



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
WEDNESDAY, OCTOBER 20, 2021
FSU ZOOM
3:05 P.M.

I. Regular Session

The regular session of the 2021-22 Faculty Senate was held on Wednesday, October 20, 2021. Faculty Senate President Eric Chicken presided.

The following members attended the Senate meeting:

G. Adams, A. Ai, P. Aluffi, E. Alvarez, D. Armstrong, S. Ballas, E. Bangi, A. Barbu, C. Barrilleaux, C. Barry, P. Beerli, B. Birmingham, D. Bish, 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, S. Daniels, P. Doan, J. Du, M. Duncan, F. Dupulgrenet, V. Fleury, J. Geringer, M. Gonzalez-Backen, R. Goodman, T. Graban, S. Grant, A. Gunjan, W. Hanley, E. Hilinski, L. Hinnant, P. Hoeflich, A. Huber, R. Hughes, P. Iatarola, E. Jakubowski, K. Jones, C. Kelley, H. Kern, D. Kim, E. Kim, J. Kimmes, E. Klassen, S. Lester, E. Loic, C. Madsen, T. Mariano, G. Martorella, A. McKenna, C. Moore, A. Muntendam, E. Murphy, I. Padavic, D. Peterson, Q. Rao, A. Rassweiler, L. Rinaman, N. Rogers, E. Ryan, H. Schwadron, J. Sobanjo, T. Somasundaram, D. Soper, E. Stewart, R. Stilling, B. Stults, M. Swanbrow-Baker, G. Tyson, A. Vanli, A. Volya, D. Whalley, Q. Yin, and I. Zanini-Cordi.

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

T. Adams, I. Alabugin, T. Albrecht-Schoenzart, M. Blaber, M. Bourassa, R. Brower, E. Cecil, D. Eccles, S. Foo, C. Frederlksen, W. Guo, D. Gussak, K. Harris, C. Hofacker (A. Bathke), J. Ingram, K. Ishangi, T. Lee, I. MacDonald, M. McFarland, R. Morris, M. Nair-Collins, J. Palmer (C. McClive), C. Patrick, E. Peters, K. Reynolds, C. Schmertmann (D. Carr), J. Standley, and Z. Yu.

II. Approval of the Minutes, April 14, 2021 meeting

The minutes were approved as distributed

III. Approval of the Minutes, September 15, 2021 meeting

The minutes were approved as distributed.

IV. Approval of the Agenda, October 20, 2021 meeting

The agenda was approved as distributed.

V. Report of the Steering Committee, Erin Ryan

- Discussing many issues including large scale losses of staff, progress of the Senate Task Force on Sexual Harassment, reviewed the many by law policy changes, Library policy on retiring

books, faculty evaluations at the Panama City Campus, and a proposed policy to address outside threats to courses. Discussed Juneteenth becoming a holiday.

- Met with VP Janet Kistner to discuss COACHE survey results and plans to improve teaching assessments.
- Met with President McCullough to discuss his plans for expanding university research initiatives, staffing his leadership team, facilitating new faculty hires, and his plans for revisiting the University Strategic Plan, which comes up for review next year. Also discussed with the Senate's resolution for Sustainability. We also discussed the importance of academic freedom and ways to protect that.
- Met with ACFS to discuss moves at BOG level on a statewide policy of post-tenure review. We can confirm all twelve institutions already have post-tenure review processes tailored to each institution. We noted that this tentative issue, really needs to be handled by the collective bargaining under the jurisdiction of UFF.
- At last month's BOT, in our report on Senate activities, we chose to share the challenges we have faced as faculty and discussed, regarding statewide public health policies, threats to academic freedom, faculty recruitment and retention, opportunities for faculty voice in relevant decision-making. The chairman and board members signaled their understanding of concerns about faculty perceptions and experiences.
- Erin Ryan lastly wanted to recognize the announcement of Provost Sally McRorie stepping down. She wanted to comment on her remarkable run, many milestones, and success achieved during her tenure.
- The floor was opened for questions. None were posed.

