



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
WEDNESDAY, MARCH 24, 2021
FSU ZOOM
3:05 P.M.

I. Regular Session

The regular session of the 2020-21 Faculty Senate was held on Wednesday, March 24, 2021. Faculty Senate President Eric Chicken presided.

The following members attended the Senate meeting:

T. Adams, S. Aggarwal, A. Ai, P. Aluffi, E. Alvarez, P. Andrei, A. Askew, J. Atkins, J. Bahorski, E. Bangi, A. Barbu, H. Bass, B. Birmingham, D. Bish, , M. Buchler, G. Burnett, E. Chicken, M. Carrasco, I. Chiorescu, P. Doan, J. Du, R. Duarte, M. Duncan, V. Fleury, H. Gazelle, R. Goodman, T. Graban, S. Grant, A. Gunjan, W. Hanley, K. Harris, E. Hilinski, P. Hoeflich, C. Hofacker, P. Hollis, P. Iatarola, E. Jakubowski, K. Jones, D. Kim, E. Kim, S. Lester, V. Lewis, I. MacDonald, T. Mariano, P. Marty, C. Marzen, C. McClive, M. McFarland, A. Muntendam, I. Padavic, E. Peters, D. Peterson, K. Reynolds, N. Rogers, E. Ryan, G. Salazar, A. Semykina, J. Standley, B. Stults, M. Swanbrow Becker, G. Tyson, A. Vanli, M. Ye, Q. Yin, and I. Zanini-Cordi.

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

I. Alabugin, J. Ang, J. Appelbaum, P. Beerli, M. Blaber, M. Bourassa, R. Brower, J. Brown Speights, E. Cecil, F. Dupuigrenet, D. Eccles, S. Foo, E. Hinchman (**Michael Bukowski**), A. Huber, M. Hurdal, J. Ingram, C. Kelley, H. Kern, E. Klassen, T. Lee, C. Madsen, C. Moore, R. Morris, J. Munn, C. Patrick, J. Proffitt, A. Rhine, L. Rinaman, R. Singleton, J. Sobanjo, S. Stagg, L. Stepina, E. Stewart, R. Stilling, P. Sura, and T. Van Lith.

(Faculty Members **Michael Smith** and **Richard Oberlin** served as alternates for Arts & Sciences)

II. Approval of the Minutes, February 24, 2021 meeting

The minutes were approved as distributed.

III. Approval of the agenda, March 24, 2021 meeting

The agenda was approved as distributed.

IV. Announcements by President Thrasher

No announcements were given.

V. Report of the Steering Committee, Erin Ryan

- The committee has met multiple times since the last Faculty Senate meeting.

- Following up on the Special Session of the Faculty Senate on March 12, the resolution passed by the Faculty Senate in opposition to Senate Bill 264 and House Bill 233 was distributed. Despite pushback from faculty members throughout the Florida State University System, the two bills have been passed through committee and are likely to be passed in the legislature. Given the likelihood of the bill becoming signed into law, focus has shifted towards pushing for amendments to be introduced to the bill which would allow universities to create exceptions to the legislative entitlement for students to record and distribute recording of classroom lectures.
- The steering committee has met with Provost McRorie, Vice President Kistner, and Registrar Kim Barber about graduation, Spring course evaluations, and Fall teaching plans. There is ongoing discussion within the faculty about transitioning the course evaluation form to the online version on a permanent basis. Beginning with the Fall semester, in-person instruction will be the norm for all classes, although options for the flexible-attendance style of instruction will remain. Classes approved by the Office of Distance Learning will be the only approved means of remote instruction for faculty. The University hopes to continue using the technology introduced throughout the Pandemic to continue producing safe environments for students and instructors.
- Masks will continue to be required, but distancing rules will be relaxed as CDC guidelines change.
- Vice President Kistner has considered requesting a mandatory syllabus statement that informs students that they may be required to take exams through HonorLock in the case of lockdowns, hurricanes, etc.
- The committee met with Interim Vice President for Research Laurel Fulkerson and discussed topics such as research budget funding for libraries, ongoing support for STEM research, and Arts funding.
- The presidential search committee continues its work and has little to report as of now. The resolution passed last month by the faculty senate to encourage the search committee to have the preliminary process finished by the end of the Spring semester was well received, but it seems highly unlikely to be realized at this point.
- The second annual Senate Orientation Meeting will be held on Friday, April 2.

VI. Reports of Standing Committees

There were no reports from standing committees.

VII. Old Business

There was no old business.

VIII. New Business

a. Sabbatical Committee Nominations – Arda Vanli

- There are currently three seats open in the Sabbatical Committee in the College of Arts & Sciences. The Senator opened the floor to potential nominations to these seats, reminding the Senate that these positions are for tenured faculty members.
- No nominations were proposed.

- b. SLS 3140 – Dan Mears, UPC and Heather Bishop, Undergraduate Studies (See addendum 1)**
- SLS 3140: Academic Success Strategies for Transfer Students was made a required course for underperforming transfer students two years ago on a temporary basis. Given the positive feedback and success of the course, the UPC has approved a proposal to make the course a permanent requirement for transfer students who do not maintain a GPA of 2.0 or greater after their first semester.
 - Heather Bishop provided the Senate with a brief overview of the 2-year review of the SLS 3140 initiative, including methodology of success measurement. Student testimonials have also been overwhelmingly positive.
 - The floor was opened for discussion.
 - **Unknown Senator** – asked if this course is only for undergraduate transfers. Heather Bishop confirmed that the SLS 3140 requirement is only for undergraduate transfer students who meet the criteria.
 - **The proposal to make SLS 3140 a required course for undergraduate transfer students with a below-2.0 GPA was approved.**
- c. Final Exam Policy Change, Dan Mears, Undergraduate Policy Committee (See addendum 2)**
- The Registrar has requested that the temporary changes to the Final Exam schedule put in place during the last Fall semester be made permanent.
 - The changes implemented with this policy have proven popular among faculty and students both for health-related reasons and for giving students more time to move between exams.
 - **Kim Barber, Registrar** – Noted that the desire to change the Final Exam schedule has been present for many years.
 - **Todd Adams, Arts & Sciences** – Asked for an explanation of the reasoning for the structure of the previous exam schedule and whether there may be an underpinning reason for its form. Kim Barber responded that the previous schedule structure has been in place for multiple decades, and that the justifications for this schedule are largely antiquated.
 - **The motion to approve the permanent adoption of the new Final Exam Schedule Policy was approved.**
- d. TA Standards – Ulla Bunz, Graduate Policy Committee (See addendums 3 and 4)**
- The proposal brought by the GPC is a revision to the university-wide teaching assistant standards. These pertain only to graduate-level TAs. The largest part of these revisions is the introduction of a new Job Code specifically to denote graduate-level TAs teaching graduate courses. Due to the large amount of work needed to add a new Job Code into the university system, these policy changes will take effect in Fall 2021 but will need to be manually changed to the new Job Code as it is rolled out to the various University systems.
 - **Gary Tyson, Arts & Sciences** – Thanked Ulla Bunz and the GPC for their efficient work and expressed approval of the proposal, but also desired two small changes. As an instructor of undergraduate programming classes often taken by students outside of the Major, the Senator has seen graduate-level TAs who teach undergraduate-level courses not

qualify for the same monetary reimbursement that would be available when assisting in a graduate-level course. The Senator's department has taken its own steps to handle this oversight in the rules, but the proposed changes to the TA standards presents an opportunity to fix the underlying issue. Ulla Bunz noted that the current standards define courses with both undergraduate and graduate students as co-listed classes. Gary Tyson and Ulla Bunz discussed in detail the unique courses in the Computer Science department that would be impacted by the new language in the proposed TA standards.

