



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
WEDNESDAY, NOVEMBER 17, 2021
FSU ZOOM
3:05 P.M.

I. Regular Session

The regular session of the 2021-22 Faculty Senate was held on Wednesday, November 17, 2021. Faculty Senate President Eric Chicken presided.

The following members attended the Senate meeting:

G. Adams, T. Adams, A. Ai, P. Aluffi, E. Alvarez, S. Ballas, E. Bangi, A. Barbu, C. Barrilleaux, C. Barry, B. Birmingham, M. Blaber, T. Bradley, J. Brown-Speights, M. Buchler, M. Bukoski, U. Bunz, G. Burnett, J. Calhoun, E. Chassignet, E. Chicken, I. Chiorescu, R. Coleman, E. Crowe, P. Doan, J. Du, M. Duncan, D. Eccles, V. Fleury, S. Grant, R. Goodman, A. Gunjan, W. Hanley, P. Hoeflich, R. Hughes, J. Ingram, K. Ishangi, E. Jakubowski, K. Jones, C. Kelley, H. Kern, D. Kim, E. Kim, J. Kimmes, E. Klassen, S. Lester, E. Loic, C. Madsen, G. Martorella, A. McKenna, C. Moore, A. Muntendam, E. Murphy, I. Padavic, E. Peters, Q. Rao, A. Rassweiler, K. Reynolds, N. Rogers, E. Ryan, C. Schmertmann, H. Schwadron, J. Sobanjo, T. Somasundaram, D. Soper, J. Standley, E. Stewart, R. Stilling, B. Stults, M. Swanbrow-Baker, G. Tyson, A. Volya, D. Whalley, Q. Yin, and I. Zanini-Cordi.

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

I. Alabugin, T. Albrecht-Schoenzart, D. Armstrong, P. Beerli, D. Bish, M. Bourassa, R. Brower, E. Cecil, S. Daniels, F. Dupuigrenet, S. Foo, C. Frederiksen, J. Geringer, M. Gonzalez-Backen, T. Graban, W. Guo, D. Gussak, K. Harris, E. Hilinski, L. Hinnant, C. Hofacker, A. Huber, P. Iatarola, T. Lee, I. MacDonald, T. Mariano, M. McFarland, R. Morris, M. Nair-Collins, J. Palmer, C. Patrick, D. Peterson, L. Rinaman, A. Vanli, and Z. Yu.

II. Approval of the Minutes, October 20, 2021 meeting

The minutes were approved as distributed

III. Approval of the Agenda, November 17, 2021 meeting

The agenda was approved as distributed.

IV. Report of the Steering Committee, Erin Ryan

- We have continued to follow the progress of the Senate Task Force on sexual harassment and also the work of the Senate's Sustainability Committee, which at the President's invitation is preparing a proposal for actualizing the Senate's April call for the university to better identify the next wave of sustainability goals. We expect to be able to share more about them the specifics of that proposal as our December Senate.

- We are considering a policy to address outside threats to our courses, proposed by several senators, this term after the cancellation of a history course this summer, under the pressure of external threats.
- We approved the torch award committee recommendations and we discussed how to ensure peer review as part of specialized faculty evaluation at the Panama City.
- We learned that we have seen a 100% increase in student applicants this year and we have discussed how to begin thinking about ramping down some of our COVID adaptations, given that some will hopefully become unnecessary, while others may remain desirable, like the flex teaching model that may remain in place by election of teaching faculty.
- In our meeting with Provost McCrory and VP Janet Kistner, we discussed the encouraging results of the COACHE survey of faculty satisfaction and what we can learn from it in relation to faculty recruitment, retention, and evaluation. We also discussed existing hurdles to interdisciplinary work within the department-oriented university structure.
- In our meeting with President McCullough, we discussed his plans for extending university research and faculty hiring. We also discussed the fact FSU's five-year strategic plan expires soon and with him, began thinking about how we can best contribute to the conversation about what should go into the next one.
- We also discuss the search for next Provost and Vice President for Research. The search for the next Provost is now underway with faculty well represented on the search committee, including our own Petra Doan, here in the Senate and who also sits on the Senate Steering Committee. The pool of internal candidates who are nominated and willing to be considered includes nine people and we'll learn more about them in the coming week. The Search Committee expects to hold public interviews with candidates in the first two days after the Thanksgiving break, and then to forward a list of three recommendations president who hopes to make a choice soon after. His plan is to have a new Provost at the helm, ideally, by the end of the semester.
- The search for the next Vice President of Research will be an external search, which will take a little bit longer and the hope is to make that hire in the next semester.
- We also shared with President McCullough some concerns we've been hearing from faculty about various legislative proposals targeting higher education. We were fortunate to be joined this week by our Legislative Affairs Director Clay Ingram, who briefed us on the relevant legislative developments. There was some very good news that his report, in that, especially compared with this year and last year at this time, FSU and the State University System is in good shape budgetarily, at least with regard to non-recurring funds, which are useful for capital outlays, such as the Mag Lab and elsewhere on campus. We have the largest carryforward pool in history and there are still funds available to state under the federal stimulus. And one of the aims of his team and like teams of the other State University System institutions will be to try and shift some non-recurring funding into more secure recurring budget categories. He reports that his team is also looking at building better inroads into legislative affairs at the federal level.
- There are also a number of proposed educationally relevant bills of concerns to faculty, beyond budgetary matters, although it is not certain that all of them will move forward to the committee process. We hear that a proposal to repeal HB 233 is on the table. This is the bill we opposed last year with the intellectual diversity survey and the lecture recording provisions

in it. But that proposal has yet to be heard and is not expected to move forward in this session. There is also a proposal to legislate certain potential educational content, including critical race theory, but it is also uncertain whether that bill will move forward.

- In addition, and with all of our partners in administration, we have noted that concern about the security of academic freedom at Florida's public universities remains high among faculty here, as well as statewide.
- The Advisory Council of Faculty Senates (ACFS) was deeply troubled by the developments at the University of Florida regarding the University's decision to prevent faculty from participating as subject-matter experts in litigations by members of the public against various state laws. These decisions, though solely at UF, drew negative national press to all of Florida's public universities, and we worry about how those kinds of news stories can impact our own ability to recruit and retain high quality faculty and students.
- The Advisory Council responded quickly and unanimously an Emergency Resolution on Threats to Academic Freedom, which was adopted and read aloud to the Board of Governors (BOG) by the chair ACFS, Bill Self, who sits as member of the BOG, and we were gratified that the University of Florida changed its position on three of the faculty in question the next day. But we are watching closely the ongoing policymaking process about what will happen going forward and we will return to this issue later today when our Senate will consider the motion to endorse the ACF's resolution here at FSU, as our sister institutions have also been doing across the state.
- We've also continued to share concerns over the potential for proposals for a centralized form of post-tenure review. We're concerned here at FSU, and we registered this concern through the Advisory Council. Last time, I want to correct the mistake that I made in the report of the steering committee, I mentioned that post-tenure review here at FSU, took the form of a Sustained Performance Evaluation, and I'm grateful to the UFF for correcting me on the specifics as Sustained Performance Evaluation has actually been replaced with Sustained Performance Increase, which recognizes senior faculty pay adjustment when their salaries fall below market rate.
- Post tenure review here at FSU takes place through our Annual Evaluation System, which has been shown to be effective at encouraging ongoing productivity among our faculty and routing out through warranting discipline. The ACF's continues to put forth its view that all twelve institutions in the State University System already have adequate post-tenure review processes tailored to each individual institution, since we all have unique missions. They are now working on collaborating to produce evidence to demonstrate to the legislature that a centralized policy is not needed.
- Finally, I want to note that we shared these concerns over academic freedom with the Board of Trustees last week, and I expressed my hopes that we can continue to reassure FSU faculty and potential faculty that the principles of academic freedom remain strongly protected here at FSU. I was happy to note that our new Chairman of the Board, Peter Collins, responded with strong support among our Board of Trustees with the importance of free speech and freedom of thought on campus. I wanted to share my sense that our Board of Trustees is committed to maintaining FSU as an institution that champions these freedoms, freedom of speech, freedom of thought, and the free marketplace of ideas that flows from protecting

these core values. We were happy to hear that Chairman Collins has accepted an invitation to meet with the steering committee in the coming weeks.

- We remain ever grateful for President McCullough's steadfast commitment to tenure and academic freedom as core values of FSU. That concludes my report, and I am happy to answer your questions.
- President Chicken thanked Erin and opened the floor for questions. There were none.

V. Announcements by the President of the University, Provost Sally McRorie

- President Chicken noted that President McCullough was not in attendance and called on Provost McRorie to speak in his place.
- Provost McRorie started with that yesterday the ACLU, the Association of Public and Land Grant Universities, all our many public peers in the country, awarded FSU the top prize in student success. It's on our website and should be in the paper. It's the 2021 degree completion award, we've worked really hard to help our students both take an appropriate number of courses and do well in those even through the hard work that everybody had to put in over 2020 in particular. We still had such a great record in terms of our students, graduating undergrads in a very timely manner, 74% rate of graduation of four years is a top 10 number in the country, particularly amongst among public institutions, is very, very strong. I appreciate everybody's efforts. All the faculty and graduate students who help us every day in the academic teams, as well as all the other parts of the university that work together to provide a lot of opportunities and challenges, and a lot of different kinds of support for our students. It means that we remain a university that really cares about our mission, our academic mission and meeting that in an appropriate and ongoing way that gets better all the time. I'm very proud of that and everybody at FSU should be very proud of that.
- Personally, speaking about, Engage 100, I hope that that receives a positive response from this group. I think it's a program that really makes a difference for a lot of our students who come in, not really knowing what it means to be at a university and helps them find a way to be engaged right away in very significant and important ways.
- I do look forward to the announcement of the next Provost and we'll be very happy to work with that person. Moving forward as possible, as needed.
- I also am returning to the faculty which is wonderful for me. I have been a faculty member somewhere or another for a long, long, long time. I look forward to getting back into the role. I have never been a tenured faculty member without an administrative responsibility as a chair and other things. It will be a new adventure for me and I'm very much excited. Thank you all for everything.
- President Chicken opened the floor for questions. None were posed.

VI. Old Business

a. Bylaw Changes – Distance Learning Committee – Stacy Sirmans & Enrique Alvarez (See Addendum 1)

- Stacy Sirmans, this is a relatively simple change in the bylaws to move from three faculty members to four faculty members on the committee, along with the chairs of the Undergraduate Policy, Graduate Policy, and Curriculum Committees. We feel that as distance learning becomes more prominent on campus that it won't hurt us to have an additional set of eyes and ears around campus. We're proposing is this change and we appreciate your consideration.

- President Chicken noted, this was introduced as an information item last month, so this month the Senate will vote on it, coming from the standing committee so it is neither a motion nor second. So, we'll go straight into discussion. Is there any discussion about the proposed change to the bylaws? Hearing none, I'm going to call for a vote, you are voting to approve the proposed change to the senate bylaws.
- **The Bylaws changes are approved.**

b. Bylaws Changes – Sustainability, Erin Ryan & Ian MacDonald (See Addendum 2)

- President Chicken state that this language from the Sustainability Committee was introduced to the Senate last month. Since it is the senate already had the introduction last month, the committee doesn't need a motion or a second proposal, we can go straight into discussion. Is there any discussion? There was no discussion. President Chicken launched the poll to approve the proposed changes.
- **The Bylaws changes are approved.**

c. Bylaws Changes – Teaching Evaluation Committee, Jon Ahlquist & Enrique Alvarez (See Addendum 3)

- President Chicken noted that these we also were introduced last month, so the senate can go straight to discussion.
- Jon Ahlquist wanted to comment that the reason for asking for a representative at the Center for the Advancement of Teaching is that we are charged to evaluate good teaching, and to do that we need to know what good teaching is. So, we want to use FSU resource for what good teaching is to guide us as we evaluate good teaching.
- President Chicken thanked John and called for any discussion on the proposed change to the existing committee. I don't see any, I think we had a good discussion last month. I'm going to launch a poll we're going to vote to approve this change.
- **The Bylaws changes are approved.**

VII. New Business

a. Engage 100 – Undergraduate Policy Committee, Dan Mears (See Addendum 4)

- Dan Mears, I'm going to discuss briefly a proposal that comes out of the Provost Office. Joe Shea, the Assistant Provost and Dean of Undergraduate Studies, oversaw Dr. Allison Peters, the Assistant Dean for Retention and Engagement for Undergraduate Studies. The Engage 100 proposal was presented and to the UPC and I'll begin by noting that the UPC saw considerable merit in the proposal. It addresses a core need, presents a thoughtful plan, and importantly relies on an ongoing evaluation to assess the implementation of it over the next three years, if approved, and reevaluate its effectiveness.
- A key question is what is Engage 100. It was launched back in 2017. The key idea was to help undergraduate students intentionally approach their undergraduate

experience. Another way of viewing it is, a lot of students come in as freshmen and they don't really know what they're doing. They don't really know how to fit in, how to take charge of their experience, and it's all a bit overwhelming. The idea with engagement 100 is to try and provide different kinds of experiences that would help students feel like they could fit in and get guidance and helping to shape and craft their experience.