VI. Announcements by the President of the University

- President McCullough thanked the Faculty Senate for offering the opportunity to speak.
- The President started with how he is working to put together a provost search committee. There is a quick timeline for the search. He will ask search committee to propose three names and then we would have open forums. The hope is to have someone by early next year. The search will be internal. VP Janet Kistner will chair the search.
- The President is also searching for the Vice President for Research. We hired a search firm, SBA, same firm as president search. Dean Jim Clark will be the chair of that committee. In final steps of putting this committee together.
- The President noted he hired a new chief of staff, Marissa Langston, the former Assistant Dean of the College of Business.
- The BOT would like President to establish a set of goals that he would provide to the Governance Committee. The President wanted to share those with the senate.
- The President would like to improve the support of faculty, staff, students, including salary issues. Trying to encourage deans to be more aggressive at hiring. The president would like to increase our number of tenure track faculty members, that will ultimately turn into growth at the research level for the university.
- The President is looking to launch a new strategic research initiatives along with starting the new strategic planning process.
- The President is working with major supporters and raising new gifts for academic programs. Travel has picked up for alumni relations. He also hopes to build a relationship with the Seminole Tribe.

- The President noted we are search for a new Dean of Engineering, the joint program with FAMU. The President is hoping to improve the relationship with FAMU in hopes to grow the program.
- The President is also looking at improving resources for internships at the undergraduate level.
- The President would like to make investments in our Presidential Scholars Program, as well as the Honors College.
- The President is also working on understanding the metrics of international rankings and ways to improve those, as well as improve the marketing and outreach at the university.
- The President is also working on ways to improve pathways for faculty and student startups and ways to promote those. Including policies around those startups.
- Senate President Chicken opened the floor for questions for the President.
- **Robert Stilling, Arts & Sciences** – commended President McCullough on his list of priorities and asked about graduate student funding. Robert noted how an outside reviewer described our stipends are as appallingly low and wanted the President to comment on this. The President thanked Robert for the question and spoke on how he is looking at the stipend of our peers and noted that he is dedicated to fixing this issue. The President recognized that his first step is to settle the union contracts. The President also mention a goal of having multi-year contracts with the union.
- **Amy McKenna, Natl High Mag Lab** – thanked the President for presenting his goals. Commented that specialized faculty have same salary disparity as tenured track professors and wanted to encourage him to look at specialized faculty as well in that goal. The President thanked Amy for bringing that to his attention.
- **Erin Ryan, Law** – noted that there are two questions in the chat and proceeded to read them.
- **Cathy McClive, Arts & Sciences** – asked the President to clarify his solutions for grad students, faculty, and departments for those who are not comfortable teaching in person. The President responded that anyone could reach out to the Provost office and/ or VP Janet Kistner directly. We have clear work arounds, and all deans should be aware of these, as well as department chairs.
- **Erin Ryan, Law** – asked a question that she has heard from other faculty as well, and that is for the President to share more on his decision to hold an internal search for the Provost. The President was happy to discuss this. The President very strongly feels that an outside person would do two things, one is it would take four or five months to search for that person, and then two, another three or four months for that person to transition to the university. The President feels that he himself is an outsider and that it would be beneficial to him to have someone who is an insider and that knows FSU better than he does. The President feels if both he and the provost are outsiders it would slow down progress. The President also noted that we have a talent here at FSU that could be the new Provost. The President noted that he thinks promoting from within sends a more positive message to the university community. Erin Ryan thanks the President for his response.
- **Cathy McClive, Arts & Sciences** – asked the President would past administrators be considered “inside” candidates. The President responded yes. The President is hoping to have a website set up by next week, and people will be able to nominate or self-nominate. In the meantime, that information can be sent to Marissa Langston or Janet Kistner. Cathy thanks the President for his answer.
- **Hannah Schwadron, Fine Arts** – asked the President if the initiative from his office to incentivize the hiring of tenure-track faculty was meant to go out to all departments, as her department did not receive the memo. The President responded that no this was not meant to go out to all departments. The President has been working with deans one-on-one, although he is starting to work on making it more across the board. The President noted that as budgets

were cut, departments needed to find resources for their operation budget, and what he would like to do is to provide money for the operations budget, to in turn leave more funds for the department to use going forward. Hannah thanked the President for his response.