- **Gary Tyson, Arts & Sciences – Proposed removing the phrase “for undergraduate credit” from Page 2 of the proposed TA standards.**
- **Tarez Graban** was called on for discussion but asked to withhold her question for a later topic.
- **Eric Chicken, Senate President, Arts & Sciences** – acknowledged comments from the text chat window that multiple other Senators have experienced similar scenarios to those mentioned by Gary Tyson. Ulla Bunz suggested that these cases be reported to one's Dean's Office to more efficiently address them.
- **Sudhir Aggarwal, Arts & Sciences** – attempted to pose a question, but was completely indecipherable to the Faculty Senate due to microphone issues.
- Ulla Bunz asked Gary Tyson who would be able to grade graduate student work in these cross-listed courses. Gary Tyson responded that faculty members would grade the graduate-level material.
- **The Motion from Senator Gary Tyson to Amend the GPC's revisions to the TA Policy was approved.**
- **Gary Tyson, Arts & Sciences** – Asked about the requirement for Category 5 TAs to have received a score of 50 on the SPEAK (Speaking Proficiency English Assessment Kit) test and questioned why that is necessary for a category of TA that only grades assignments and does not instruct. Ulla Bunz responded that whether a Category 5 TA teaches in addition to their grading duties differs across the various colleges in accordance with differing needs. Category 5 does allow for an amount of teaching duties to be given to TAs and thus the requirement is warranted.
- **Tarez Graban, Arts & Sciences** – Questioned that if Category 5 is being created to assign to TAs who do not fit the criteria of Category 3 and 4, what is presently being done for those TAs who would benefit from the Category 5 designation. Ulla Bunz responded that Category 2 has primarily been used for these TAs who would fall under the Category 5 criteria despite technically violating the guidelines of the Category 2 criteria. Tarez followed up by asking if the faculty members with TAs will be impacted by these changes in unforeseen ways, to which Ulla Bunz stated that there should not be any impact on faculty beyond the availability of the new TA category.
- **Sam Grant, Engineering** – Asked whether there will be a method for TAs to retake the SPEAK exam without paying out of pocket to coincide with these changes. Ulla Bunz responded that the intention is for all TAs to eventually score above a 50 on the SPEAK exam, and that all categories other than Category 5 are available while TAs are working on retaking the SPEAK exam.
- **Nancy Rodgers, Music** – Asked via text chat why teaching graduate-level courses requires stronger English-speaking skills than undergraduate-level courses, as represented

by the need for a higher score on the SPEAK exam. Ulla Bunz noted that it can differ between disciplines, but graduate classes usually engage with more complex texts that require a higher level of comprehension and vocabulary.

- **Nancy Rodgers, Music** – Followed up by noting that some TAs who do not have as high-level English-speaking skills might still have specialized technical speaking skills that could be more relevant in instruction.
- **The Motion to Approve the amended GPC policy revising TA standards was approved.**
- **Ulla Bunz, Graduate Policy Committee** – Brought up that the wording removed from the TA standards in the previous vote appears twice in the TA standards. Fully removing this language from the document will require another formal vote.
- **No objections were posed to having the previous vote to modify the language of the TA standards apply to all uses of the removed wording in the document.**

e. Ad-hoc Sustainability Committee – Ian MacDonald, Arts & Sciences (See addendum 5)

- The Ad-hoc Sustainability Committee was formed in December of 2020 and has met multiple times since its formation. The report of the Ad-hoc committee was intended to be delivered in April, but the members of the committee feel that the report is ready for preliminary review from the Faculty Senate.
- The report proposes a list of actionable changes that could be made at FSU to further the goal of long-term sustainability on-campus. This includes increasing education of sustainability principles in curriculum and student engagement alongside structural changes.
- To further the commitment to the goal of long-term change and betterment at FSU, the report proposes elevating the Sustainable Campus Office to a cabinet-level, higher administration position.
- Recent data suggests that becoming one of the leading sustainable campuses in the nation would have a direct positive impact on student recruitment.
- The floor was opened for questions by the senate.
- **Todd Adams, Arts & Sciences** – Expressed concern over the aggressiveness of some of the proposed initiatives and the potential cost of the proposal. The Senator felt that the finances needed to fund the sustainability proposal would be better spent elsewhere. Ian MacDonald agreed that the up-front cost is nonnegligible but predicted that the long-term benefits are worth the investment. President Chicken asked Senator Todd Adams for suggestions to change the language of the proposal to alleviate his concerns, to which Todd Adams suggested broadly changing the language to be less instructive and more observational.
- **Erin Ryan, Law** – Touched on Todd Adams' concerns of cost and noted that the elevation of the Sustainable Campus Office as suggested by the report would be the means by which the monetary cost of sustainability becomes more clear.
- **Rob Duarte, Fine Arts** – Spoke of experience with FSU's handling and disposal of electronic waste and expressed immense dissatisfaction with the University's current sustainability endeavors. Rob Duarte spoke in favor of elevating the SCO so that those at

the higher levels of administration have someone with direct knowledge of sustainability to listen to. This would coincide well with the new University President in showing that FSU is committed to long-term sustainability.

- **Bridgett Birmingham, University Libraries** – Expressed support for raising visibility of sustainability and noted that a large investment in sustainability initiatives now could prove to be the more economically beneficial path in the long run.
- **Tarez Graban, Arts & Sciences** – Drew attention to the third point in the Actionable Goals section of the report, which suggests increasing advocacy for sustainability in curriculum. Implementing this point would certainly require the initiative of a higher administrative position.
- **Petra Doan, Social Sciences & Public Policy** – Commented that many faculty members as well as students have expressed a desire to see the University finally focus on sustainability and expressed support for the proposals put forward by the ad-hoc committee.
- **Eric Chicken, Faculty Senate President, Arts & Sciences** – Offered additional suggestions for maintaining accountability for the proposed presidential task force such as a faculty committee formed alongside the presidential task force.
- **Clifford Madsen, Music** – Expressed support for the committee's intentions and expressed the opinion that the recommendations put forth in the report are aspirational rather than literal.
- Messages from Gary Tyson and Akash Gunjan posted in the text chat were read out by Eric Chicken, both of which reiterated support for the committee's report.
- **Eric Chicken, Faculty Senate President, Arts & Sciences** – Concluded discussion on the report by suggesting that those interested in providing suggestions or comments in regard to the proposals in the report contact Ian MacDonald between now and the next Faculty Senate Meeting on April 14.