- Engage 100 is an umbrella term for a lot of different learning community programs throughout campus. It would be just for first year students. In the pilot and when they first started, it was not required, it was voluntary, and they ended up getting upwards of just over I think 1/3 participation. One of the concerns is that the 1/3 participated are kind of more the go getters, the students who probably would be doing well in college anyway and knowing how to navigate it. The concern is that there is this 2/3s of the remaining students who would probably benefit more from it, so the idea is to make it mandatory. It would be a zero to one credit experience the course that they're taking would not be terribly time intensive but there would be time involved throughout the fall semester.
- The main difference from what they're currently doing is that this is going to be mandatory. Again, it is a collection of programs. So, for example, the University has College Life Coaching, there's the CARE Program (the Center for Academic Retention and Enhancements), there's freshman interest groups. There's lots of different programs around campus that would fit under this umbrella, Engage 100 experience.
- In every instance the idea is to have fewer than 20 students who are participating together in this Engage 100 experience. Importantly, the program relies on peer mentors.
- The UPC was a little concerned about the demand on faculty and there really isn't demand on faculty, although faculty can become involved if they want to. But this is overseen through Dr. Peter's office, and there's already these programs that exist. There would be some support for peer mentors who would be very active in guiding these students in the transition to the university.
- One of the goals of the pilot and it is a three-year pilot, is to assess what aspects of the program and what aspects of implementation are actually helping students with their transition. Another goal is to see how well the program can do in ensuring students get the assistance and support they need. To be clear, it's not a program that itself is delivering services, its helping students learn how to navigate the university and take charge of their intellectual university experience.
- One of the things they updated after the UPC spoke with them, was the semester update to the UPC, once a semester, a program assessment, where they get feedback from the mentors and the student participants to see what's going well. Some of the faculty were a little concerned that this would be onerous, and they're building in feedback to see if that's in fact the case. It shouldn't be from the design of it. But if it were they have a mechanism to get feedback about that.
- That's the brief overview, if successful, some of the long-term goals are that the students would be more engaged and more involved in groups, in other words they

would be more satisfied with their experience. Conceivably it will result in timely completion of the degree in four years rather than longer. A mix of kind of concrete goals but also some that are a little bit more fuzzy, like they felt happier with their experience, they felt like they were more engaged, they felt like they had more direction over their college experience.

- President Chicken thanked Dan and opened the floor for discussion.
- **Kenny Reynolds, Business** – The expectation is that the more dynamic, the more engaged, for lack or better term, the better students are enrolling in this and the ones who need it more aren't doing so. If that's the case, then I don't find some of the some of the statistics presented particularly compelling. The table shows the performance of the ones who took it versus the ones who didn't, the one's who took it consistently performed marginally better than the ones who didn't, and they have a marginally higher retention rate. But if these are the better students in the first place, I would have expected that regardless of whether they took the course. I simply mention that to say, it's possible, that one of the reasons that some of the students aren't taking it is they don't perceive value in it. And frankly, I would hope that if there is the kind of value that we want from it, we would see maybe a little bigger difference between the ones who take it and the ones who don't. Next, I don't understand the exemptions and I only speak for my College, the College of Business, and more specifically my department, the Accounting Department. One of the exemptions were for student athletes, and I know that they have their own mentoring program, but I will say that I don't believe that the mentoring they get through their student athlete experience is what we want them to get in the business school. It doesn't facilitate building relationships with the other students in the business school, the specific context we want them to learn, it doesn't facilitate them making contacts outside the university who are going to be essential to their future career. I don't see how exempting the student athletes from this mandatory requirement will serve them very well. I don't understand the exemption for Panama City, although there may be a reason for it. And the other couple directed omits, I don't fully understand what's going on there. Dan Mears replied with the first part of your concerns about it maybe not having as big of an impact as you hope, from an evaluation standpoint, it would make sense in the first few years or a new program you are trying to iron out the different aspects of implementation. They recognized that the very group that it would make the most impact on would be the hardest to get involved, and the idea would be to try to tinker with it and see what happened. I think the committee's feeling was there is a pretty low cost to this and a pretty good potential for high gain, but again, the idea would be if it doesn't work, then don't do it. But the only way to know that is to evaluate it. Dr. Allison Peters replied to his concern on the exemptions. She noted because they approached this as a pilot, which we wanted to take some time to continue to gather data on the experience and understand what sort of load this was adding to students. We did write in into exclude student athletes, because there are some more complicated nuances with compliance, advising and what's required of those students to make sure that they're eligible to participate in their sports. That doesn't mean that they can't do an Engage 100, there is actually an Engage 100 designed

specifically for student athletes that's run out of the student athlete academic support area, which is an area that works with undergraduate studies and athletics. That is an option that's available to them that launch just this fall semester. So, we don't have any data regarding that experience quite yet. But we are glad to be offering something that's specifically designed to help the athletes. They would of course, be able to do any Engage 100 that they would like, the goal is it's really about helping students find the Engage 100 that will be best for them, but it's certainly something that can be revisited during the pilot period.

- **Ulla Bunz, Communication & Information** – I have a clarification question at first and then potentially a follow up question. It's confusing to me in the proposal whether this refers only to first time in college students or all students, so can you just clarify which it is? Dr. Peters replied that yes it is for students that are coded as first time college for students, although there have been some other conversations about whether at some point in the future that similar initiatives might be appropriate to explore for transfer students. Ulla agreed that she is sure there are many students who, maybe they're not the first in their family to go to college, but maybe they still would like to take a course like this, and could benefit from it. So I'm happy to hear that there's at least conversations about the possibility.
- **Michael Blaber, Medicine** – This is probably a pointless point to make, but it sounds like something where the high schools are failing us, failing these students with regard to either preparation or mentorship or advising. You know, they've had 12 years in public schools, and they go to college and have no idea what they're doing. Something's wrong in high school. So, one suggestion, instead of being negative, one suggestion is potential outreach to high schools to try to get them some of this information before they are faced with this issue in college. Such as get them better prepared in the last year of high school.
- President Chicken asked for any more comments or questions. None were posed. So we've got a proposal from a standing committee for a three-year pilot for a mandatory course for certain group of students. We've had our discussion, and I don't see any more comments. It's time to go to a vote. Here we are voting to approve this program or to not approve. President Chicken noted to Dan, while they're voting, certainly this would be a case where the Senate would like to see yearly updates. If you're going to be doing it long term it would be great if you came back on a year-to-year basis. Just let us know how things are. Dan Mears agreed sure, absolutely.
- **The program was approved and passes.**

b. English Proficiency Implement Date – GPC, Ulla Bunz and David Johnson (See Addendum 5)

- President Chicken this is the English proficiency policy that we passed last month, the one that allowed for a variety of testing mechanism for non-English speaking graduate students. Ulla Bunz continued that this was voted and approved for Fall semester, but now representatives from the Graduate School have asked if we can implement this for summer admission already. Various changes have to be made to

a variety of databases that also have to communicate with each other. So, they anticipate fewer applications that use these new tasks for summer rather than fall, so if there are going to be problems due to the change coding in the various systems, then they'd rather have it when there are fewer students, than when there are more. So that's the reason I'm now here asking you for your approval to change the implementation date from Fall 22 to Summer 22.

- President Chicken wanted to confirm there is no other changes. Ulla confirmed there's no change other than otherwise than the implementation date. President Chicken confirmed this is not coming from the GPC but is a request from a senator to modify the policy we passed last month.
- President Chicken asked if is there a motion to approve the proposal? There was a motion and a second. President Chicken opened the floor for discussion. No discussion posed. President Chicken took the proposal to a vote.
- **The motion was approved.**

c. Resolution in Support of ACFS Statement – Erin Ryan (See Addendum 6)

- Erin Ryan, the leadership of the Faculty Senate of the twelve institutions around the state work together quickly to be able to put together this ACFS resolution in time for the Board of Governors Meeting, in the hope of expressing just how powerfully faculty across the state felt about this issue. The ACFS resolution was passed and shared that day.
- We'd like to think it was part of the chorus of concern that led to the university changing its position the following day. But the policy remains under debate at the University of Florida.
- The ACFS has asked member institutions to consider resolutions in support of the ACFS resolution. Many of our sister institutions have already adopted the resolution and so we are asking the FSU Faculty Senate to do the same.
- Erin proceeds to read the FSU resolution that would support the ACFS resolution. She also read the ACFS resolution. I am asking us to consider endorsing ACFS resolution and I will be happy answer questions as they come up in the discussion.
- President Chicken, what we have is a proposal to pass a resolution do we have a motion to approve? There was a move and a second.
- Erin Ryan noted there was a question a question in the chat to summarize what happened. Erin proceeded to summarize what happened at the University of Florida. There was highly publicized several faculty initially three faculty from political science that who were asked to participate in litigation against the recent state legislation on election law and voting rights. They were asked to participate on behalf of places challenging the Voting Rights Law. They sought permission to participate as subject matter experts in that litigation and they were denied permission on grounds that it constituted a conflict of interest with the university because it was litigation against the state. It was later reported that other faculty members at UF, a Professor of Medicine had previously been denied permission to participate as a matter expert in litigation on the same grounds. It was later reported that a faculty member at a different state university institution, I am unsure which

one, had been permitted to participate in litigation against the state law, but he was participating on behalf of the state. So there was an enormous controversy over this and it was also established that in previous years, and in most other cases, certainly all other cases that we're aware of here at FSU and at UF previously, faculty have been permitted to participate as subject matter experts in litigation, regardless of whether it is against the state or not. So this appears to be a new policy and the policy is now being reviewed. So after enormous criticism from educators and faculty across the political spectrum, across the nation, and our statements, the ACFS statement, the University of Florida reverse its decision of a three faculty who have been prohibited from participating in the voting rights legislation as experts, but they assigned to a task force the work of developing a policy for the future on this question, and it was specified that that policy would be developed without prejudice, meaning, the decision to allow these three faculty members to testify would not preclude one decision or the other going forward on this conflict of interest policy. So, this is the issue that UF is still considering and the pattern that alarmed the ACFS, there's no evidence of that taking place here at FSU. This is a position that we are taking because it is an important principle that we want to see honored throughout the State University System, where so many decisions are made at a central level, through the Board of Governors and in some cases, the Legislature.

- Erin Ryan noted a second question about, whether there was financial compensation involved. The answer to that question is there was in some cases but not others. So, the political scientists who had been invited to participate in the voting rights legislation would have been compensated, but the medical professor who has been invited to partake in the mask mandate litigation would not have been compensated. So, the compensation issue appears, compensation was offered after the new story began receiving press attention as a rationale to say why these professors were not allowed. But that rationale was undermined by later reporting that the same rationale had been used to prevent a medical school professor from participating even without compensation.
- **Matthew Lata, UFF-FSU** - in this particular case, the University of Florida first backtracked a little ways and said, Well, you can present your testimony but you can't get paid for it and eventually backed off completely saying you can present your testimony and you can get paid for it. One of the faculty in question retained counsel, which has been supported by the union and are still coming after the university because they would like a statement of principle from university. The University of Florida is appointing a commissioner committee, whatever you want to call it, to look into the issue, but as of now, all of the people on that committee are administrative appointments and there are no representative faculty. So that's kind of where that stands right now.
- **Will Hanley, Arts & Sciences** - Erin Ryan noted via chat, mentioned a story that was published in The Chronicle of Higher Education yesterday in which the Dean of Arts and Sciences at UF revealed that he had been instructed by university council to reject the request, and there's been additional reporting, in which that same Dean reports that he was preparing to tell the administration that he would

reverse himself, that he had initially rejected the request because he did not want to create a conflict between himself and the central administration on this issue, but that he was preparing to create that conflict when the University independently decided to reverse itself on those three professors.