- Erin Ryan noted that was all the questions from the chat. Senate President Eric Chicken posed last call for questions for the President. No more questions.

VII. Reports of Standing Committees

a. Library Committee – Alysia Roehrig (See Addendum 1)

- Alysia started by stating Dean Gale Etschmaier and other librarians are here to answer questions regarding the librarians getting faculty input about the weeding process.
- Alysia has some slides that she will share with the Senate President and Faculty Senate Coordinator for distribution to the Senators.
- Alysia said the main reason for a weeding project is for space issues. Strozier was built in 1956 to serve 15,000 students. University Libraries now serves over 42,000 students. Shelving capacity is currently at an average of 85% full. Storage shelving capacity is 100% full.
- FSU libraries has been in discussions with the Faculty Senate Library Committee about this project since 2017. The libraries wanted faculty input on what to keep. The project was put on hold in 2020 due to statewide monograph retention project and then COVID-19. The project was restarted in 2021.
- FSU libraries last weeding was 10 years ago. Weeding happens at every library. The project goals are to ensure space for future growth, maintain usability of open stacks, provide access to most relevant material, and to obtain faculty input on what is retained or weeded.
- The subject librarians used a collection analysis tool to create a pool of titles to consider for withdrawal. The book/ items much match all areas to be considered for weeding. The algorithms however do not take into account the uniqueness of particular works or subject areas, which is why they are seeking faculty input. The librarians understand that usage alone is not a clear indicator of what to keep.
- Alysia next spoke on the EAST (Eastern Academic Scholars Trust) consortium, (Interlibrary Loan) which is available for FSU to use. There are multiple holdings in Florida, and those in this group agree to hold onto a certain number of copies of materials across different libraries. Then they can be requested through interlibrary loans very quickly for borrow and use. So that means every library doesn't need to keep a copy of an item. The consortium is committed to keep items for 15 years.
- The subject librarians will continue to work with departments to go through these lists and ensure that each discipline identifies titles that are critical to your needs. The deadline has been extending until June 1, 2022.
- Alysia wanted to make it clear that the library only discards a book that is irreparably damaged. However, the library does work hard to sell or donate the books.
- The library is also working on a process to mark items departments want retained, so they won't keep showing up on future weeding lists.

- Next Alysia spoke about Shared Print Management and how libraries across the world are moving towards this distributive model. EAST currently has 82 academic and research libraries in the consortium. FSU has committed to retain 315,286 monographs. Retention commitments are for 15 years. If a library needs to release a commitment, then other libraries can pick it up. EAST also works with other collaborative print archiving programs. She noted FSU libraries is part of a national initiative to archive print journals and academic monographs.
- Alysia said they are happy to answer questions.
- Faculty Senate President Chicken thanks Alysia and opened the floor for questions.
- **Sam Ballas, Arts & Sciences** – inquired if slides are available online or posted with the meeting for distribution. Alysia noted she would send them to President Chicken and Veronica for distribution. President Chicken also noted the slides will be in the minutes packet.
- **Elizabeth Murphy, Arts & Sciences** – asked what the future for the library in building collections and what are the long-term gains to achieve if we are to push for long term investment in the library? She also mentioned how none of her department's books were saved in the past even though they marked them to be saved. Dean Gale Etschmaier responded, that her number one goal since taking the position three years ago is to build a new library. She has spoken to President McCullough and other campus Deans about this, and they all support it. Dean Etschmaier noted how the recommendations and standards are that we provide seats for 12-20% of our student population. We are nowhere near that; we would need to double that. As far as collections we are ranked lower in the Association of Research Library rankings and that reflects the investment in our collections. Dean Etschmaier repeats publicly to every group she can how we need adequate funding for the collections that are necessary for research in some disciplines. Dean Etschmaier has looked at the possibility of an automated retrieval center the lower use collections, but she stated the reality is we need a building with adequate climate control as well as learning spaces for faculty and students, as well as adequate staff. Dean Etschmaier stated she appreciates all the support and advocates for the faculty to speak to the deans about the importance of library for the future of research.
- Alysia noted there were some questions in chat.
- **Robert Stilling, Arts & Sciences** – Do circulation numbers include PDF requests of chapters through LEDS? Dean Etschmaier responded that it should because every time a book is pulled it is counted in circulation statistics. So even if pulled and not reshelved the library is scanning it before reshelving.
- **Sam Grant, Engineering** - Do you anticipate that the upcoming culling will involve journals/periodicals? Of particular concern might be the older Elsevier journals that are no longer readily available due to changes in online subscription. Dean Etschmaier stated they are very careful and aware of that. She believes the only time something would be discarded is when it is irreparable damaged.
- **Amy Ai, Social Work** - Years ago, University of Michigan digitized all lib resource to electronic resources. Is it possible to do it here? Dean Etschmaier responded there are some limitations because of copyright law, and we have a lot of digitized