IX. University Welfare

a. **United Faculty of Florida, Florida State University Chapter, Michael Buchler, Vice President**

- With Matthew Lata currently meeting with Legislators at the Capitol, Michael Buchler filled in for the UFF report.
- Thanked the faculty for their participation in the faculty-wide poll put out by the UFF; results from the poll will be released soon.
- Bargaining for this year is beginning, with the first open meeting being held on March 31.
- Efforts to oppose Senate Bill 264 and House Bill 233 continue. Additional bills are being watched by the UFF, and Michael Buchler recommended that any faculty member who wants to stay informed of the text of the bills visit the Florida Education Association's website (feaweb.org).
- The UFF is in support of SB 175 and HB 553 in a show of solidarity with the Graduate Assistant Union. These bills would waive Graduate Assistant fees as a condition of employment.

- The UFF opposes SB 1014, which is a union-busting bill aimed specifically at education unions.

b. Questions from senators

- **Unknown Senator in the Meeting Text Chat** – asked what the stated justification is for singling out education unions in SB 1014. Michael Buchler responded that there is no valid justification for targeting education unions in this bill other than the purely political; police and firefighter unions do lean slightly more favorably towards the Republican legislators behind SB 1014, and so targeting education unions faces less political repercussions.

X. Announcements by Deans and other Administrative Officers

a. Kim Barber, Registrar

- Reminded the Senate that there is no Spring Break this semester, and as such the Spring semester will be ending a week early.

b. Janet Kistner, Vice President for Faculty Development and Advancement

- Thanked the faculty for their continued excellence in the hardship of this unprecedented semester.

The meeting adjourned at 4:35 p.m.

Eric Chicken
Faculty Senate President

**Division of Undergraduate Studies
Transfer Student Services**

**2-year Review of Mandatory Enrollment Policy
SLS 3140: Academic Success Strategies for Transfer Students**

Introduction

The Division of Undergraduate Studies is committed to supporting FSU's goal of ensuring a meaningful and productive educational experience for students and working collaboratively with the sixteen (16) academic colleges to improve the retention and graduation of students who transfer to Florida State University. At the request of the Council of Assistant and Associate Deans (CAAD), a cross-campus committee of academic professionals, the Division of Undergraduate Studies developed an SLS course specifically designed to provide transfer students with the skills needed to re-bound from academic difficulty and to off-set the real challenges of "transfer shock" in the first semester.

The success of transfer students is also a priority for the Board of Governors (BOG) of the State University System of Florida. The BOG, as directed by the Florida Legislature in Senate Bill 72 (2020), has adopted a new performance metric relating specifically to transfer student success. Beginning in fiscal year 2021-2022, the two-year graduation rate for Associate in Arts (AA) transfer students will be one of the metrics that will be used to determine performance funding allocations to state universities.

Currently, FSU's 2-year graduation rate for AA transfer students is 56%, which is significantly higher than any other state university in Florida and well above the State University System average of 41 percent. However, even with the highest 2-year transfer student graduation rate in the SUS, there is still plenty of room for continued improvement. The SLS 3140 course and the policy to mandate enrollment for transfer students who do not earn at least a 2.0 GPA during their first term of enrollment at FSU, supports FSU's strong commitment to the academic success of transfer students.

2-Year Review

SLS 3140: *Academic Success Strategies for Transfer Students* was approved for AY 2018-2019 as a graded, one-credit hour course for transfer students who seek to improve their academic outcomes. In February of 2019, the Undergraduate Policy Committee approved a proposal to *mandate enrollment in SLS 3140 for transfer students who do not earn at least a 2.0 GPA during the first term of enrollment at FSU for AY 2019-2020 and AY 2020-2021*. At the end of this two-year period, the effectiveness of the course was to be evaluated with recommendations for further course of action (discontinue, additional pilot, or permanent policy change) based on collected data.

For purposes of this review, "transfer students" are defined as students who are admitted as transfer students and matriculate to Florida State University with an accumulation of 45 or more credit hours after high school. Transfer students with less than 45 transfer hours and high school students with earned associate degrees who are admitted as FTIC (First-Time-In-College) are covered under the previously approved mandate for SLS 1122: *Strategies for Academic Success*.

Although all transfer students have the opportunity to voluntarily enroll in SLS 3140 to enhance their academic skills and familiarize themselves with the resources available at FSU, this review will focus on the performance of only those students who were mandated to enroll in the course. To evaluate the impact of enrollment in the course on the retention and subsequent academic success of transfer students, two fall cohorts of First Time Transfer (FTT) students who did not earn a 2.0 GPA during their first

semester at FSU were chosen for comparison. The first cohort entered FSU in the Fall of 2017 and their academic progress was tracked through the end of the Fall 2018 semester. These students did not earn a 2.0 GPA in their first semester at FSU and were placed on academic probation, but did not enroll in SLS 3140 (whether voluntarily or by mandate) because the course was not approved until Fall 2018. The second cohort entered FSU in the Fall of 2019 and their academic progress was tracked through the end of the Fall 2020 semester. These students also did not earn a 2.0 GPA in their first semester at FSU and were placed on academic probation, but were mandated to enroll in SLS 3140 for the Spring 2020 semester.

The Fall 2017 FTT cohort consisted of 1920 students, 233 (12.14%) of which were placed on academic probation at the end of the first fall semester. Of those 233 students, 95 (40.1%) of them returned to Good Academic Standing by the end of the Spring 2018 semester. By the end of the Fall 2018 semester, a total of 120 students (51.5%) had returned to Good Academic Standing. “Good Academic Standing” is defined as a cumulative FSU GPA of ≥ 2.0 .

The Fall 2019 FTT cohort consisted of 1778 students, 178 (10.01%) of which were placed on academic probation at the end of the first fall semester. However, these students were mandated to enroll in the SLS 3140 course in the spring 2020 semester. Of those 178 students, 108 (60.7%) returned to Good Academic Standing by the end of the spring 2020 semester. And by the end of the fall 2020 semester, the number of students who had returned to Good Academic Standing had increased to 122 (68.5%).

First Time Transfer Student (FTT) Cohort	< 2.0 GPA at end of 1st Fall term (placed on Probation)	≥ 2.0 GPA at end of 1st Spring term (Good Academic Standing)	≥ 2.0 GPA at end of 2nd Fall term (Good Academic Standing)
Fall 2017	233	40.1% (95)	51.5% (120) ¹
Fall 2019	178	60.7% (108)	68.5% (122) ²
% Change		20.6%	17%

The data suggests that the SLS 3140 course mandate had a significant positive impact on the academic success of transfer students, not only during the semester that students completed the course, but also in subsequent semesters.