- **Amy Ai, Social Work** - Was UF's decision, is it based on their own rules or based on rules standard provisions placed on all twelve Universities? President Chicken replied that UF is just doing this on their own. There is no statewide rule that every university follows. Erin Ryan also replied that UF was creating a policy only for itself that does not on its own bind any of the other 11 of the 12 institutions. Nevertheless, we are anxious because the University of Florida is the largest and university in the system, many times what happens in Gainesville impacts citizens elsewhere, just as what happens here in Tallahassee can impact decisions elsewhere. And when it comes to matters of principle like this, where all of the faculties and all of the 12 institutions share the same values, we think it's helpful to speak as one. In this particular call, we are calling for UF to do what we think is the right thing and we're also calling for the State University System to affirm its commitment to the principle of academic freedom, in hopes that it would head off any kind of similar decisions elsewhere. In general, we find ourselves advocating for institutional decision making often rather than centralized decision making because the institutions have different visions, different populations, different specialties. When it's something like this I think we can probably safely say that this is a shared value. If you have a proposal for how to amend the resolution, I think we're open to hearing it. Amy Ai continued that she thought that this statement will be able to prevent this from happening in the future here and at other universities. Erin Ryan replied that we don't have the power to make a rule that would bind all universities together, either as the FSU Faculty Senate, nor ACFS. All we can do is signal our disapproval of policies that run counter and we could conceivably motion for the board the BOG to make a rule that's more specific and if that's something that we wanted to do or might want to do is then subject to discussion by the group. My own personal sense is that our strongest move right now is to signal support for the resolution that's already passed and that's been adopted by at least half of the other institutions. But if this pattern of threats to academic freedom should continue, then we might consider making a more directed resolution that does more of what you're saying. I wouldn't rule out that we should do that in the future, but I leave it to the body, on how to react if you want to make a specific proposal in this moment.
- President Chicken stated that there's just not a sense of urgency, but we do have some timeliness that the issue just occurred, and in my in my opinion, it would be good if we're going to pass this, that we do it quickly without thinking about future items, like you mentioned. He then asked if other senators wish to speak on this.
- Erin Ryan noted that Janet Kistner may want to speak. Janet Kistner, I think you stated it well, I think the timeliness of it is good., I think the comments about it, affirming commitment academic freedom and freedom of speech is really quite fine. It's not clear to me that UF changed their policy, it seems to me that they changed their interpretation of their policy. But I'm not an expert on their policy, but I know

I was quite astonished at what they did. I can't imagine that we would ever nor have I ever known us to ever have done that at FSU, and I sure hope that we never do.

- President Chicken thank Dr. Kistner, and there doesn't appear to be any discussion or comments, nobody's proposed any amendments. This has been moved and seconded. We've had our discussion phase; I'm going to go ahead and launch the poll. The vote to approve here is to approve our resolution in support of the resolution the ACFS passed.
- **The resolution was approved.**
- President Chicken asked if there are any other items of new business? Seeing none, we will move on to the next item on the agenda.

VIII. University Welfare

a. United Faculty of Florida, Florida State University Chapter – Matthew Lata, UFF-FSU

- We'll start by talking about the legislature, because of the special session all the committee meetings have been cancelled and they're just focusing on that. But that will resume next week.
- Just to run briefly down the list of bills that we've been following, Bill 6007, guns on campus, we have been reassured by members on both sides of the aisle that that's not going anywhere. In part because it's sponsored by Representative Sabatini, has alienated himself from the Republican leadership, and anything that he touches at this point doesn't move forward.
- Bill 677 is a repeal of last year's 233, that's the bill mandating survey and allowing students to record lectures, and so on. We've identified sponsors in both chambers, and that's been introduced and assigned to a committee in both chambers. The lawsuit against that is ongoing. We're waiting for the court to rule on the state's motion to dismiss and we are engaged in the discovery process.
- The fee waiver bill that we've been pushing, waiving most fees for graduate students, was assigned the number 666. We have democratic sponsorship in the Senate and we're looking for a Republican sponsor in the house. The question is whether that'll be a standalone or whether it will be drafted onto either the budget bill or the big education bill.
- The one we're really concerned about is Senate Bill 242. I think the House companion is 57. This is a censorship bill. This is the anti CRT Bill. It's one of the worst written bills, it contradicts itself, it provides no method for enforcement. The first thing it does is that it sets exactly the same standards for K through 20. Meaning that you teach kindergarteners the same way you teach colleagues seniors. I'll quote two lines, "No teaching can occur where an individual should feel discomfort, guilt, anguish, or any form of psychological distress on account of his or her race or sex, yet nothing in this bill shall inhibit or violate the rights protected by the First Amendment." Unfortunately, it looks like this one is going to move forward and this is something we're going to have to stand up against, although it may just go nowhere, it would certainly end up in court before it was implemented. But that's kind of a dangerous one.

- Other issues we all received a few weeks ago, an email from the administration, announcing that a \$3,000 bonus will be landing in your bank accounts. What they didn't mention is that that was a result of a long negotiation between administration and the Faculty Union. That bonus is for all members of the bargaining unit, whether they are union members or not. We thank the administration for doing that. But this was really a group effort led by our bargaining team and really assisted by all of the faculty members who showed up at bargaining because administration did notice that, and I think it made a big difference.
- Looking forward to the bargaining starting next spring, the whole contract is open. That'll probably start sometime in March.
- President Chicken called for questions.
- **Katherine Jones, Arts & Sciences** - 'The language in the bill about how students are made to feel how can that work legally? Matthew Lata replied, that is the question, it's completely subjective, and by the way, it's in complete opposition to 233 which was passed last year, which is the law of Florida right now, states that students cannot be in protected spaces where they might be made to feel uncomfortable, that students must be allowed to be exposed to speech or ideas that may make them feel uncomfortable. The example given is the Ku Klux Klan wanted to have a rally on Landis Green, they could do that even though it would make some students uncomfortable. However, this bill 242, this year says that you can't say things that would make students feel uncomfortable, at least because of their identities. So it makes absolutely no sense.
- **Todd Adams, A&S** - At the Board of Trustees meeting last week, they mentioned trying to do two-year contracts for some of the negotiations. Has that been discussed with the faculty contract and does the union have an opinion on that? Matthew replied, I have not heard about that. If there's anyone on a bargain tune in here who has or has something to contribute, please speak up. Robin Goodman spoke that I haven't heard of that. She confirmed the contracts are for three years, it reopens every year, our collective bargaining agreements. Todd Adams continued that they mentioned trying to go to multiyear to try and reduce the amount of negotiations they'd have to do each year. But they're trying to get away from negotiating each one each year. Matthew Lata replied I think what they were talking about is not that we wouldn't be having a new contract every three years, but that the initial negotiation at the beginning of the three year period might include provisions that would extend through that period. So we wouldn't be negotiating salary again a second year that would have already been negotiated in the first year. If that makes sense.
- **Todd Adams, A&S** - You also may note that the Board of Trustees passed the policies restricting comments, public comments at the beginning to only things that are on the agenda for that meeting, so just be aware there's a policy. President Chicken confirmed the policy to only have been related to the agenda, which apparently is all that's required, but the trustees have allowed more than that in the past. And they did modify that before the meeting was over, so that is restricted to agenda items, but that the chair of the trustees can recognize any item of interest

that is brought forward. And I'll point out right here that if people try to say something at a trustee meeting and they're denied, feel free to let me know right away, send me an email and I will bring it up under open forum, so any concern that you want to make and you can't get across, I will take care of that. And I'm sure the students will do the same with their representative. Erin Ryan, if I could just interrupt to let everyone know that the reason that that is still possible, or the reason that public comments can still be given with a waiver, if it's not on the agenda is because of President Eric Chicken, who objected to the original proposal and was able to convene an additional discussion, at least preserving the opportunity for public comment with a waiver. So our representative on the on the board has done meaningful work for us.

- **Janet Kistner, VP Faculty Development & Advancement** - I was going to respond when Matthew and Todd were asking about bargaining, that I believe that they were commenting in particular the graduate TA that did a multi-year contract. o I don't think they have specifically talked about the faculty bargaining one, but perhaps that'll come up when we get together again in spring as to whether that's something both sides want to do.
- President Chicken called for any more questions for University Welfare. I'm not seeing any. Are there any other items of university welfare? Seeing none, we will move on to the last item on our agenda.

IX. Announcements by Deans and other Administrative Officers

a. Faculty Development and Advancement – Janet Kistner, VP

- Janet started with thanking everybody who participated so far in the in helping us with the Provost selection process, by nominating and making suggestions, it's very much appreciated. Also please save the date, December 3 is going to be the date for the open forms for the finalists for that position, to which all faculty staff and students will be invited. It's a Friday, it's the last day of classes. I don't have the time or the location yet, but we're working very hard on that. I certainly don't have the names of the finalists yet because we're still in the process. We'll get some announcements out about it as soon as we have those details.

b. Registrar's Office – Kim Barber, Registrar (See Addendum 7)

- c. Some of you have already seen this but I wanted to share with the Faculty Senate., some perspective. In this last year and a half, almost two years, I chaired the Academic Operations Continuity Committee, that a number of your colleges and units are represented on, including your own Bridgette here from the Faculty Senate. I wanted to share some things that have changed landscape of our university. One of the things I want you to look at is not so much the actual numbers, but the change that we've seen in our student body in the last three years.
- d. We learned a lot of stuff through COVID. In the beginning the pictures I had showed what our classrooms looked like, we had teaching, students in our classes without masks. March and April of 2020, very different. All of us learned about zoom fatigue and how that was an actual effect.
- e. One of the things that we were dealing with in Academic OPS and as a university was a vast majority of our students were admitted and enrolled face to face this

carries us through spring of 2020. Starting summer 2020 you can see that most of our students, were in either online or remote classes. There were a very few numbers of class sections offered, a little more than 200 of our total summer, that were face-to-face. Going into Fall 2020, it was still very heavily skewed with online remote set of offerings that we taught. Spring 2021 we got a little bit parity.

- f. As you can see the number of online and remote offerings, these are all undergraduate sections are right now, were balance but actually skewed a little bit more towards online or remote classes. Part of that is because a lot of departments teach online sections in the summer anyway.
- g. This fall our number of remote and online is down compared to previous years and is projected to be for spring right now. But what's interesting here to see is that the number of these are formally approved online classes is still higher than where we were matching two prior semesters. And that's an indication of the work curriculum committee has done and that you all have done as faculty to get online offerings.
- h. The same thing is happening with the graduate level section of classes, we're seeing more online this fall and spring. And we know there's more classes coming.
- i. It indicates that the change in the way we're embracing classes, and in the way we're teaching, and the way you all are looking at them. It's a little bit different and again we begin to capitalize on things that we've learned. Even if some of that learning is we don't want to do it that way again, there's got to be a better way to do it.
- j. Here's where we start seeing the intersection between what you're doing in the classroom and who you're teaching in your classroom. What's really important here to see as undergraduates keep in mind that all of these students are in these four bars, finished out, more than likely High School in some remote element and when they are enrolled in FSU, at least early in the pandemic, we're not in face-to-face classes, or only had limited face-to-face classes, until we got to this Fall. So this means that they were interacting with you, your offices, research labs, etc., they were doing it predominantly remotely or through some sort of technology mediated system.
- k. What we're seeing here now is that more than half of our undergraduate student body started post pandemic, meaning post spring 2020, and all they ever knew was FSU in remote mode. We have tightened up attendance policy, the rigor academic classroom itself, that they may have been accustomed to.
- l. If we look at the distribution at the graduate level, you're seeing the same trends continue and in some cases more, because the number of masters that we brought in when the Senate approved the GRE and other graduate entry test waiver requirements. In some programs a medium portion of them have already graduated or will be finishing up the semester.
- m. So we're seeing this turnover in our student body at the graduate level, much quicker than we will be undergraduate. But even in two years, most of the undergraduates that started and are finishing out knew FSU before the pandemic will have been graduated and we will have a student body who only ever really interacted with the FSU through our pandemic mode. I simply say that to indicate that students know there are other ways to do it and you and your colleagues also know there are other ways to teach, so this may be the opportunity as a research institution to really put

some research into ourselves and decide what do we look like, what do we take from what we learn and how do we move forward?