resources and an active digitization process. Dean Etschmaier recognizes there are different uses for digital and print resources. Dean Etschmaier is looking in collaborations to have access to digital resources, however she doesn't believe just because we have access to a digital resource that we should discard the print resource.

- **Will Hanley, Arts & Sciences** – started with commenting on loving the library and the excellent service. He would like the librarians to discuss circulation as a proxy for use. He is worried that things may be missed if only circulation used. Dean Etschmaier responded that this is why they scan materials that need to be reshelfed even if not checked out and commented how important it was for faculty collaboration in reviewing those lists of titles, ensuring that we have faculty expertise on what needs to be kept on site versus borrowing from another institution.
- Faculty Senate President Eric Chicken thanked the librarians for the participation and their presentation.
- Dean Etschmaier thanked the Faculty Senate for inviting the librarians to speak on this process.

VIII. Old Business

a. Bylaws Changes – Torch Awards, Jayne Standley (See Addendum 2)

- President Chicken recognized Jayne Standley, who was not in attendance, and Marilyn Young, our Parliamentarian.
- Marilyn Young spoke on two issues they have encountered now that they had not when original language for this committee was developed. One issue was how all the committee members terms end at the same time, but there was no language in bylaws to stagger terms. One of our goals is to accomplish that. The second issue is changes would modify the language about ex officio members. The changes would also clarify that the Torch Awards Committee members are appointed by the Steering Committee and include one member of the Steering Committee appointed by the Faculty Senate President. We also simplified some of the wording and brought it into consistent form with the language of the other standing committees.
- President Chicken stated we introduced these at the last meeting, and this is a proposal from the standing committee, so we can move into discussion. Called for questions or comments. None were posed.
- **The Bylaws amendment was approved.**

IX. New Business

a. Online Evaluations – Teaching Evaluation Committee, John Ahlquist (See Addendum 3)

- John Ahlquist the proposal for online evaluations is that we make it permanent in Spring. A vote was held last April to do either online or on paper at instructions discretion. Since then, there have been budget cuts and reduction of services at the evaluation center that processes these forms. He noted that going online will help the process stay reliable, removes concern about security, helps the testing center, provides degree of anonymity

for students. He noted that according to studies the response rate for students is similar as paper evaluations.