In addition, the grades that students earned in the SLS 3140 course were highly correlated with their ability to return to Good Academic Standing (FSU Cumulative GPA ≥ 2.0) by the end of the subsequent fall term. Students who earned higher grades in the SLS 3140 course were more likely to recover from academic difficulty and return to Good Academic Standing by the end of the 2nd fall semester.

¹ An additional 4.7% (11 students) returned to good academic standing, but then backslid to probation.

² An additional 5.1% (9 students) returned to good academic standing, but then backslid to probation.

Academic Recovery by Grade Earned in SLS 3140

	A/A-	B+/B/B-	C+/C/C-	D+/D/D-	F	S ³	U	WD ⁴
# earning grade in SLS 3140 during Spring 2020 term	74	37	17	12	14	9	10	5
# in Good Academic Standing by end of Fall 2020	70	26	11	5	1	3	4	1
% in Good Academic Standing by end of Fall 2020	95%	70.3%	64.7%	41.7%	7.1%	33.33%	40%	20%

In addition to student performance data, feedback from students who enrolled in SLS 3140 has been overwhelmingly positive. SPCI reports show that, even though the majority of students were mandated to take the course, their assessment of the course content and the instructors, in particular, was overwhelmingly positive.

SPCI Results: Overall Rating for Instructor(s)

Term	Fall 2019	Spring 2020	Summer 2020	Fall 2020
Excellent (5) or Above Average (4) Rating	91.18%	94.64%	100%	90.91%
Response Rate	79.33% (n=119)	61.86% (n=146)	60% (n=24)	46.05% (n=35)

Comments from students about SLS 3140 instructors:

- *The instructor really builds a connection with her students and makes everyone feel welcomed and appreciated.*
- *The assignments that the instructor gave us made us think critically and opened up a new way of thinking for me.*
- *Exceptional professor. She cares about not only how you are doing in her class but also all your other classes. Best professor I've had hands down. Most helpful thing in my opinion are the PACs (Personal Academic Consultations). We need more people like her in the world. She's even willing to stay in contact and help her students after the semester is over.*
- *I felt like the instructor went above and beyond with providing examples and reaching out to students who were falling behind (like myself) to check in with us and see how we were doing personally and if there was anything she could help us with academically that would help us get back on track.*
- *The instructor is very understanding and motivates students to stay hopeful about academics despite if they are not doing too well regardless of the circumstances.*

³ SLS 3140 is a graded course. However, students were allowed to select the S/U grading option for the Spring 2020 term pursuant to university policy established as a result of the pandemic.

⁴ Students are allowed to drop the SLS 3140 course only with Dean's permission.

SPCI Results: Overall Course Content Rating

Term	Fall 2019	Spring 2020	Summer 2020	Fall 2020
Satisfactory (3), Above Satisfactory (4) or Excellent (5)	95.33%	95.45%	100%	93.94%
Response Rate	79.33% (n=119)	61.86% (n=146)	60% (n=24)	46.05% (n=35)

Comments from students about the SLS 3140 course:

- *This course walked me through all of the available resources at Florida State and how to use them effectively. As a transfer student, I had a difficult time finding appropriate spaces to study or even how to manage my time appropriately in my first semester. I am very much looking forward to taking advantage of these resources in the future.*
- *I am finding that this class has been a wealth of knowledge about how to self-evaluate, be more self-aware, and how to use my resources to my advantage. Learning about ACE, creating a professional resume, and constantly self-evaluating has been very instructive for me. I wish I would have seen the value in these things sooner.*
- *I think the most valuable aspect of this course would have been the PAC (Personal Academic Consultation) meetings we had to complete during the course. They are an opportunity to make sure you are on track with your work as well as ask questions if any arise.*
- *The course is designed for you to be involved on campus and help you succeed in FSU. This is a great class to take for an incoming student.*
- *Getting your daily life scheduled out. Goal setting and achieving boosts confidence and is a great way to stay on track in life and this course taught me how to do that.*

In addition to the course and instructor evaluation questions included on the SPCI forms, additional questions specific to SLS 3140 have been developed and added to the course evaluation forms. These questions include:

As a result of this course, my level of engagement in campus life has increased.
As a result of this course, my perception of my own abilities to succeed as a college student has improved.
As a result of this course, I have a better understanding of how academic advising is connected to my success.
As a result of this course, I have a better understanding of how a relationship with my instructor is connected to my success.
As a result of this course, I have a better understanding of the expectations of this university.
As a result of this course, I feel better prepared to succeed in my classes.
Personal academic consultations with my instructor(s) made a positive contribution to my overall academic success.
Overall, this course made a positive impact on my academic success this semester.
I would recommend this course for future transfer students.

SLS 3140 participants provided consistently positive feedback (80% agree/strongly agree) relating to the contributions of the course. This data is utilized internally by the Director of Transfer Student Services and the faculty of the SLS 3140 course to make adjustments to ensure continuous improvement.

Recommendation

The SLS 3140 course mandate policy for FTT students who fail to earn a 2.0 or higher in their first semester at FSU has provided struggling transfer students with a means to gain confidence in their academic abilities and develop skills that will help them succeed at FSU. In addition, the personalized nature of the course has given transfer students the additional support they need to develop a sense of belonging at FSU that can help alleviate the negative effects of “transfer shock.”

Given that both quantitative and qualitative data analyses have revealed the positive impact of the SLS 3140 course on the success of transfer students at FSU, the Division of Undergraduate Studies is requesting that the Undergraduate Policy Committee approve the *mandatory enrollment in SLS 3140 for transfer students who do not earn at least a 2.0 GPA during the first term of enrollment at FSU* as a permanent policy change.

Appendix: Background Information

Although the target audience for this course is transfer students on probation after the first semester, there are also seats available (and additional sections can be added if necessary) to accommodate first-semester students who wish to utilize the course as a strong transitional resource. Since the course was approved as a 1-credit course beginning in Fall 2018, a total of 847 students have enrolled in SLS 3140.

Course Enrollment by Term

TERM	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Total
Enrollment	72	62	55	133	233	40	76 ⁵	198	847
Sections	4	5	2	9	13	3	7	10	53

Course Description for SLS 3140

SLS 3140: *Academic Success Strategies for Transfer Students* is a 1-credit course specifically designed for transfer students who seek to improve their academic outcomes and understand how to maximize resources on campus. It focuses on the development and application of classroom, life, and engagement practices necessary for successfully navigating the increased scholastic expectations of a research university. Students work closely with the course instructor to reflect on past assumptions and design a plan for semester success. They learn how to connect with faculty, choose relevant student organizations, and prepare for post-graduation experiences.