- n. At the professional doctorate level, again, we're seeing the same numbers, so it's not just master students we are seeing it at the graduate doctoral level.
- o. From the Registrar perspective, when I look at these students, I recognize at least for undergraduates, the last two years on our campus has had minimal face-to-face and when they were in high school, or if they transferred from another college, their preceding years, more than likely will also either totally remote or minimal face-to-face based on where they were coming from. When they're on our campus. Now, this semester, they're dealing with all these adult things that they didn't necessarily have to deal with at the same level, when you're living at home or with friends or family or whatever.
- p. One of the things that was interesting when we looked at this is the Fall 2019, the last fall, pre pandemic, we housed most of the FTIC class, the same for this fall. But the class fall 2020, because of social distancing, we housed less than 30% of of fall FTIC's we normally would have housed. And we know that staying in campus housing, particularly our learning and living centers and having access to campus community, goes a long way to helping us with retention and long term, graduation.
- q. Admits after pandemic, and these are people who not only were admitted to the university but were actually enrolled with us. So we now have more people admitted post pandemic start than out of our total enrolled students, more than those who knew what it was like before pandemic. Which also means how many graduate students at GA's or TA's and they haven't been on campus. And so are they coming into a university that is still struggling with coming out of pandemic or has embraced the different ways that we taught in the pandemic? Or what does that mean for your hiring options? What does that mean through different programs? How do we retain those people? So there's lots of questions here.
- r. But I wanted to bring this up because this shift in the university is not a one semester shift like we experienced with hurricanes and things like that was a momentary disruption. But we're seeing the effects of a multi-year disruption. And it is a disruption that forces us to do things that we were previously not comfortable with. And I don't know how that will move forward. But I do think that the Senate and the different academic policies and the way you will look at things, you know, expanding the distance learning committee, in anticipation for more courses coming through, I think is a forward leaning sign of some of the things that I'm talking about.
- s. I'll be interested to see how we develop over the years as we emerge from this but I do want to bring this to your attention. You're wondering why your students are freaking out in your classes, part of it is because even though they might be a sophomore or junior, they've never been on college campus before. This is their truly first semester. And that's a perspective to keep in mind if you're working with our students and we know they're going to lose it going in the finals. You guys always deal with some of this. Don't be surprised a little bit higher this fall.
- t. President Chicken thanked Kim and commented that his daughter is currently experiencing this very thing.

- u. **Ulla Bunz, Communication & Information** – asked for clarification on the slides and their colors. Kim confirmed what colors meant what on each slide.
- v. President Chicken asked if there were more questions. None were posed.

The meeting adjourned at 4:32 p.m.

Eric Chicken
Faculty Senate President

Distance Learning Committee (DLC)

Dr. Stacy Sirmans, the DLC chair, has requested to expand the composition of this committee from three to four faculty members in order to expand representation. The actual wording of the relevant segment of the FS Bylaws will be modified as follow:

“The committee shall consist of the following members: The Chairs of the Undergraduate Policy, Graduate Policy and University Curriculum Committees; **four** additional faculty members appointed by the Steering Committee, with the advice and consent of the Senate for staggered three-year terms.”

Senate Bylaws, Section G, Standing Committees:

“Sustainability Committee

The Sustainability Committee shall provide input, expertise, and accountability in service of university decision-making as FSU works toward national leadership in sustainability.

The Committee shall consist of up to nine faculty members appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Director of Campus Sustainability, or his or her designate, shall be a nonvoting ex-officio member. The Committee chairperson shall appoint annually one student to serve as a nonvoting member. The Committee may also invite to its meetings representatives of administrative offices, students, and others with relevant expertise and implementation responsibilities.

The chairperson shall be appointed by the Steering Committee from the faculty representatives. The Committee will make its recommendations to the Steering Committee, which will transmit the recommendations to the Senate for action.”

Teaching Evaluation Committee Bylaws

Current:

The Teaching Evaluation Committee shall consider University-wide policies and procedures relating to the evaluation of teaching, which includes but is not limited to the use of student surveys. The Committee shall consist of nine faculty members appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Vice President for Faculty Development and Advancement, a representative from the Office of Distance Learning and the Assistant Director, Assessment and Testing shall serve as ex officio members.

Proposed:

The Teaching Evaluation Committee shall consider University-wide policies and procedures relating to the evaluation of teaching, which includes but is not limited to the use of student surveys. The Committee shall consist of nine faculty members appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Vice President for Faculty Development and Advancement, a representative from the Office of Distance Learning, the Assistant Director of Assessment and Testing, and a representative from the Center for the Advancement of Teaching shall serve as ex officio members. Ex officio members contribute important input but do not have voting privileges.

**Division of Undergraduate Studies
Office of Retention**

Proposal for Mandatory FTIC Enrollment in Engage 100

Introduction

Florida State University is committed to supporting first-year students' academic and campus engagement and easing their transition to college. Engagement and connection during the first semester of college sets the tone for a student's experience at the institution. Research has shown that participation in learning communities and peer mentorship during the first year can be effective at enhancing students' academic engagement and success.

Learning communities bring students together in small groups around shared interests or common educational goals. They make a large university feel smaller, offering students a sense of connection, belonging, and guidance as they learn how to navigate higher education. First-year learning communities offer experiences that help students develop the agency required to shape their college success. Learning communities are enhanced when they include peer mentorship. Peer mentors serve as an important part of the success team that supports students and can positively impact students' social and academic integration when entering college.¹ Peer mentors in learning communities can play important roles in the classroom as community builders, role models, and learning facilitators.²

At FSU, we have designed [Engage 100](#) with these promising practices in mind. Engage 100 is an umbrella term for a collection of learning community programs offered to first-year students at FSU. Engage 100 offers our first-year students a structured learning community and peer mentorship during their transition to college. FSU's goal is for every first-year student to enroll in an Engage 100 community experience of their choice during their first fall semester. Students are strongly encouraged to enroll in the Engage 100 course that aligns with their interests or goals, so it is both a community experience and gives students individual choice in how they use Engage 100 to jump start their life in college.

What is Engage 100 at FSU?

As of Fall 2021, there were [24 different experiences \(courses\)](#) offered under the Engage 100 umbrella. The programs feature a 0- or 1- credit hour course designed to connect, engage, and challenge students during their first semester at FSU through membership in a learning community. All Engage 100 experiences/courses are under 20 students and include a peer mentor. Engage 100 experiences are promoted heavily during Orientation, and students are encouraged to discuss which one they would like to do with their academic advisor.

¹ Lane, S. R. (2020). Addressing the stressful first year in college: Could peer mentoring be a critical strategy? *Journal of College Student Retention: Research, Theory & Practice*, 22(3), 481–496.

² Priest, K. & de Campos Paula, A. N. (2016). Peer-led learning communities: Exploring integrative high-impact educational practices for leadership education. *Journal of Leadership Education*, 15(1).

Units across campus host Engage 100 courses for students during their first summer or first fall term. These include application-driven experiences like Honors, CARE, Living-Learning Community, and Undergraduate Research Opportunity Program (UROP) colloquia; academic engagement programs like Freshmen Interest Groups (FIGs), College of Business Peer Connect, Freshman Music Seminar, and Interdisciplinary Medical Sciences (IMS) Exploring Health Professions; and interest-based programs on sustainability, community engagement, service learning, and succeeding in STEM.

All faculty-reviewed, approved Engage 100 courses help first-year students acclimate to university life, explore their interests, develop plans for academic and co-curricular involvement, and meet other students with similar interests. We give students the power to choose the Engage 100 experience that aligns with their interests and goals, and they are encouraged to enroll at Orientation. Many students enroll in more than one Engage 100 course.

The Engage 100 initiative is intended to contribute to students' long-term college success and to maintain the University's fall-to-fall first-time-in-college (FTIC) retention and persistence rates. The goal is to enroll 100% of the FTIC cohort in an Engage 100 experience of their choice during their first fall, while simultaneously supporting the University's student success and small course size initiatives.

The University has set the following goals for FTICs:

- By 2023, 100% of FTIC admits will enroll in an Engage 100 experience during their first summer or fall term on the Tallahassee campus. Engage 100 enrollment is already at 100% at the Panama City, FL campus.
- Maintain or exceed a 94% fall-to-fall FTIC retention rate annually.

Engage 100 experiences are currently offered to first-year students. Undergraduate Studies is considering similar options for transfer students designed with their unique transitional experiences in mind.

Why Engage 100?

The Engage 100 initiative was launched in 2017 to encourage students to intentionally approach their undergraduate experience. Engage 100 experiences are varied, but unlike joining student organizations or attending campus events, Engage 100 courses are purposefully designed to help students:

- Navigate complex university systems successfully
- Overcome information overload during Orientation and the first weeks of the semester
- Build their FSU network and make friends
- Learn about and utilize campus resources
- Establish a plan for academic and co-curricular engagement
- Take ownership of their college experience

While we have made considerable progress, FSU’s current approach to cultivating social, academic, and community belonging is underdeveloped. Our approach leaves gaps in participation, and students in these gaps are not fully served. The organic ways students build—or do not build—connections and learn how to succeed as a college student are often not enough. Universities should facilitate this for students. As Nunn (2021) states, “we must pay attention to how we foster and offer the gift of belonging” (p. 158-159).³

At FSU, most students must opt-in to experiences designed to support their success and foster a sense of belonging. New students do not recognize the empirically supported benefits of first-year learning communities. We have not woven a common engagement experience into the curriculum or co-curriculum to ensure all students are offered belonging and assistance navigating college life at FSU. *Engage 100 is a mechanism to ensure students are placed in an intentional experience that facilitates belonging at FSU and exposes students to campus resources early in their college career, rather than leaving this important learning to chance.*

While research suggests that programs like Engage 100 should be effective, the current opt-in model of Engage 100 limits potential benefits to a relatively small proportion of our incoming cohort. Students self-select into Engage 100 whether through application-based programs or during open enrollment. The Office of Retention has worked internally and with units across campus to increase available seats and enhanced program visibility. Despite these efforts students are not enrolling at higher rates. Engage 100 may not be reaching students who could benefit the most from this kind of social and academic support. Pre-college characteristics do not gauge which students would benefit the most from this kind of program or may struggle personally or academically during the college transition. A global approach to enrollment rather than targeting certain groups of students ensures we reach each student who stands to benefit from the kind of learning Engage 100 offers.

Purpose of the Proposal

The purpose of this proposal is to *request a three-year pilot program to assess whether mandatory enrollment in Engage 100 supports the university’s student success agenda.* The program will impact only FTIC students on the Tallahassee campus who meet certain criteria (see Exemptions below) to ensure they benefit from small, mentor-embedded learning communities, academic engagement initiatives, and connect with key student success resources.

The pilot will include semesterly updates to UPC and interim program assessment reports annually. If, after the first year, there is any clear indication that the mandatory nature of the class is causing problems for students’ progression, the program, or the university, the pilot will pause and revisit whether to proceed or whether there might be changes that should be implemented.

At the end of this three-year period, the effectiveness of the initiative overall and effectiveness by course will be evaluated with recommendations for further course of action (discontinue, additional pilot, or permanent policy change).

³ Nunn, L.M. (2021). *College belonging: How first-year and first-generation students navigate campus life*. New Brunswick, NJ: Rutgers University Press.

Exemptions from the Pilot

Due to the special nature of their academic entry to the University or NCAA eligibility requirements, the following FTIC students are excluded from this pilot:

- Students admitted to direct-entry undergraduate programs (e.g., Bachelor of Music, Bachelor of Fine Arts),
- Students admitted to First Semester Abroad or First Year Abroad programs,
- NCAA student athletes, and
- Students admitted to Panama City Pathways program.⁴

While these students are not prohibited from participating in Engage 100 and experiences designed for some of these groups already exist, they will not be required to enroll in an approved course as part of the pilot.

Program Offerings & Enrollment

At the request of the Provost, the Division of Undergraduate Studies launched Engage 100 formally in 2017. The Division of Undergraduate Studies (UGS) is committed to working collaboratively with the academic colleges and the Division of Student Affairs to expand Engage 100 course options for FTIC admits. The number of programs has grown each year, including experiences designed for pre-majors or students who intend to enter specific colleges. We welcome proposals to approve existing first-year seminar courses as Engage 100 experiences, as well as new curricular and co-curricular initiatives. As a result, course capacity has increased from 3108 seats in Fall 2018 to 3949 seats in Fall 2021 through the work of faculty and staff campus-wide. Though course capacity program-wide has increased significantly, the percent of students in each cohort who participated in Engage 100 remains flat.

% Students from Incoming Undergraduate FTIC Cohort Who Participated in Engage 100-Designated Programs – FSU Strategic Plan 2-17-2022

Year	Actual	Planned
2018-2019	36%	57%
2019-2020	34%	65%
2020-2021	36%	74%
2021-2022	≈36%	90%

Note: Rate for 2021-2022 is based on students currently enrolled as of 9/20/2021 and does not include future Spring 2022 offerings. FTIC 2021 cohort size is also not final currently.