- President Chicken asked to John to confirm we are doing them online as part of the pandemic procedures. John confirmed that yes, it was good through the Fall. This proposal would start in Spring 2022.
- President Chicken opened the floor for questions and comments.
- **Michael Buchler, Music** – agreed that going online for the pandemic was reasonable, but he would vote against doing this. From his experience he finds the in class as a better tool.
- **Nancy Rogers, Music** – agrees with Michael. Her numbers are worse when doing the evaluations online.
- President Chicken ask Erin Ryan if any questions in chat.
- **Tarez Graban, Arts & Sciences** – I have received less than 40% responses while conducting evaluations online. As well, the evaluation window can no longer be modified. Have we gathered data to find out whether online evaluations have yielded viable results? John Ahlquist responded that he has not seen a survey or statistics on it.
- Erin Ryan noted there were a few more questions/ comments in the chat. President Chicken asked her to read them.
- **David Whalley, Arts & Sciences** – his experience is that only highly motivated students will do it online as it is optional, so we get a lot of students who are very dissatisfied filling in the online form.
- **Ulla Bunz, Communication & Information** - Online evals are a bit like "Rate my professor." You get the ones who love you, and the ones who hate you.
- **Veronica Fleury, Education** – she noted she was building off the comments about response rates being lower online, she considers this an issue to revision or improve courses, as well as an issue for faculty going for promotion or tenure, as response rate is a measure of your teaching. John Ahlquist responded with the main goal for this committee for this year is to decide how evaluations, there are suggestions on documenting how a person is teaching and making things more objective, and there is also the issue of state mandated questions. However, this motion has to stand on its own.
- President Chicken asked if there are more questions, Erin Ryan responded there are more in chat, and confirmed its okay to read them all back-to-back.
- **Kathryn Jones, Arts & Sciences** - Would it be reasonable to return to optional online or paper evals. Many of us would choose online, but it would leave scantron for our colleagues that prefer that.
- **Michael Buchler, Music** - I prefer the solution posed by Kathryn Jones. I do have one large class where it's not feasible to conduct in-person evaluations, so online is essential, but for most classes I strongly prefer in-person.
- **Nancy Rogers, Music** - I have received no feedback from my doctoral seminars because I haven't hit the six-evaluation threshold.
- **Tarez Graban, Arts & Sciences** - Why is it not possible for us to modify the evaluation window, i.e., by starting it later?

- **Gary Tyson, Arts & Sciences** - I suggest that we wait for the committee to investigate before voting on this motion.
 - President Chicken asked if John Ahlquist had any responses. John agreed we could try to find out statistics on the online vs in person responses.
 - **Petra Doan, Social Sciences & Public Policy** – noted that a question in chat was accidentally skipped over, from Irene Padavic, SSPP asked, I'm wondering about using the acronym "SPCI," since these acronyms change (SUSSAI, anyone)? Is there a generic term we could substitute?
 - President Chicken asked John Ahlquist if he considered this a friendly term change to his motion. Erin Ryan noted that there are a lot of comments in chat, and it seemed some senators would feel better having answers to some of these questions before making a decision.
 - **Ulla Bunz, Communication & Information** – **Made a motion to amend continue online evaluation for Spring 2022, so that the Senate can revisit this discussion, and potentially have enough time for ODL to prepare for future semesters. So, one semester extension of online only.**
 - President Chicken confirmed we have an amendment and asked and received a second. The Senate voted on the amendment.
 - **The Amendment to the proposal was passed.**
 - President Chicken next noted the Senate needed to vote on this motion. President Chicken asked if there was any further discussion.
 - **Gary Tyson, Arts & Sciences** – asked for confirmation that this motion is for the Spring 2022 semester only. President Chicken confirmed.
 - **The amended proposal was passed.**
- b. **Bylaw Changes – Teaching Evaluation Committee, John Ahlquist (See Addendum 3)**
- John Ahlquist described that the bylaw changes are looking to take advantage of the expertise that we have at the university. The proposal would include a representative from the Center for Advancement of Teaching as an ex officio member and would be consultants to help advise the faculty members, along with the other ex officio members and then the final sentence is just to make it clear that we look to ex officio members for important input, but voting is done by faculty members only, not ex officio members.
 - President Chicken confirmed there would be no vote today, this is just informational. The Senate will vote on it in the next Senate meeting. President Chicken opened the floor for questions or comments. There were none. President Chicken thanked John.
 - John Ahlquist thanked the Senate.
- c. **Bylaw Changes – Distance Learning Committee, Stacy Sirmans (See Addendum 4)**
- Stacy Sirmans started by saying this is a simple change in the makeup of the distance learning committee. Historically this committee has been made up of chairs of three university committees, plus three faculty members, and we're proposing to expand the faculty member number from three to four. Because over time, we have had a lot more involvement with online teaching and in online course development. We feel another

representation from campus would be helpful to us. Adding one more person would not unmanageable, it would give us additional input, ideas, and additional person, to help us with the committee.