SLS 3140 meets one time per week for 12 weeks (12 meetings spread over the entire 16-week semester). Instructors meet at least three times during the semester with students for Personal Academic Consultations (PACs), which are one-on-one meetings to provide individual assistance on success strategies, discuss specific course or campus issues, and provide referrals to appropriate resources. The timing of the consultations targets critical periods during the semesters when students seem to have the most difficulty with adjustment, motivation, persistence, and performance. Students are expected to engage in campus life, utilize campus resources effectively, and practice classroom success strategies as major course assignments.

⁵ Less students were mandated for Fall 2020 due to S/U grading and generous drop policies instituted in Spring 2020 due to sudden onset of the pandemic after spring break.

An online section of the course was also approved beginning in Fall 2019 to accommodate online and FSU-Panama City students who desire or are mandated to take the course.

By the end of this course, students should be able to:

Objective	Assessment
Reflect critically on past assumptions, prior learning, prior thinking, and prior behavior.	· Self-Assessment and Reflection
Apply appropriate learning strategies according to their own learning styles and course content.	· Final Reflection · Making Notes · Specialized Transfer Experience
Set realistic academic and career goals and establish benchmarks to measure progress toward those goals.	· Academic Progress Report (Academic advising & faculty office hours) · Self-Assessment and Reflection
Monitor their own progress toward learning, identify areas of need, and utilize appropriate campus resources to support and reach desired outcomes.	· Final Reflection · Academic Progress Report (Academic advising & faculty office hours) · Self-care Experience · Specialized Transfer Experience · Analysis of Course Demands
Develop a comprehensive calendar and strategy to prepare for the requirements of any course, including exams, papers, projects, or presentations.	· Analysis of Course Demands · Semester Calendar · Task Management Plan · Five Day Study Plan
Select appropriate learning and networking experiences to address identified areas of need, enhance the transfer experience, and prepare for future professional and academic opportunities.	· Resume Critique · Specialized Transfer Experience / Group Presentation

Instructors

SLS 3140 is taught by one full-time faculty (Instructional Specialist I), who is also the Director of Transfer Student Services, and 5 graduate teaching assistants. The graduate teaching assistants have been teaching the course for at least a year and are pursuing doctoral degrees in the areas of Instructional Systems & Learning Technologies, Educational Psychology, and Educational Leadership/Higher Education. Graduate students, under the direction of the Director of Transfer Services, plan and deliver instructional content, meet students outside of class for mandatory Personal Academic Consultations (PACs), and conduct skill-building workshops for transfer students in the evening.

Exemptions

Students may request in writing a waiver of mandatory enrollment through the Division of Undergraduate Studies or the student's academic college, depending on who issued the original mandate to register. *Waivers are not recommended nor approved without documentation of exceptional circumstances.*

FINAL EXAM SCHEDULE – REQUESTED REVISIONS (CONTINUED)

In continuation of the revisions already approved by the UPC and Faculty Senate for the Spring – Odd Years iteration of the Final Exam Schedule, the Registrar’s Office is now requesting similar revisions be made to the remaining iterations (Fall – Even/Odd; Spring – Even) of the Final Exam Schedule, as proposed in a ‘One Iteration’ model* as **the** Final Exam Schedule, effective Fall 2021 and beyond. As presented, this model would, again, allow for the following:

- Alignment with the revised Standard Meeting Pattern Grid (effective Spring 2021)
- A greater correlation of the final exam schedule with the regular class schedule
- A shortened final exam week
- Fewer late evening final exams
- Fewer back-to-back final exam slots
- No change to predefined final exam time durations (2 hrs.)
- No change to predefined final exam block exam time slots

***Registrar’s Recommendation: The simplest and most consistent schedule is often the best schedule, as it allows for familiarity, accuracy, and fairness. By correlating the non-block exam time slots with the regular class schedule, a greater sense of equality is created in the proposed ‘One Iteration’ final exam schedule model. Additionally, this model stands out as a more universal approach, as it, too, establishes consistency across terms within the block exam time slots.**

‘One Iteration’ Model

The ‘One Iteration’ model provides for a simplified ‘one-for-all’ approach to the final exam schedule. Essentially, the previously approved revised Spring – Odd Years iteration of the final exam schedule would serve as **the** Final Exam Schedule for all terms (Fall & Spring), even and odd years (see below).

BLOCK EXAMS (FALL/SPRING)		
M	12:30PM-2:30PM	BSC 2011L; MUT 1111, 1112, 2116, 2117
M	3:00PM-5:00PM	STA 2023
T	12:30PM-2:30PM	AST 1002; PHY 1020, 2048/2048C, 2049/2049C, 2053C, 2054C
T	3:00PM-5:00PM	BUL 3310; STA 2122
W	10:00AM-12:00PM	CHM 1045C, 1046C
W	3:00PM-5:00PM	ARA, CHI, FRE, GER, HBR, ITA, JPN, POR, RUS, SPN 1110, 1111, 1120, 1121, 2211, 2220, 2240, 2300; SPN 2160

FALL/SPRING					
M/W/F			T/R		
8:00 AM	W	7:30AM-9:30AM	8:00 AM	R	7:30AM-9:30AM
9:20 AM	M	7:30AM-9:30AM	9:45 AM	T	7:30AM-9:30AM
10:40 AM	R	10:00AM-12:00PM	11:30 AM	M	10:00AM-12:00PM
12:00 PM	T	10:00AM-12:00PM	1:20 PM	R	12:30PM-2:30PM
1:20 PM	W	12:30PM-2:30PM	3:05 PM	T	5:30PM-7:30PM
3:05 PM	R	3:00PM-5:00PM	4:50 PM	W	5:30PM-7:30PM
4:50 PM	M	5:30PM-7:30PM	6:35 PM	R	5:30PM-7:30PM
6:35 PM	T	8:00PM-10:00PM	8:20 PM	M	8:00PM-10:00PM
8:20 PM	W	8:00PM-10:00PM	**	R	8:00PM-10:00PM
			**	F	7:30AM-9:30AM
			**	F	10:00AM-12:00PM
			**	F	12:30-2:30 PM
			**	F	3:00-5:00 PM

Pros

- Simplified
- Consistency Across Terms/‘Leveling’
- Low Maintenance
- No 7:30AM Block Exams

Cons

- No Variability
- Four 7:30AM Class Exam Slots (Every Term)

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

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

Certification of General Teaching Competence:

Each semester in accordance with guidelines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the standards outlined in the following sections, the Academic Dean of each College is required to certify in writing to the Dean of The Graduate School that each graduate student who serves as a graduate TA in the classroom or online is competent to teach and for international graduate TAs (ITAs), that they are also competent to teach in spoken English. (See SACSCOC statement below.)