⁴ We do not have FTIC students at the Republic of Panama campus. FTIC students who begin at the Panama City, FL campus enroll in a campus specific Engage 100 course during their first fall semester. Students in each of the exclusion categories are welcome to enroll in an Engage 100 and programs designed for them are offered, however, due the special nature of the program enrollment will not be mandated during the pilot period. As of Fall 2021 most FTIC students in the College of Music complete the Freshman Music Seminar during their first term at FSU. An Engage 100 designed for student athletes launched in Fall 2021.

In a survey of students who entered FSU as FTIC students in 2018, 2019, and 2020 and did not enroll in an Engage 100 course, students reported the following factors strongly influenced their decision: I did not know about the program, I did not want to pay for the class, I did not want to apply my time to this program. There is increasingly a checklist mentality among students and families; if a course or experience does not meet a requirement, it is often dismissed. As a result, the Office of Retention enhanced its presence in New Nole Orientation through online content and breakout sessions, as well as dramatically increased the number of seats available in 0-credit Engage 100 options that are no extra cost to students. These efforts yielded little increase in enrollment. In 2022, we will partner with Admissions to acquaint students with Engage 100 prior to Orientation and to encourage them to explore benefits of enrollment and course options before their first academic advising appointment.

Engage 100 Program Goals

Engage 100 focuses on five student program goals intended to help students navigate the university successfully, develop a sense of belonging, and explore opportunities for academic and co-curricular engagement during their undergraduate experience. There are many “flavors” of Engage 100 courses; thus, to be approved as an Engage 100 experience they must focus course content on at least three of the five Engage 100 program goals:

- Students will know where to find engagement activities well beyond their first term of enrollment and intentionally select engagement activities that align with their interests.
- Students will join a formal community and form meaningful peer relationships.
- Students will gain skills to find new communities as their identities develop.
- Students will develop personal, social, and professional awareness.
- Students will be able to assess how their engagement activity aligns with their academic and personal goals.

An Engage 100 experience ideally culminates with a student-developed plan focused on future engagement and experiential learning opportunities aligned with their personal and professional goals. Student experiences vary slightly depending on the Engage 100 they choose, but the program goals serve as a common thread across courses.

Historical Assessment

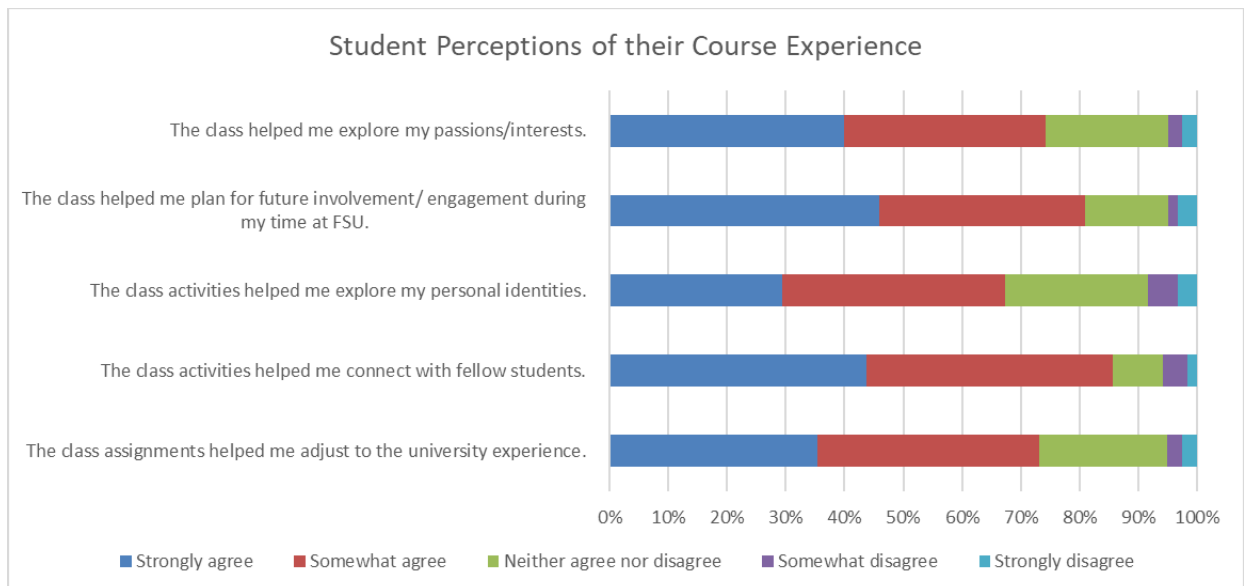
In Spring 2021 the Office of Retention completed an assessment of the Engage 100 program, reviewing academic performance and retention. We also surveyed students on the Tallahassee campus who enrolled or did not enroll in an Engage 100.

Enrollment in Engage 100 and satisfaction with the course experience may be attributed to selection effect. Some students are already mandated into Engage 100 as part of their admission to programs like Honors and CARE which historically yield high student retention. However, the majority of Engage 100 experiences are open to any new students. Some students are compelled to enroll regardless of interest because it is the only way to secure the courses they need in their first fall term when class availability becomes limited (e.g., the FIG colloquium includes connected key milestone courses). Others choose Engage 100 based purely on their academic or

social interests or to meet their credit-hour goal for the term. Some FTIC students enroll in more than one Engage 100 (often by choosing a course based on interest in addition to a required application-driven experience, such as UROP and Honors).

Engage 100 surveys were launched in Spring 2021 to better understand student decision-making and perceptions of the program. Random samples of students who enrolled in Engage 100 and those who did not enroll were surveyed. The population included students from the following Tallahassee campus cohorts: FTIC 2018, FTIC 2019, and FTIC 2020.

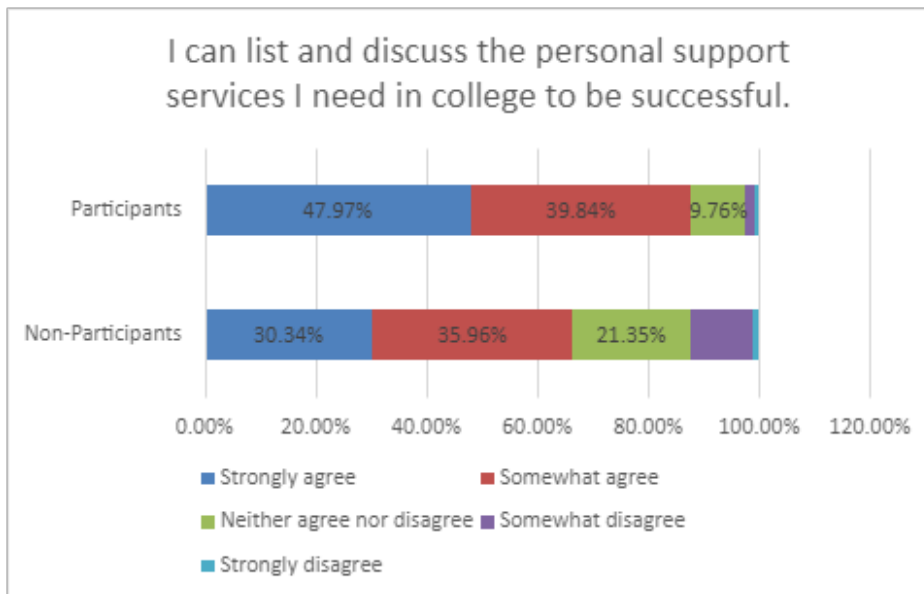
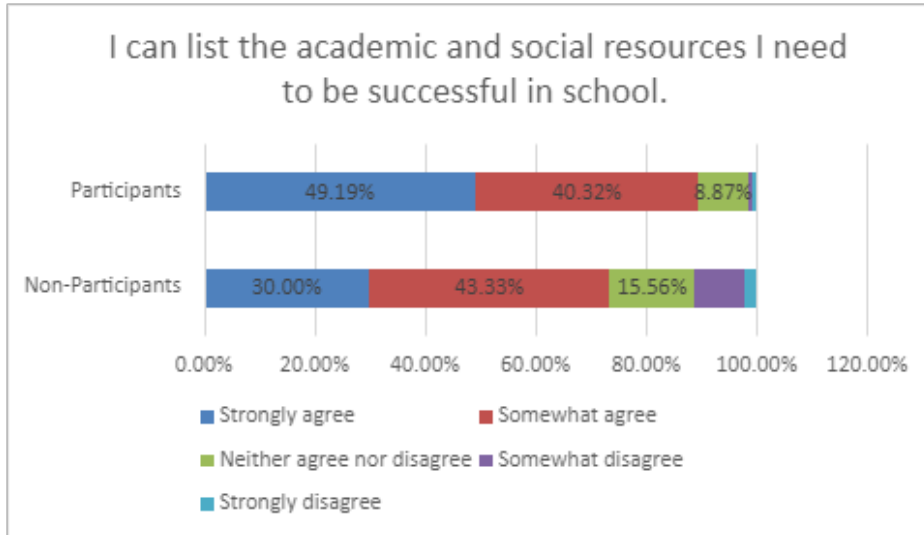
The descriptive analyses revealed that most students who enroll in Engage 100 look back on their course experience positively and rated their course experience highly when asked to evaluate the class based on the established Engage 100 program goals. Of particular relevance for the proposed change, 91% percent of students who participated said they would be likely to recommend Engage 100 to a friend starting at FSU.



Participants who enrolled in an Engage 100 in their first year felt better prepared to:

- Access academic resources/services (87.3%)
- Pursue my personal and academic goals while at FSU (82.4%)
- Get involved in campus clubs/organizations/events (78.6%)
- Succeed academically at FSU (78.2%)
- Connect with the FSU community (75.4%)

In addition, these participants—in comparison to participants who did not enroll in an Engage 100 course in their first year—rated themselves higher on their ability to list and access student success resources at a higher level. That ability is a key goal of the Engage 100 initiative.



Future data collection will focus on measures such as these universally, but also by program as a quality control measure as courses vary in focus and structure. Information on implementation and impacts can aid in gauging program success and identifying areas for improvement.

The main goal of Engage 100 is to help students transition successfully into the University, leverage resources available to them, and take ownership of their experience. Presently, there is suggestive evidence that this focus may indirectly help with educational performance. For example, students who enroll in an Engage 100 course consistently earn slightly higher GPAs. They also are more likely to be retained from their first fall to second fall.

Retention & FSU Cumulative GPA by Engage 100 Enrollment

Cohort	Second Fall Retention Rate	Third Fall Retention Rate	FSU Cumulative GPA - End of First Fall	FSU Cumulative GPA - End of First Spring
FTIC 2018				
Enrolled	93.9%	90.6%	3.37	3.35
Did Not Enroll	90.8%	84.5%	3.30	3.27
FTIC 2019				
Enrolled	95.0%	90.1%	3.36	3.44
Did Not Enroll	92.9%	87.4%	3.32	3.40
FTIC 2020				
Enrolled	94.6%	N/A	3.47	3.44
Did Not Enroll	92.9%	N/A	3.43	3.41

These and other differences may result from selection effects. Students who choose to enroll may be “go-getters” ready to seek out resources on campus to support their success. However, the results, such as greater awareness and use of University resources, align with expectations. If anything, the results may be greater if Engage 100 were to serve students who are less likely to seek out or understand the benefits of a transition program like Engage 100.

A National Perspective

The proposed change accords with efforts nationally to improve student engagement and success in college. Course-based first-year seminar and learning community programs are widely employed strategies that enhance student sense of connection with the university community and transition to the higher education learning environment. First-year student participation in a learning community positively influence their engagement and perceived learning gains in the areas of Higher-Order Learning, Reflective & Integrative Learning, Student-Faculty Interaction, and Supportive Environment (perception of campus environment).⁵ Students report that learning communities have a positive impact on their connection to each other, instructors, the university, and develop a positive impression of the university environment.⁶

Institutions take different approaches to learning communities for first-year students, but many embed these educational experiences into the curriculum as required courses for core/elective credit or as experiences students are “strongly encouraged” to enroll in during their first term. Mandated enrollment in Engage 100 would be a step toward joining aspirational institutions in their commitment to first-year student learning communities.

⁵ Fosnacht, K. & Graham, P. (2021). Is a HIP always a HIP? The case of learning communities. *Journal of Student Affairs Research and Practice*.

⁶ Priest, K. L., Saucier, D. A., & Eiselein, G. (2016). Exploring students' experiences in first-year learning communities from a situated learning perspective. *International Journal of Teaching and Learning in Higher Education*, 28(3), 361-371.