- President Chicken asked if there was any questions or comments for this bylaw change. None comments or questions were posed.

d. Bylaw Changes – Sustainability, Erin Ryan & Ian MacDonald (See Addendum 5)

- Erin Ryan started by noting we visited these bylaws and discussed them in April, when we enacted the resolution that the Sustainability Committee has presented to the Senate, which included this change to the bylaws, we briefly discussed it last month, but did not have the correct bylaws, we had an early draft of the bylaw that was missing an important part. So now we are looking at the correct version of the bylaws that the Senate already visited in April, and I believe our goal is to vote today to make this change formally since the bylaws have already been presented, and this is our second look.
- President Chicken noted what we decided, in September, was since the bylaws were incorrect, that this would be considered the introduction of the bylaws, and so we will vote on these next month.
- Erin Ryan wanted to clarify that this was the version of the document that we all discussed in April. So, this is our second time looking at the correct language.
- President Chicken asked if there was any questions or comments for this bylaw change. None comments or questions were posed.

e. English Proficiency – GPC, Ulla Bunz (See Addendum 6)

- President Chicken called on Ulla Bunz to speak on the change to the College of Law GPC. Ulla Bunz, asked though to start with the English Language Item.
- President Chicken asked if there are any objections to the change in order of these items of new business. There was no objection.
- Ulla Bunz, this is about English language tests that students can use when they are applied to FSU, graduate students, so it's only about admission. The request is to add three additional tests to the ones that students can use to prove their English language proficiency, but we want to add them only for a provisional time period of three years. It has already been approved for Undergraduate Admissions, we want to do it, provisionally only because we want to collect data and see, you know how these students perform. I want to clarify that this is for admission only, so it would not replace the English language test or the requirements that you would need to be on assistantships, this is admission online.
- President Chicken asked if there were any questions about this policy.
- **Robert Stilling, Arts & Sciences** - Can you talk about Duolingo? I didn't know that they did testing. Could you just say more about that? Ulla Bunz did not have more information about this. She noted somebody else from the grad school might be able to clarify that or from the admissions committee where these were already discussed for the Undergraduate Admissions. Mark Riley commented that Duolingo is used by a lot of institutions, many of them in the US. Mark reminded everyone this is provisional, and we can adjust threshold as needed. But since so many people are using it, and students are using it, we thought it was time that we tested it.

- **Sam Ballas, Arts & Sciences** - How do we arrive at these different scoring thresholds for the different tests? Ulla Bunz responded that there are equivalency calculations that aren't performed by us but by people who are experts on these types of tests. They would be comparing that and providing these thresholds in ethics, equivalent to these other numbers that we already have, for the other tests.
- President Chicken, noted we have a proposal from a standing committee doesn't need a motion or a second, we've had our discussion. President Chicken brought the proposal to a vote.
- **The proposal was approved, the motion passed.**

f. Law School Grading Scale – GPC, Ulla Bunz (See Addendum 7)

- Ulla Bunz, a few years ago, maybe 2018, the law school came before the GPC and then the Faculty Senate, and change their grading scale, they had their own numerical scale and they transitioned it to a letter grade scale. They're now asking that the grade points associated with the letter grades be adjusted for law students in law courses. As you can see in the in the memo, now every letter grade has a certain number assigned to it, and that goes into the calculation for the GPA, but it is customary and in the discipline of law to have these evenly spaced, or more evenly spaced than we do here at FSU. So, our students are having a potential disadvantage when their GPA is calculated simply because of how these break points are spaced. So, they're requesting to change these grade points to what is normal in their disciplines. They made it clear that this applies only to Law students in Law courses. If a student who is not a law major takes a law course, they would not be graded on the mandatory curve and these new rate points, but they would be graded on what we would consider the normal grade distribution and points commonly used by all majors and disciplines, other than law and medicine. Those non-law majors would not be affected, it would not somehow advantage or disadvantage them.
- President Chicken called for questions or comments.
- **Erin Ryan, Law** - I'm speaking as a law faculty member in this moment the one detail I would add is, what's difficult for the law school, as opposed to every other department at Florida State, is that we have a mandatory curve that forces us under the current grade point distribution to create arbitrary differences or arbitrary gaps in reporting the performance of our students. When they perform evenly across a normal curve, our mandatory curve forces us to arbitrarily put some at a disadvantage to others and others have an advantage to others because of the large gaps in the grade point system. We don't have the flexibility to decide, well, we think this performance is really worth a certain grade, we forced as most law schools are to adhere to a mandatory curve. So, the system applied to us forces us to create inequities among our students in a way that doesn't apply to the rest of university. That's why, when we look at this problem it really only applies to the law school that's why we were asking.
- President Chicken called for more questions or comments. Ulla Bunz noted there was one in chat.
- **Lynne Hinnant, Communication & Information** – Should we dismantle the mandatory curve? Ulla answered, no, because this is something that is typical/ normal in the discipline of Law.