NOTE: Colleges/units need to validate that each TA is serving their designated instructional assignment in the classroom before certifying to the Dean of The Graduate School that the TA certification process is complete. TAs serving as the instructor of record (IOR) for an undergraduate-level course need to be qualified to serve in this role prior to the start of the semester, appointed under the correct job code (M9184), and assigned to the course in Student Central. Students who do not meet the criteria for certification should not be appointed as a TA, serve as the IOR for any undergraduate-level course, or receive access to a course management site.

The University monitors faculty teaching loads, class sizes, and TA usage on a regular basis. As such, it is vital that all instructional assignments are properly documented for all students.

General:

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

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It is recommended that each program has a discipline-specific teaching manual for its graduate TAs to supplement the university teaching manual, *Instruction at FSU* that may be viewed on line

(<http://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices>)

Graduate Assistantship Job Code:

To monitor compliance with university policies and Fair Labor Standards Act (FLSA) requirements, it is imperative that the proper appointment classifications be used for graduate TAs. It is the responsibility of departments that employ graduate TAs to establish the appropriate job code according to teaching responsibility. The Graduate School and the Human Resources Office will verify the requirements for each classification and are the offices to contact if there are any questions. Job codes to be used for graduate students can be accessed: http://hr.fsu.edu/PDF/Forms/compensation/NRA_Job_Codes.pdf

Note that the university's Conflict of Interest policy applies to all teaching assistants.

As a general rule, job codes should be assigned as described here:

Categories 1 & 2

W9185 Graduate Assistant (Teaching) - Stipend (FLSA Exempt)

This Graduate Assistant shall be classified as a degree-seeking graduate student who assists in the teaching function but is not the IOR and does not have primary responsibility for teaching. The appointee must be fully admitted to and meet the requirements of the University, be fully admitted to a graduate degree program, and be under the supervision of a faculty member. Examples: tutors, recitation leaders, laboratory supervisors, assistants to faculty instructors; when assigned to a standalone undergraduate course, duties may include grading of undergraduate-level work for undergraduate credit.

Categories 3 & 4

M9184 Graduate Teaching Assistant – Stipend (FLSA Exempt)

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

Category 5

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9183 Graduate Teaching Associate (Teaching) – Stipend (FLSA Exempt)-

This Graduate Teaching Associate shall be classified as a degree-seeking graduate student who has a master's degree in the teaching discipline, or at least 18 graduate semester hours in the teaching discipline, and assists in the teaching function of a graduate course or co-listed course (4000/5000; 4000/6000), but is not the IOR. The appointee must be fully admitted to and meet the requirements of the University, be fully admitted to a graduate degree program, and be under the supervision of a faculty member. Examples: For graduate-level or co-listed courses, tutors, recitation leaders, laboratory supervisors, assistants to faculty instructors, or comparable roles. Limited grading and instruction of graduate students as described under "Description of Duties" are permitted as long as a supervising faculty member retains final authority over grades and provides supervision of instructional content. Category 5 Graduate Teaching Associates may not take on the lead instructor role of a graduate or co-listed course.

Description of Duties & Minimum Requirements for Different Categories of Instruction

Category 1. Duties: This category may include a variety of duties for undergraduate-level courses. TA responsibilities cannot involve routine direct contact with a group of undergraduate students in face-to-face or online instructional support roles. Limited one-to-one engagement (e.g., office hours) is permissible. Examples of appropriate tasks include grading of multiple-choice type assignments, the setup of laboratory demonstrations, and clerical course management tasks. If routine instructional contact with a group of undergraduates is expected, then the TA must meet the English language competency standard required for a Category 2 appointment (see p. 5).

Required qualifications and training:

- Program-specific guidelines for the specific duties
- undergraduate degree in discipline or related field
- some graduate work completed or enrolled in
- must attend Day 1 of the Fall PIE Teaching Conference before the commencement of one's TA duties. Day 1 includes required training on the Sexual Harassment Policy, Academic Honor Policy and the Federal Educational Rights and Privacy Act (FERPA). Day 1 also includes training in the use of the Course Management System (CMS) for instruction, time management for TAs, and interacting professionally with one's students. Equivalent preparation offered by the academic unit (that has been approved by the Graduate School) may be substituted for Day 1 of the Fall PIE Teaching Conference, and this alternative must include training in the specific policies noted above.
- supervision by a faculty member in the teaching discipline
- planned periodic evaluations of the TA

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Category 2. Duties: For assignment to undergraduate courses, this category includes a variety of duties (e.g., grading of undergraduate-level work; tutoring; proctoring of computerized exams and laboratories; assisting with or leading laboratory, recitation, or discussion sections; or assisting students with software or equipment use). When grading undergraduate-level work performed by graduate students, potential conflict of interest or grading within the programmatic cohort (as defined in Category 5) should be avoided. Any anticipated grading within the programmatic cohort must be reported to the Academic Dean's Office at the beginning of the semester. This category assumes a greater degree of interaction with undergraduate students than Category 1 and thus requires a higher level of competency in spoken English (see p. 7).

A Category 2 TA may provide assistance in graduate-level or co-listed courses (4000/5000 or 4000/6000 combined courses). Examples of appropriate tasks for Category 2 TAs in graduate-level or co-listed courses include setting up laboratory demonstrations, proctoring exams, moderating a discussion board, distributing assignments, preparing class materials/presentations/visual aids, taking attendance or recording questions and responses in class, recording lectures, assisting students with software or equipment use, other clerical tasks, and grading of undergraduate-level work for undergraduate-level credit. No grading or comparable assessment of graduate-level work for graduate-level credit, and no instruction of content not previously introduced by the IOR may be performed by Category 2 TAs assigned to graduate-level or co-listed courses.

Required qualifications and training:

- program specific guidelines for the specific duties
- undergraduate degree in discipline or related field
- some graduate work completed or enrolled in
- must attend Day 1 of the Fall PIE Teaching Conference before the commencement of one's teaching duties. Day 1 includes required training on the Sexual Harassment Policy, Academic Honor Policy and FERPA. Day 1 also includes training in the use of the CMS for instruction, time management for TAs, and interacting professionally with one's students. Equivalent preparation offered by the academic unit (that has been approved by the Graduate School) may be substituted for Day 1 of the Fall PIE Teaching Conference, and this alternative must include training in the specific policies noted above.
- supervision by a faculty member in the teaching discipline
- planned periodic evaluations of the TA

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

Note Regarding Category 3 & 4 Appointments

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Appointments for TAs category types 3 and 4 presume the graduate TA is the IOR for an undergraduate course only (1000-4000 course level, no co-listed courses). The policy forbids a graduate student from being the IOR or taking on the lead instructor role for a graduate course or co-listed course. Units may apply to the Graduate School for exceptions to this rule. When grading undergraduate-level work performed by graduate students registered in undergraduate courses, potential grading within a programmatic cohort (as defined in Category 5) should be avoided. Any anticipated grading within a programmatic cohort must be reported to the Academic Dean's Office at the beginning of the semester.