Benchmarking First-Year Learning Communities & First-Year Experience Courses

Institution	Required	Faculty -led	Staff- led	Peer- led	In- person	Online	For credit
Florida State University		X	X	X	X		X
Peer							
Michigan State (seminars)		X			X		X
Michigan State (post-Orientation)	X		X			X	X
Iowa (seminars)		X			X		X
Iowa (post-Orientation)	X		X			X	X
Kansas		X	X		X		X
Aspirational							
Ohio State (seminars)		X			X		X
Ohio State (survey course)	X		X		X		X
Maryland - College Park	X		X	X	X		X
Georgia	X	X			X		X
Top 20							
North Carolina - Chapel Hill	X	X			X		X
Florida			X	X	X		X
UCLA		X			X		X
California - Berkeley	Some	X	X		X		X
Illinois	X			X	X		X
Virginia	Some	X			X		X
Texas - Austin (seminar)	X	X			X		X
Texas - Austin (survey course)	X		X	X	X		X
Washington				X	X		X
Other							
South Carolina	X	X	X		X		X
Texas A&M	X	X	X	X	X		X

Engage 100 Pilot Proposal

The purpose of this proposal is to *request a three-year pilot program to assess whether mandatory enrollment in Engage 100 supports the university's student success agenda.*

Currently, the opt-in model yields a participant group that is likely to benefit from the experience but misses out on students who may be the most likely to benefit from it. We want to use the pilot period to identify what works and which programs are most effective across all approved courses. A main purpose of the pilot is to assess what aspects of program implementation are most effective in assisting students with their transition to college and preparation for college success. We plan to include measures of students' sense of belonging as well. Enrolling more students is a goal, but it is primarily a necessary requirement to ensuring that students receive the type of assistance and support that can help to ensure a quality learning experience and to help all students to take charge of their education.

For the pilot, students included in the mandatory enrollment group would be required to enroll in an Engage 100, but do not have to pass it. Successful completion the course will not be a condition for progression to future semesters and will not be a graduation requirement.

Scope

For the purposes of this proposal, “FTIC students” are defined as those who started in the Fall (or summer continuing to Fall) term who are enrolled full-time on the Tallahassee in their first semester fall semester. Spring FTIC admits are minimal and are not considered part of the cohort. They will not be required to enroll in an Engage 100 during the pilot, though course options will be available during their first semester.

Engage 100 course enrollment will be mandatory in FTIC students’ first Summer C or Fall term on the Tallahassee campus. Spring FTIC admits will have the option to enroll in their first term.

Students who meet criteria for the pilot will be expected to enroll themselves in an Engage 100 course section during Orientation. We want students to have the power to choose the Engage 100 course that jump starts their college experience. Therefore, they may choose from any of the approved Engage 100 experiences. On average, five new programs launch each year, broadening students’ choice.

The following initiatives are planned to enhance visibility and encourage student enrollment moving into the pilot:

- Partnering with Admissions to acquaint students with Engage 100 prior to Orientation through pre-admissions and pre-orientation emails.
- Adding “Choose an Engage 100 course for your first semester” to the newly admitted student check list to encourage them to explore benefits of enrollment and course options before their first academic advising appointment.
- Engage 100 breakout sessions for students and families during New Nole Orientation.

Exemptions

Due to the special nature of their academic entry to the University, the following FTIC students are excluded from this pilot: students admitted to direct-entry undergraduate programs (e.g., Bachelor of Music, Bachelor of Fine Arts), students admitted to First-Semester Abroad or First-Year Abroad programs, NCAA student athletes, and students admitted to Panama City Pathways program. Students in these groups would not be prohibited from enrolling in an Engage 100 experience, but it will not be mandatory during the pilot period.

Students may request in writing a waiver of mandatory enrollment through the Office of Retention and should provide documentation of extenuating circumstances or evidence enrollment would pose an undue hardship.

Course Capacity Requirements for Mandated Enrollment in Engage 100

Students self-select into Engage 100 whether through application-based programs or during open enrollment. Though the Office of Retention has worked internally and with units across campus to increase available seats, actual enrollment has not grown.

Engage 100 Course Capacity History

Year	Enrollment Capacity	Total Enrollment	Enrollment (unique students)	% Enrolled in 2+ Engage 100 Courses	FTIC Cohort Tallahassee Campus
2018-2019	3108	2432	2142	12%	6276
2019-2020	3427	2813	2533	10%	7094
2020-2021	3506	2694	2104	22%	5998
2021-2022	3949	2764	2564	7%	7200
2022-2023 (currently planned)	5500	--	--	--	--

New Seats Required for Mandatory Enrollment

- FTIC cohort size (average): 6400
- Exclusions from pilot (anticipated): 750
- **Target student population: 5650**
 - 12% capacity cushion for students who take more than one Engage 100: 678
 - 10% capacity cushion to ensure flexibility in scheduling: 565
 - Target total enrollment capacity: 6900
 - Enrollment capacity in 2021-2022: 3949
 - Planned seats for 2022-2023: 6050
- **New seats required for mandate: 790**
- **Number of new sections of 19 or fewer students (above those already planned): 42**

Should the pilot be approved, funding has already been secured to support new course sections and program management. A new full-time staff member (already funded) will also be assigned to facilitate Engage 100 course building and enrollment.

Engage 100 Courses

Engage 100 courses are facilitated by faculty and staff around campus and each focus on a central theme or academic interest. Approved experiences range from first-year seminar courses tied to certain programs (e.g., Honors, CARE) or academic majors (e.g., Exploring Health Professions for IMS majors, Introduction to Academic Major Exploration for Exploratory majors), to interest-based programs focused on academic interests (e.g., Freshman Interest Groups) or topics like sustainability, innovation, leadership, and service learning.

The Office of Retention encourages units across campus to design Engage 100 experiences to meet the needs of students in their first semester. These can be developed for a broad first-year

audience, tied to existing academic or co-curricular programs, or designed for students pursuing specific majors or careers. They may be built into the curriculum for majors or undergraduate certificates if desired. The goal is to provide relevant learning experiences through Engage 100, especially those that enhance academic integration and belonging. Any 1- or 0- hour undergraduate course may be considered if it meets the minimum structural requirements and learning goals for Engage 100 experiences. We aim to offer a wide variety of course experiences so students enroll themselves in a course aligned with their academic and personal goals.

For a course to be approved as an Engage 100 experience, it must meet the following criteria:

- Courses must be small, mentor-guided group experiences.
- Peer mentoring must be integrated into the course.
- Courses should be centered on a particular topic, discipline, or area of interest. They may be tied to curricular or co-curricular programs.
- Engage 100 experiences must be offered as a 0- or 1- credit hour course. Units may request to use IDS1107: The Florida State Experience with a special topic listed if they do not already have a course number.
- All Engage 100 experiences must be reviewed and approved by our faculty committee.

Each Engage 100 must have a faculty or staff liaison who is responsible for oversight of the experience and supervision of peer mentors.

Instructors

While some Engage 100 classes are traditionally faculty-led (e.g., Living Learning Communities, Innovation Hub programs), most course sections are primarily facilitated by paid peer mentors with supervision from faculty or staff in line with FSU's undergraduate TA policy. Program growth since 2017 has primarily been built using existing staffing and infrastructure with peer-facilitated models which have no impact of faculty demand. Growth already planned for 2022-2023 is within existing programs and requires no additional faculty time.

Instructors of Record for Engage 100 courses are existing faculty and staff who work in a variety of units. Each is approved through the university's existing faculty credentialing process to ensure they have the appropriate level of education and experience. In most cases responsibility for Engage 100 is part of existing job responsibilities or AOR. No additional funding from the program is required to compensate Instructors of Record. We anticipate the program will grow through hiring of additional peer mentors trained to facilitate class sessions with faculty/staff supervision. These positions are a wonderful leadership and campus employment opportunity for upper-division undergraduate students with a strong academic record and interest in supporting new students.

Peer mentors are embedded into each Engage 100 class section. Selection is competitive, and intensive training is completed prior to entering the classroom. Engage 100 program staff aim to select a diverse group of mentors so, whenever possible, students can get connected with a peer who has had similar experiences navigating the university. Peer mentors in Engage 100 courses must meet the following criteria:

- Peer mentors must be provided a formalized training that demonstrates measurable outcomes.
- Peer mentors may facilitate course sections as undergraduate TAs if they successfully complete a university-approved training.
- Peer led activities must have faculty/staff oversight, which should include formal class observations.

Peer mentors can be trained through HUM4924: Engage 100 Peer Instruction. The 0- or 1- hour course is currently offered in the spring term to prepare students to facilitate courses the following fall. Currently, the training course is used by the largest programs under the Engage 100 program: FIG, UROP, CARE, and Chart Your Course. By completing the training course with a C- or higher, students receive Liberal Studies Oral Communication Competency credit. Additionally, all Engage 100 peer leaders can also work through the Career Center's Experience Recognition Program (ERP) to receive Liberal Studies Formative Experience (FE) credit for their work. We are piloting a streamlined ERP process for FIG leaders in Fall 2021 to ensure all 100+ leaders receive Formative Experience credit without additional course registration or requirements. All FE requirements are embedded in the evaluation and reflection processes for FIG leaders. We look forward to expanding this opportunity to ensure all Engage 100 peer mentors receive this credit toward graduation.

Funding is available to compensate peer mentors for their time and contributions and comprises the entire Engage 100 budget. Peer mentors are compensated based on the level of responsibility they have in the classroom. Current peer mentors receive \$500 or \$1000 for the semester. To account for increasing minimum wage and the training required for these positions, stipends will most likely move to \$650 or \$1200 starting in 2022-2023.

Process of Enrolling and Communicating with Students

A feature of our approach to first-year learning communities is allowing students to choose an Engage 100 course that meets their academic or co-curricular interests and future goals. Students can use Engage 100 to personalize their introduction to the university.

Students enrolling themselves in Engage 100 is preferred, and staff are available to assist them as needed. We plan to limit the number of students enrolled administratively through clear and consistent messaging through the pre-Orientation, Orientation, and registration periods.

Students are strongly encouraged to enroll in the Engage 100 course of their choice during Orientation. Each summer the Office of Retention follows-up by email with FTIC students who have not enrolled in an Engage 100 during their Orientation session. This practice reintroduces the initiative and connects students with staff who can help them enroll in a program of their choice. This practice will continue, and additional outreach will occur during the registration period.

If Engage 100 enrollment is mandated, the following procedures have been designed to facilitate enrollment after giving students several opportunities to choose a program for themselves:

- FTIC students will have until the end of the Fall registration period that occurs in late July/early August to register in the Engage 100 section of their choice. This registration period is published annually in the Fall Registration Guide. Students will receive a final email reminder about the enrollment mandate prior to open registration closing and a dedicated staff member to assist them in registering for an Engage 100 of their choice.
- After registration closes, FTIC students who have not enrolled in an Engage 100 course will be assigned to an available Engage 100 course section that is designed for students in any major, is 0-credit, and is S/U graded (e.g., Campus Connections and Success, Housing: Community and College Life). This course will be free, and performance will have no impact on their FSU GPA. Students will be enrolled prior to drop/add and can request to be switched to a different section if desired.
- FTIC students participating in Late (August) Orientation or have not registered for any hours will be notified of the mandate and will be provided with instructions/options for enrollment. Those who have not enrolled in an Engage 100 by the first day of classes for the fall term (and do have other courses on their schedule) will be placed into a 0-credit Engage 100 course section that fits into their schedule.
- The Office of Retention in the Division of Undergraduate Studies will manage administrative enrollment. A full-time staff member has been dedicated to managing enrollment processes. They will notify students via email within two business days of enrollment that the course has been added to their schedule. They are welcome to swap to a different Engage 100 course section if desired, and staff will be available to assist them in making schedule adjustments.

FTIC students who fail to attend on the first day of class will be contacted directly by the Instructor of Record via email before being dropped for non-attendance to remind them of the enrollment mandate and in case missing class was an error on the student's part. We will work to limit the number of first-day drops with intensive communication, requesting a prompt response. If the first-day attendance drop numbers are large, this practice will be revisited moving into pilot year two.

To enforce the enrollment mandate, the Office of Retention is exploring course build options that allow students to swap to a different section but prevent course drops without Office of Retention or academic dean's permission. All Engage 100 programs will be encouraged to use consistent practices course build and first-day attendance.

Student enrollment in Engage 100 courses for CARE, the Honors Program, the Undergraduate Research Opportunity Program (UROP), and Living Learning Communities (LLCs) will be coordinated by the units that manage these programs.

Evaluation of the Program

The effectiveness of the program will be measured at the end of each semester quantitatively and qualitatively along several dimensions. Initially, threshold goals have been set based on analyses of Engage 100 student data to date. They will be adjusted in the future based on the evaluation.