- **Tarez Graban, Arts & Sciences** - Could the College of Law begin the spacing at 4.00 for A+ and eliminate the F? Ulla Bunz and Erin Ryan responded that the Law School is following the industry standard for their discipline.
- President Chicken called for more questions or comments. There was none. The Proposal was brought to a vote.
- **The proposal was passed.**

g. Graduate Course Load – GPC, Ulla Bunz (See Addendum 8)

- Ulla Bunz, this is regarding changes to the bulletin language. This is not a change in policy, but we are trying to change wording to make sure that the intended meaning is more easily understood. But these changes would have to occur in a variety of places, throughout the bulletin and I have for each one of them provided brief comments on what the problem might be, as well as suggested language. This is just clarifying the meaning that has been the same in the bulletin, since 2010, not actually changing the meaning.
- President Chicken opened the floor for questions.
- **Petra Doan, Social Sciences & Public Policy** - I've got really two questions. One, what is the reason for the differentiation between a full course of study, which is the language that the federal government seems to use versus a full-time enrollment? Ulla responded with the full course of study is language that immigration uses, but it's not really used at FSU. At times, a full course of study, can be less than full time enrollment, for example in the last semester off when it's doctoral students defense dissertation, the immigration law stipulates that two hours can be a full load. But the other times usually, like nine hours. It's kind of a broader term. At FSU we distinguish between full time and underload, and so we can't use their language because it doesn't have the same meaning as ours. Petra responded that she is concerned that we have international students who are funded for several years. But under the interpretation of this document, they would then not be eligible. Ulla responded some international students may be eligible to drop down to two credits, this depends in large part on their advisor and their dean's office. There may be other requirements such as immigration or financial aid or scholarships that apply to different students, no matter their citizenship. It's those particular laws or requirements that may prevent a student from being able to drop in underload, it's not an FSU rule. With regard to international students, the center of global engagement, has the authority to designate less than nine hours as a full load in consultation.
- **Petra Doan, Social Sciences & Public Policy** – Why we are adding the deans in the approval process of course load decisions. Ulla responded that this is FSU trying to make sure that we treat all students, domestic or international the same. This is done for domestic students, and it should be done for international students.
- **Petra Doan, Social Sciences & Public Policy** – So my concern is twofold. One, it is that you know we have students who are on a three or four year of funding, and it takes five or six years to complete their dissertation. There's going to be potentially an additional step and additional costs, but also that if a student comes here who is on their own funding, and not on any sort of assistantship. It seems like it's going to increase their costs quite terribly, because they are unable, because of our state law, or the way that this university interpret that they are going to have to pay out of state tuition their entire time. Ulla responded that

again this policy has been in effect, or in the bulletin for 10 years, and we're not changing the policy, just the wording.