Category 3. Duties: Instructor of record in lower-level undergraduate courses (1000-2000 level).

Required qualifications and training:

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

Category 4. Duties: Instructor of record in upper-level undergraduate courses (3000-4000 level).

Required qualifications and training:

- Master's degree or at least 30 hours of graduate coursework in the teaching discipline

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- must attend Days 1 & 2 of the Fall PIE Teaching Conference before the commencement of one's teaching duties or an equivalent offered by the academic unit (that has been approved by the Graduate School).
 - Days 1 & 2 of the Fall PIE Teaching Conference address the following policies which are **required** for this category: Sexual Harassment Policy, Academic Honor Policy, the FERPA, ADA, Grading Policies, Textbook Adoption Procedure Policy, Syllabus Policy, Class Attendance Policy, Final Exam Policy, Copyright Law Regulations (Copyright Revision Act of 1976 "fair use") and Course Evaluation Policy. Days 1 & 2 also include training in a number of topics that are of value to TAs, e.g. the use of the **CMS** for instruction, time management for TAs, interacting professionally with one's students, dealing with distressed students, diversity in the classroom, grading and assessment.
 - NOTE: Alternative "equivalent training" that is provided by an academic unit must include training in the specific policies indicated above.
- student participation in a "teaching in the discipline" course or equivalent academic unit orientation
- direct supervision by a faculty member in the teaching discipline
- planned and periodic evaluations of the TA

Category 5. Duties: Providing assistance to lead instructors of graduate-level or co-listed courses. In addition to duties described for Category 2 TAs, Category 5 TAs may perform limited grading and instruction. Grading is supervised by the IOR and should be based on faculty-created criteria (e.g. rubrics, point-breakdowns, sample solutions, etc.). Final assignment of grades is reserved for the IOR.

Category 5 TAs must defer to the IOR for all final decisions. When interacting with students, Category 5 TAs should communicate their support role to the students enrolled. They should explain that grading is based on faculty-provided criteria, is reviewed by the IOR, and can be discussed with the IOR.

Category 5 TAs may provide limited instruction in graduate-level and co-listed courses. In addition to reviewing material previously introduced by the IOR, Category 5 TAs may present new material on their own in rare instances, and only after discussing the planned lecture with the IOR first. They may present new material several times throughout the semester if the supervising faculty member is in attendance at each of these sessions. At a minimum, a supermajority of class sessions that introduce new material should be led by the IOR.

Category 5 TAs may not assign final course grades, but may assign grades on daily work, quizzes, laboratory participation, etc. Category 5 TAs may not develop course material unless it is in direct consultation with and review from the IOR. Furthermore, Category 5 TAs may not grade students who fall under the University's Conflict of Interest policy or within the TA's programmatic cohort. For the purpose of this policy, a TA's programmatic cohort is defined as the group of graduate students in the unit where the TA is pursuing a degree or certificate who

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are taking many or most of the same courses as the TA within the same time frame as the TA. Units must ensure that no conflict of interest or no grading within their programmatic cohort will exist.

Required qualifications and training:

- a minimum of 18 hours of graduate coursework in the teaching discipline
- must attend Days 1 & 2 of the Fall PIE Teaching Conference before the commencement of one's teaching duties or an equivalent offered by the academic unit (that has been approved by the Graduate School).
 - Days 1 & 2 of the Fall PIE Teaching Conference address the following policies which are required for this category: Sexual Harassment Policy, Academic Honor Policy, the FERPA, ADA, Grading Policies, Textbook Adoption Procedure Policy, Syllabus Policy, Class Attendance Policy, Final Exam Policy, Copyright Law Regulations (Copyright Revision Act of 1976 "fair use") and Course Evaluation Policy. Days 1 & 2 also include training in a number of topics that are of value to TAs, e.g. the use of the CMS for instruction, time management for TAs, interacting professionally with one's students, dealing with distressed students, diversity in the classroom, grading and assessment.
 - NOTE: Alternative "equivalent training" that is provided by an academic unit must include training in the specific policies indicated above.
- student participation in the PIE Advanced Graduate TA training; must be completed during the semester of a student's first Category 5 assignment. The training covers, among other topics, potential conflict of interest situations and how to resolve them; navigating professional and student roles within the same program; and more.
- direct supervision by a faculty member in the teaching discipline
- planned periodic evaluations of the TA

Certification of Spoken English for Graduate Teaching Assistants:

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

All international graduate students who are not native speakers of English, and who are going to be TAs, should take the SPEAK test when they arrive on campus (as noted below, students who scored 26 or higher on the speaking portion of the IBTOEFL may be exempted from taking the SPEAK test). The Center for Intensive English Studies (CIES) administers and scores the SPEAK test, CIES also offers courses in spoken English (EAP courses). The SPEAK test is administered several times in the week(s) prior to the beginning of each semester, and the scores are available within three to four days of the date the test is administered. **Scheduling and registration information can be found at <http://cies.fsu.edu/SPEAK>.** Departments are urged to take advantage of this opportunity to receive an initial estimate of speaking ability. In

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In addition, the SPEAK is routinely administered as an end-of-term evaluation for students enrolled in EAP courses. TAs not enrolled in EAP courses may also take the test at that time. Course offerings, as well as test dates for SPEAK tests, are distributed periodically to departments via email to TA coordinators. This information is also available on the CIES Web site (www.cies.fsu.edu/EAP).

The standards for certification of spoken English are as follows:

- A score of 50 or higher on the SPEAK test, or 26 or higher on the speaking portion of the IBTOEFL, certifies a student to serve **in** all categories.
- A score of at least 40 on the SPEAK test is acceptable for a TA appointed in Category 1. Appointment **in** this category is appropriate if there is no or limited direct contact with undergraduate students e.g., is responsible for grading tests and/or only providing direct support to an instructor. If there is to be any routine direct communication with a group of undergraduate students whether face-to-face or online, the higher standard applies. Limited one-to-one engagement e.g., office hours is permissible.
- A score of 45 on SPEAK, or 23-24 on the Speaking section of TOEFL iBT, certifies a TA to serve **in** Category 1; and **in** Category 2 for up to two semesters if also concurrently enrolled in an appropriate **EAP** course(s). If, by the end of these two semesters, the student's skills have not improved sufficiently to achieve a score of 50 on the SPEAK exam, the student will be eligible to serve only in Category 1. The student will be allowed to **continue to** serve **in** Category 2 or serve as IOR **in** category 3-4 by meeting at least one of the following two criteria:
 - Achieve a score of 50 on SPEAK.
 - Enroll in Advanced Spoken English for ITAs (**EAP5835**) and score 90 or better in the course.
- Student's scoring 40 or below on SPEAK should enroll in the appropriate **EAP** course if the goal is to serve **in** Categories 2-4. Once a 45 on SPEAK is achieved such a student will be certified to serve **in** Category 2 for up to two semesters if also concurrently enrolled in an appropriate CIES English language course(s). If, by the end of these two semesters, the student's skills have not improved sufficiently to achieve a score of 50 on the SPEAK exam, the student will be eligible to serve only **in** Category 1. The student will only be allowed to **continue to** serve **in** Category 2 or serve as IOR **in** Categories 3-4 by meeting at least one of the following two criteria:
 - Achieve a score of 50 on SPEAK.
 - Enroll in Advanced Spoken English for ITAs (**EAP5835**) and score 90 or better in the course.
- **Students serving in Category 5 must achieve a score of 50 on the SPEAK exam before assuming their duties.**