- Engage 100 participants' positive reactions to the program (80% agree/strongly agree)

- Knowledge of campus resources
- Engagement in campus life
- Intent to re-enroll at FSU
- Reflection questions (qualitative feedback)
 - Perceptions from students about what was most helpful from the program
 - Perceptions from students about what changes would most improve the program
 - Perceptions from instructors and mentors about how to improve the program
- Course-embedded evaluation (80% agree/strongly agree)
 - Satisfaction with the course
 - Student perceptions of the course in relation to selected Engage 100 outcomes
 - Students' perceived confidence/preparation to succeed in college
 - Student sense of belonging
- Academic performance in the course:
 - Correlation between performance in the course and 1st semester FSU GPA
 - Correlation between performance in the course and 2nd semester FSU GPA
- Analysis of overall student population's performance toward intended program outcomes:
 - Retention (first Fall to second Fall)
 - Persistence (second Fall to third Fall)
 - GPA (term and FSU cumulative)

We are in discussion with Institutional Research about how a question regarding Engage 100 could be integrated into the Graduating Senior Survey. Though the question would not gauge student feedback about the pilot as students in the mandated group would be the Class of 2026, in future years this could be a useful measure of program effectiveness from the perspective of students as they reflect on how content in Engage 100 impacted their undergraduate experience. We also will seek to identify Graduating Senior Survey measures that could be compared for the pilot students and those who immediately preceded them to determine if post-Engage 100 cohorts report more positively than the pre-Engage 100 cohorts on their college experience.

Approved Engage 100 Experiences as of Fall 2021

Engage 100	Sponsoring Unit/Department
A Student's Guide to Sustainability: Changemaking and Mythbusting	Sustainable Campus
Campus Connections and Success	Office of Retention
Chart Your Course	New Student & Family Programs
College of Business Peer Connect	College of Business
Designing Your Life with Innovation	Innovation Hub
Exploring Health Professions	Interdisciplinary Medical Sciences
Exploring Service Leadership	The Center for Leadership & Social Change
Freshman Interest Groups (FIGs) – A FIG is a pre-packaged cluster of high-demand freshman courses that have been linked by an academic interest or major	Office of Retention
Freshman Music Seminar	College of Music
Future Innovators	Innovation Hub
Honors Colloquium	University Honors Program
Housing: Community & College Life	University Housing
Introduction to Academic Major Exploration	Advising First Center for Exploratory Students
Introduction to Community Engagement	The Center for Leadership & Social Change
Introduction to Engage TLH	The Center for Leadership & Social Change
Introduction to the Community Ambassador Program	The Center for Leadership & Social Change
Living Learning Community Colloquia	Academic Colleges, University Housing, & Undergraduate Studies
OAS Seminoles Excelling Academically	Office of Accessibility Services
Inquiry Approaches to Teaching	FSU Teach
Student Development & Leadership Strategies	Student Athlete Academic Services
Succeeding as a STEM Major	University Libraries
The Panama City Experience	FSU Panama City
Undergraduate Research Opportunity Program Colloquium	Center for Undergraduate Research & Academic Engagement
Using your Gap Year to Make the Most of Your Undergraduate Experience	Center for Undergraduate Research & Academic Engagement

We welcome proposals to approve existing first-year student seminar courses as Engage 100 experiences, as well as new curricular and co-curricular initiatives. The number of Engage 100 experiences has grown each year, including those designed for pre-majors or students who intend to enter specific colleges.

From: Graduate Policy Committee

To: Faculty Senate

Date: 9/30/2021

Proposal: To insert revised language in the Graduate Bulletin regarding the acceptance of three new English Language Proficiency Exams, for graduate admission, that have been approved for use for a provisional period of three years: the Cambridge English Language Assessment, the Michigan Language Assessment and Duolingo. The following language was discussed and approved by the Graduate Policy Committee.

Proposed Bulletin Edit 1: (edits in yellow)

Current Language in Graduate Bulletin (Graduate Admissions- Test Scores, Page 55 in PDF Version)

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). 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 Language for Graduate Bulletin (Graduate Admissions- Test Scores, Page 55 in PDF Version)

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), 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 Bulletin Edit 2: (edits in yellow)

Current Language in Graduate Bulletin (Graduate Admissions- Graduate Student Admission Policies, Page 55-56 in PDF Version)

International applicants whose native language is not English are required to have a minimum score of 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. 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.

Revised Language for Graduate Bulletin (Graduate Admissions- Graduate Student Admission Policies, Page 55-56 in PDF Version)

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 graduate 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.

FSU FACULTY SENATE RESOLUTION
IN SUPPORT OF ACFS EMERGENCY RESOLUTION
ON THREATS TO ACADEMIC FREEDOM

The FSU Faculty Senate hereby joins our fellow institutions within the State University System of Florida in adopting the Advisory Council of Faculty Senates emergency resolution of November 4, 2021 in support of academic freedom.

Together with our fellow universities, we urge the University of Florida and the State University System to reaffirm its commitment to academic freedom and freedom of speech as core values of all public institutions of higher learning.

Attachment: ACFS RESOLUTION OF NOVEMBER 4, 2021

ACFS EMERGENCY RESOLUTION ON **THREATS TO ACADEMIC FREEDOM**

*Adopted Nov. 4, 2021 by the SUS Advisory Council of Faculty Senates
to be read aloud to the State University System Board of Governors Meeting.*

The State University System of Florida Advisory Council of Faculty Senates, representing the faculty of all twelve public universities in Florida, have united to express our grave concerns over the recent events taking place at our member institution, the University of Florida. Together, we express deep alarm about what appears to be a serious breach of academic freedom.

In its 1940 Statement of Principles on Academic Freedom and Tenure, based on its original 1915 Declaration of Principles, the American Association of University Professors set forth clear professional norms regarding faculty participation in civic discourse: “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline...” Recognizing their obligations as representatives of their disciplines and universities, the AAUP further notes that faculty have an obligation in such circumstances to speak with accuracy and respect for others, and as individuals rather than institutional speakers. This is precisely what the faculty at the University of Florida were attempting when their public participation was blocked by the university.

When faculty are invited to participate in policy processes through their speech or research, they do so as objective experts, prepared by academic training to focus on evidence over bias. When they are denied the right to participate, not only does it undermine both freedom of inquiry and the independence of the university, it denies the citizens of the State, to whom the university is ultimately responsible, access to the most current and independent knowledge available on the issue under consideration.

In these recently publicized instances, faculty in a variety of disciplines attempted to engage in professional activity consistent with the principles of academic freedom that have been protected in the United States for over 100 years. As fellow faculty and stewards of the academy, we rise to defend these principles, especially when they are challenged in what appears to be a systematic way. We urge the University of Florida to reconsider these decisions, and we urge the State University System to reaffirm its commitment to academic freedom and freedom of speech as core values of all public institutions of higher learning.

