguish between the Department of Art Education and the Art Education program itself.

We selected Department of Arts Leadership, Education and Therapy to represent the full range of programs and expertise within our unit. As a graduate-only unit, we offer master's and Ph.D. degrees in all four program areas, as well as an Ed.D. in Art Education or Museum Education and Visitor-Centered Curation.

Arts Leadership speaks to our unit's identity as a hub for developing leaders in the arts professions. Specifically, both the Arts Administration and Museum Education and Visitor-Centered Curation programs fall under the umbrella of arts leadership, with support from faculty in each area. Our Arts Administration program has a distinguished history—established in 1966, it was one of the first two postgraduate programs in the country in this field. In contrast, the Museum Education and Visitor-Centered Curation program represents a newer degree that bridges museum management, curatorial practice, and educational theory. Together, these programs illustrate our long-standing and innovative commitment to cultivating the professional capacity of arts leaders. As is self-evident, *Education* and *Therapy* refer to the Art Education and Art Therapy programs, respectively.

In this way, the Department of Arts Leadership, Education and Therapy works as an *artLET*—a center for cultivating leaders, educators, and therapists in the arts through high-quality graduate education.

Vote

In a faculty meeting on October 23, 2025, faculty finalized our consensus proposal regarding the name change, after discussing ideas over the course of three months. During the week of October 27, 2025, I circulated a Qualtrics survey to allow an anonymous vote to 10 faculty in the department,

excluding myself. The results of this survey were 10 unanimous votes to approve the name change. I abstained in my vote, as Chair, however, I also strongly support this measure.

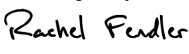
Timeline

We wish to implement this change in Summer 2026 so that incoming Fall 2026 students will begin the fall term with the new name. The Communications Manager at the Dean's Office would oversee the production of a new logo and brand folder, and would lead, with input from the Department Chair, the identification of digital materials that would require updating.

Consequences

- i. Faculty - Will benefit from a more inclusive name change once the name represents all faculty areas. Benefits may include better results with recruitment, among others.
- ii. Staff – Will not be impacted.
- ii. Students - Will benefit from a more inclusive name change once the name represents all degree areas. Benefits may include better results with recruitment, and better satisfaction with the alignment of their degree program with the department name.
- iv. Degrees – Will not be impacted.
- v. Majors – Will not be impacted.
- vi. Courses – Will not be impacted.
- vii. Budgets – The name change will prompt the retirement of some materials, including printed promotional materials, and faculty business cards, and once piece of signage. The Department can cover any replacement costs.

Signed,

DocuSigned by:

4DAB5305E1F84F2...

11/17/2025 | 4:20 PM EST

Rachel Fendler, Ph.D.
Department Chair and Associate Professor
Department of Art Education
College of Fine Arts
Florida State University

Executive FAQ

Proposed Name Change to the Department of Arts Leadership, Education and Therapy

What is being proposed?

The Department of Art Education is requesting approval to change its name to the Department of Arts Leadership, Education and Therapy. The purpose of this change is to more accurately reflect the full scope of graduate programs housed within the unit. This proposal is limited strictly to a name change.

Is this a reorganization?

No. This action does not constitute a reorganization. There will be no changes to reporting lines, faculty appointments, degree structures, administrative staffing, or budgets. The department will continue to operate as it currently does.

Why is the change necessary?

The department includes four graduate program areas - Art Education, Art Therapy, Arts Administration, and Museum Education and Visitor-Centered Curation - yet the current name reflects only one. This has led to confusion among prospective students and concern among current students, alumni, and faculty whose programs are not represented in the title. The proposed name provides a more accurate and inclusive representation of the department's academic portfolio.

How was the name selected?

The proposed name resulted from several months of faculty discussion and was approved unanimously through an anonymous faculty vote. Alumni input was also solicited as part of the process, ensuring broad stakeholder engagement.

What are the impacts?

There will be no changes to degrees, majors, or courses. Financial implications are minimal and limited to routine updates to materials and signage, which the department will cover. The change is expected to improve clarity in recruitment messaging and strengthen the department's public-facing identity.

When would the change take effect?

Implementation is proposed for Summer 2026, allowing Fall 2026 students to begin under the new departmental name.

February 25, 2026

Dear Vice President Taylor:

I write to convey my strong support for the request from the Department of Art Education to change its name to the Department of Arts Leadership, Education and Therapy Art Ed Dept name change request. This action does not represent a reorganization; there are no changes to reporting lines, budgets, degree structures, faculty appointments, or administrative staffing. Rather, it is a name change intended to more accurately reflect the full scope of disciplines housed within the unit.

As outlined in the department's memo, the unit is home to four graduate program areas: Art Education, Art Therapy, Arts Administration, and Museum Education and Visitor-Centered Curation. The current name represents only one of these areas, which has created confusion among prospective students and frustration among current students, alumni, and faculty whose programs are not reflected in the title. The proposed name more comprehensively and transparently communicates the breadth of the department's academic portfolio.

Importantly, this desire for change is not recent. Faculty have discussed the need for a more inclusive and representative name since early in my tenure at Florida State University. Over the past several months, the Chair facilitated structured conversations, culminating in a unanimous faculty vote in favor of the proposed name. Alumni input was also sought as part of the process, ensuring that the change reflects both current and historic stakeholder perspectives.

This revision will strengthen recruitment messaging, clarify the department's identity in national contexts, and better align the unit's public-facing name with its graduate-only mission. There is no impact to degrees, majors, courses, or budgets beyond routine updates to materials and signage, which the department has indicated it can cover.

In short, this is a thoughtful, faculty-driven refinement that improves accuracy and visibility without structural disruption. I fully support the request and respectfully ask for your approval to implement the name change in Summer 2026, in advance of the Fall 2026 entering cohort.

Please let me know if you would like any additional information.

Sincerely,



James Frazier, EdD, MFA
Dean, College of Fine Arts
Florida State University