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

Exceptions:

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

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

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

Equivalent Previous Experience and Emergencies:

With the exception of the minimum of eighteen hours of graduate coursework in the teaching discipline for primary instruction and in accordance with guidelines provided by SACSCOC the following options will be available to deal with special circumstances:

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

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

Instructor of Record (IOR) Policy

FSU defines the "Instructor of Record" as the individual designated by the academic unit as responsible for a course, including developing its design, delivery, assignments, and assessments. All IORs, regardless of rank or type, must meet the appropriate standards for credentials and appointment. (FSU Policy 3A-6)

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Normal policy forbids graduate students from serving as an IOR and teaching a graduate course. This includes co-listed **undergraduate/graduate** sections. Exceptions can be made by requesting approval from the Vice President for Faculty Development and Advancement through the Dean of the Graduate School. Please refer to [FSU's Faculty Handbook \(Section 5, under Graduate Teaching Status\)](#) for more information on this.

SACS Statement:

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

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

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

Program for Instructional Excellence Conference and Workshops:

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

Approval of Equivalent Training

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

Graduate Policy Committee

As requested by Faculty Senate President Eric Chicken, the Graduate Policy Committee (GPC) discussed the issue of graduate students serving as teaching assistants in graduate courses. The current University-Wide Standards for Graduate Teaching Assistants (hereafter: TA Standards), last approved by the Faculty Senate in February 2014, forbid this. Since then, it has become clear that the practice is necessary in some units to maintain functioning of those units at current enrollment and research productivity levels. Therefore, the GPC revised the TA Standards to include criteria and conditions for the use of graduate teaching assistants in graduate- and co-listed (undergraduate/graduate) courses.

➔ The Graduate Policy Committee requests the approval of the revised TA Standards.

Summary of main changes to the TA Standards:

- Changed the TA “levels” classification to “categories” to avoid confusion with levels of courses and prevent ordinal interpretation that no longer applies with the newly created Category 5.
- Created a new Category 5 classification and suggested an existing but non-active job code specifically for assigning graduate TAs to graduate courses or co-listed undergraduate/graduate courses.
- Described duties and training requirements for Category 5 appointments.
- Amended Category 2 to include language addressing the use of graduate TAs in co-listed undergraduate/graduate courses.
- Included explicit language for previously implied notions (e.g., that work completed in undergraduate courses earns undergraduate credit; that having full responsibilities for a class is synonymous with being the instructor of record for the purposes of this policy).
- Added language explicitly stating that the university’s Conflict of Interest policy applies to all TAs.
- Made some adjustments to the examples given for Category 1 and 2 duties.
- Made editorial changes (e.g., changing “Canvas” to “course management system”; adjusting grammatical prepositions resulting from changing “level” to “category”).
- Updated the course code for the EAP course.

Changes made that are not highlighted in the marked-up version:

- Replacing the word “level” with the word “category” throughout when referring to TA classifications in-text.
- Replacing the words “teaching assistant” with “TA” (or the respective plural versions) throughout the document.
- Adjusting use of abbreviations so that the abbreviation is introduced the first time a term is used and then used throughout the document.
- Punctuation and other grammatical corrections that did not change the substantive meaning of the content, or that directly resulted from the rewording of content (e.g., changing commas to semi-colons in a listing of duties as one of the examples given now included a comma).
- Formatting (e.g. indentions or underlining, deleting extra spaces) for consistency.

FSU Senate Sustainability Committee:
Elevating Florida State University's Commitment to Sustainability

Overview

The FSU Senate Sustainability Committee offers a vision for sustainability at FSU that, with consensus from the Faculty Senate, we can advance to the wider University. We propose a short list of actionable institutional changes at FSU that will elevate sustainability as one of our university's core strategic goals and position FSU as a sustainability leader on a national level.

Sustainability at FSU

At the heart of sustainability is the fundamental commitment to the betterment and long-term well-being of society, the environment, and the economy. FSU can advance this commitment by ensuring informed shared governance, improving institutional practices, and requiring university actions to meet sustainability values from the outset. The Sustainable Campus Office has already accomplished significant milestones, leading to recognition for FSU by the Association for the Advancement of Sustainability in Higher Education and the Princeton Review. Enhancing sustainability is already part of our Strategic Plan, though it is the final objective in Goal VI ("Excellence and Reputation"), the last of six strategic goals. Drawing on the expertise and enthusiasm of our faculty, students, and staff, FSU is ready for more ambitious action, and well-positioned to strive for national leadership among sustainable campuses.

On behalf of the Faculty Senate, we pledge to work with the administration and all members of our community to promote sustainability as a core strategic goal of the highest priority. Benefits from this initiative will include the advancement of our national standing, improved faculty and student recruitment, a healthier campus environment, long-term economic stability for the institution, and the promise of a better future for our students, community, and state.

Actionable Goals

Elevating sustainability at an institutional level will require simultaneous action on multiple fronts. Ideally, it would include the creation of a permanent Sustainability Officer in the FSU President's cabinet, a Sustainability Council to ensure that sustainability objectives infuse high-level decision-making, and a process to ensure that sustainability be considered in planning the future and functioning the University. As we evaluate candidates for leadership positions, their commitment to sustainability should be a priority consideration. Additional goals include:

- A presidential taskforce to consider immediate sustainability measures that can be taken to improve FSU's sustainability footprint in the near term;
- Formal procedures to ensure that the planning and implementation of long-term university projects, including energy sourcing, infrastructure, transportation, recycling, resource stewardship, etc., be conducted in accordance with sustainability principles;
- Increasing the prominence of sustainability principles in university curriculum, research, service, and student engagement to address current and future challenges; and

- Advancing accountability by investing in the compilation, analysis, and presentation of FSU's progress toward discrete sustainability goals.

Faculty Role

The faculty will play an integral part in the accomplishment of these sustainability objectives. Individual faculty members can continue to teach sustainability from within their respective disciplines, role model examples of sustainability in action, and seek opportunities to make sustainability a component in new or existing course offerings. The Sustainability Committee will work to advocate sustainability at FSU by proposing concrete measures, advocating for their adoption, and providing oversight and accountability through their implementation.