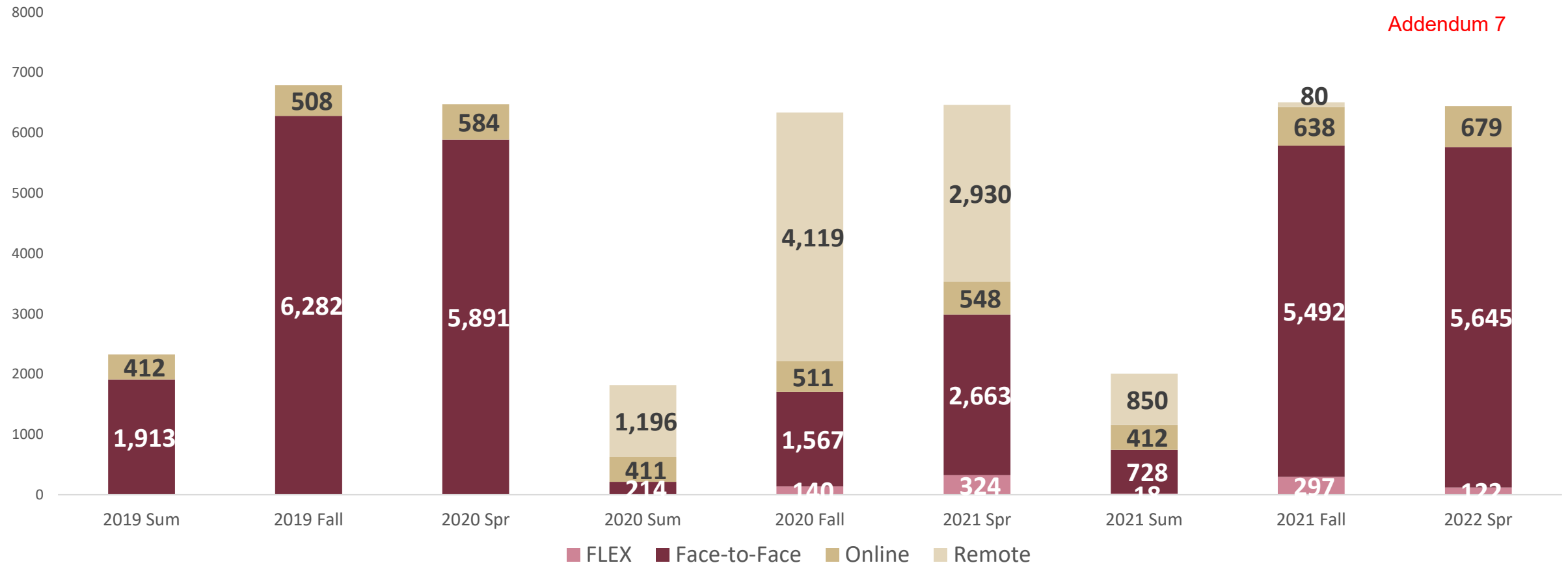


Perspective is an amazing thing

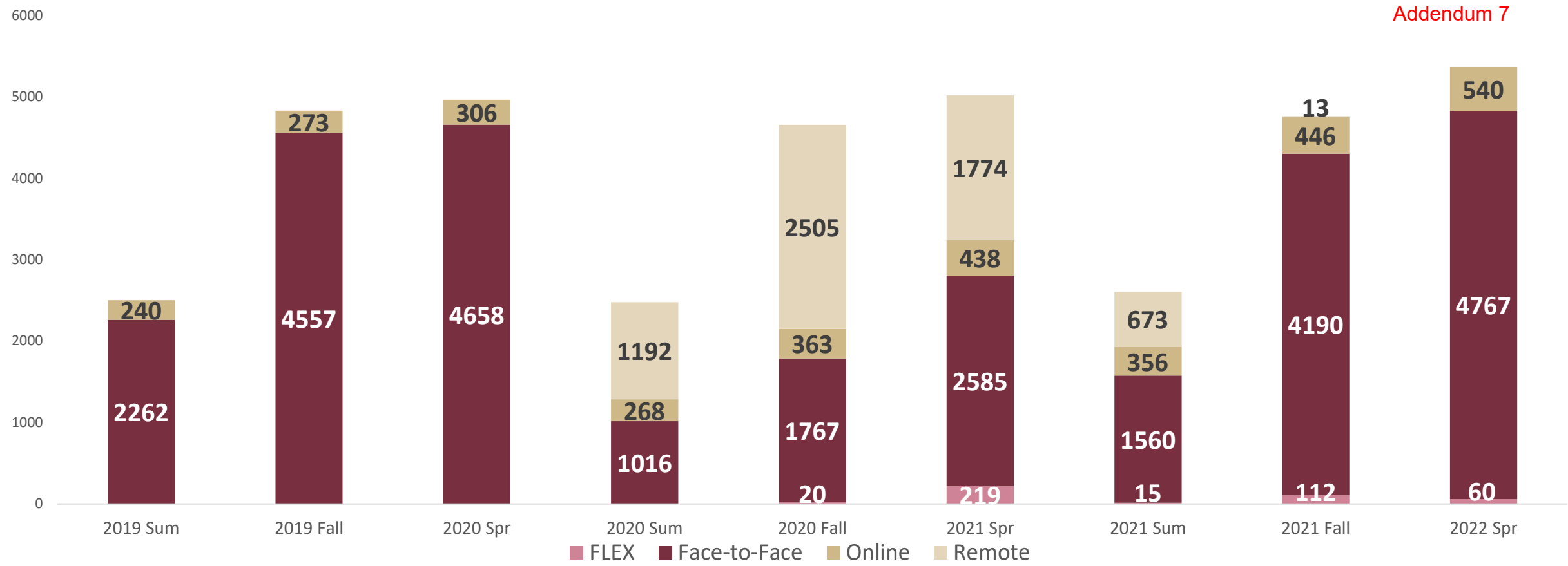
March – April
2020

Addendum 7



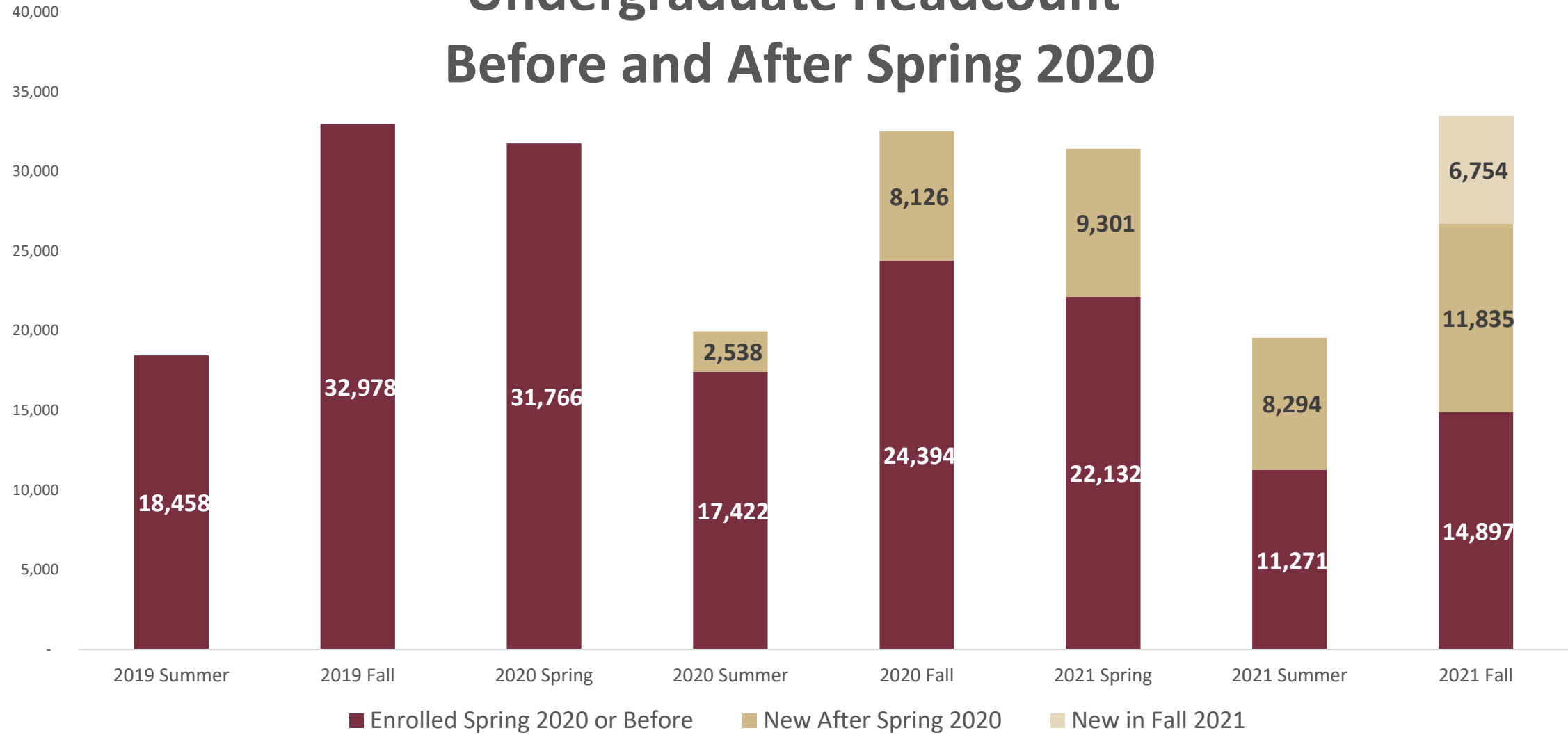


Undergraduate class section modalities

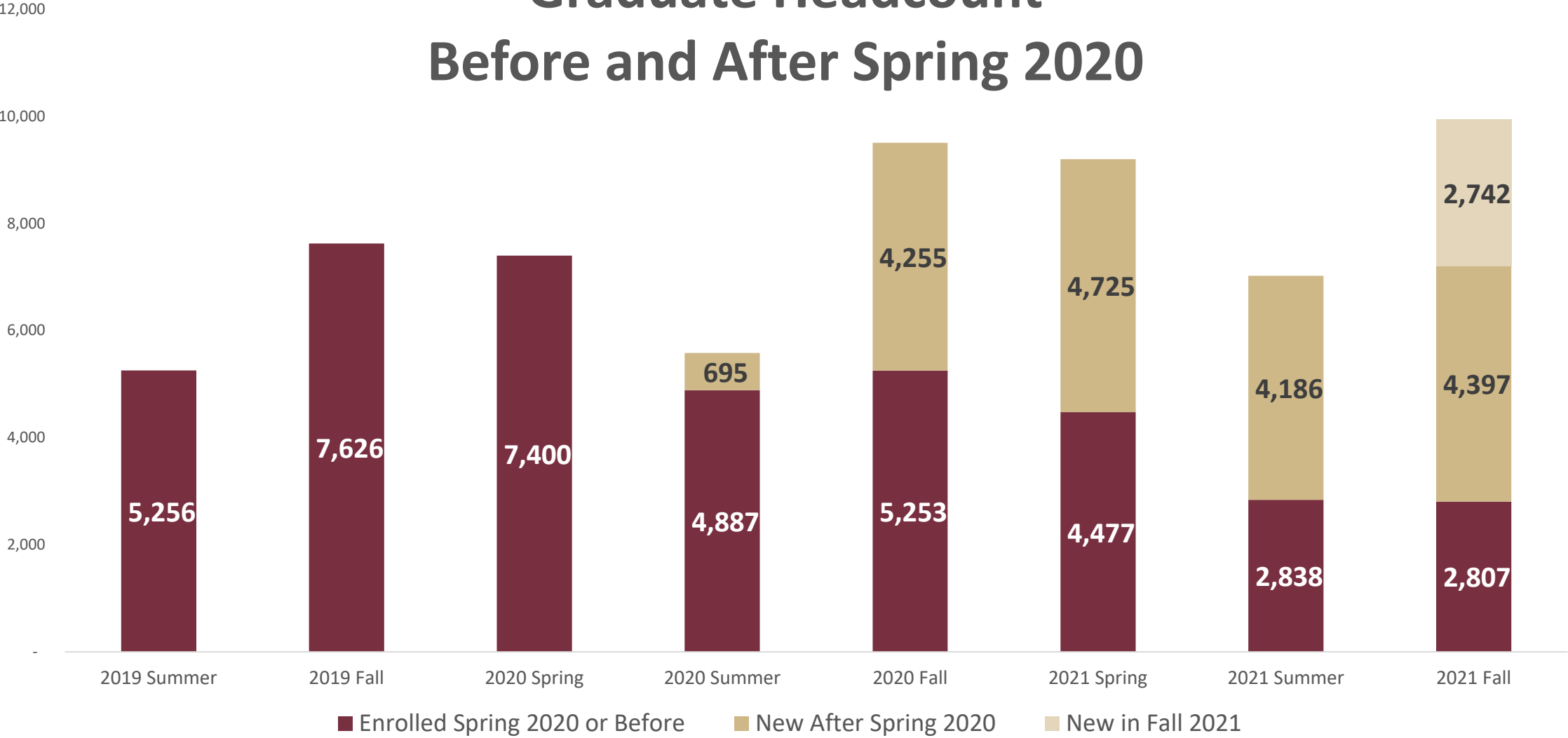


Graduate class section modalities

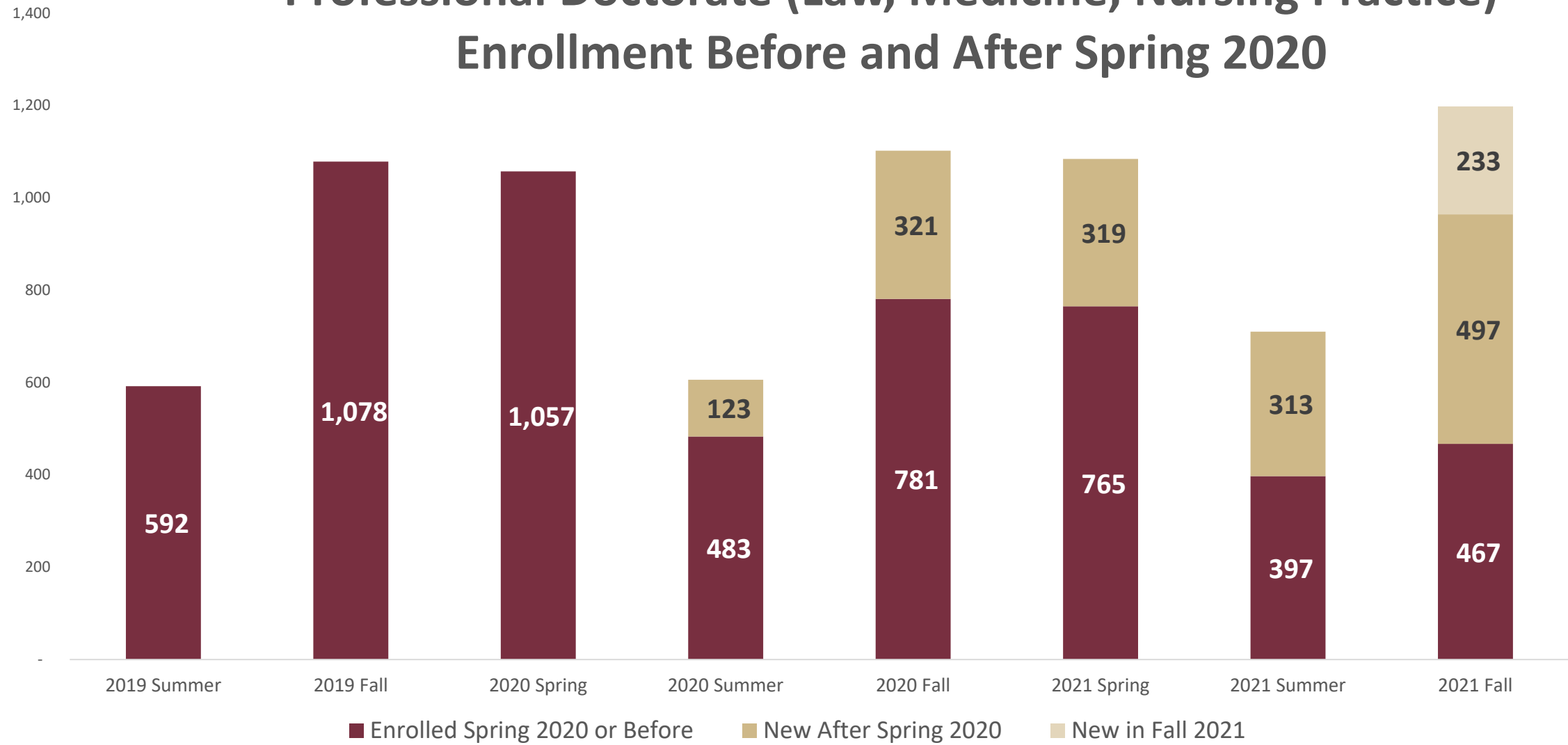
Undergraduate Headcount Before and After Spring 2020



Graduate Headcount Before and After Spring 2020



Professional Doctorate (Law, Medicine, Nursing Practice) Enrollment Before and After Spring 2020



Undergraduate Issues to Consider

- All incoming new enrolled students?
 - Last two years included minimal face-to-face instruction in high school or college.
- Time management, food prep, budgeting, laundry....all factors when you are not living at home.
- On Campus Housing for FTIC
 - Fall 2019: 5228
 - Fall 2021: 5330
 - Fall 2020: 3568, slightly less than 30% of Fall FTIC's who would have lived on campus didn't
- Retention or graduation implications?

Fall 2021 headcount

Admitted AFTER pandemic start (AAPS)

- Undergraduate: 33486 total.
 - 18,589 AAPS compared to 14,897 (almost 56%)
- Graduate: 9,946 total.
 - 7,139 AAPS compared to 2,807 (almost 72%)
- Professional: 1,227 total.
 - 730 AAPS as compared to 497 (almost 59%)
- Two Fall terms' worth of new GA\TA's who may have not been on campus for Fall 2021.
- New faculty hires? Faculty retirements?