- **Patrice Iatarola, Education** – It's my understanding this is the cleaning of the language, and it doesn't necessarily change underlying practice of the colleges and their respective deans. So, in effect, nothing may change if the college chooses not to change the practice. Ulla confirmed that is correct. This is not a change in policy, just a cleaning up in language.
- President Chicken asked for more questions and noted that it is a little bit unclear when I read this, it seems like this is a change in policy on what is considered a full load. Ulla countered this is not a change in policy, that it can still happen as long as the Globe and Dean's office agree. Ulla responded they don't want people to confuse full course of study, with full-time enrollment. Full course of study can sometimes be the same number of credits as full-time enrollment but sometimes it can also be fewer credits. Because the immigration rule is not consistent, we don't want people to think the two terms mean the same thing.
- President Chicken noted how there are many comments in the chat on how this is confusing and he agrees. The language isn't clarifying, and if it isn't clarifying, why don't we leave the original language? Ulla responded that the previous language was causing confusion as well, and they are trying to correct that confusion. This is not the first change in language, not policy, but we can continue to try to clarify it better.
- **Erin Ryan, Law** - I want to suggest perhaps a motion to postpone to give the committee more time to address the concerns that were raised today.
- **Erdem Bangi, Arts & Sciences** - I just wanted to clarify, I read this as an underload is minimum enrollment. But beyond that, it doesn't mean full-time or full course of study, all of that has to be decided later by involved parties, is that wrong? Ulla Bunz, yes, two credits is an underload, and it does not automatically mean anything else, it can be designated as a full course, but it has to go through the process.
- **James Beck, GPC (non-senator)** - I just to add for reference, there were two statements in the bulletin in the past, that said doctoral students, when they passed 24 hours, had the eligibility to drop down to three hours, etc. and that policy is no longer in the bulletin. That policy was removed by Senate action, about a year and a half ago. However, CGE and dean's office has the authority to make those exceptions. So, this does not change that practice.
- **Joe Calhoun, Social Sciences & Public Policy** – asked if it was possible to take a straw poll, just to give Ulla some information with the extent of concern. Ulla Bunz thought a straw poll would be helpful. Petra Doan spoke out against a straw poll.
- **Marilyn Young, Parliamentary** - Our parliamentary authority, the standard code of parliamentary procedure does not support straw poll. So, I don't know if there's another mechanism that we can use. I think you would need to go ahead first with your motion to postpone, and then take had to have a separate motion then for a straw poll, but keep in mind that that this parliamentary code is not recognized as a non-binding vote.
- **Erin Ryan, Law** – proposed a motion to postpone. Gary Tyson seconded this motion. President Chicken asked if there was any discussion on this postponement. Erin wants to postpone so that people will formulate their questions and give the committee, time to

respond to those questions, so we can resolve this once and for all. I am still confused, and it sounds like some others may be confused but I think that's the purpose from my motion.

- **The motion to postpone was passed.**

X. University Welfare

a. United Faculty of Florida, Florida State University Chapter – Michael Buchler, Music

- Contract has been ratified.
- Bonus checks are on their way and you should receive them soon.
- We are pushing bills for graduate fee waivers and for repeal of House Bill 233. That's the one that allows students to record lectures and mandates the survey of intellectual of political beliefs. We also have a lawsuit against this legislation that is proceeding and faculty should notify Matthew Lata, if they feel harmed by this law, for example, if changing your syllabus. If you changed your syllabus to avoid controversial subjects, you could possibly be party to this lawsuit, and we'd like to hear from you.
- The guns on campus bills is coming, and according to Senator Polsky and Ausley, it's likely dead in the water.
- House bill 57, it's an anti-free speech, anti-critical race theory, it is basically a bill that says that we can't do any kind of diversity training as mandatory for anybody in the university. This one apparently has a good chance at passing, so I encourage you to have a look at that and talk about what that might mean.
- At the FEA meeting, that's our parent union, with regards to House bill 57, I've never been more encouraged by the amount of support that we're getting from our parent unions. Our academic freedom at the university level, was one of the top five legislative priorities for FEA to throw their money and their resources to in the coming legislative leaders, legislative session, which really says a lot about their willingness to support us in this cause. Thank you all.
- President Chicken asked if there were any questions for Michael or any other announcements for University Welfare.

XI. Announcements by Deans and other Administrative Officers

a. Faculty Development and Advancement – Janet Kistner, VP

- Janet just wanted to underscore what President McCullough said about, if there are concerns on the adjustments to assignments that we didn't discuss earlier, you can contact her for help.
- Janet stated she was honored to be chairing the provost selection Advisory Committee. She hopes to get more information out to the campus community about the process and procedure soon.
- Janet lastly noted that she had the first meeting with Deans and Chairs and had the opportunity to do a little preview of the results of the COACHE faculty satisfaction survey. She looks forward to speaking on the findings with the Senate when there is time in the agenda.

The meeting adjourned at 5:17 p.m.

Eric Chicken
Faculty Senate President



FLORIDA STATE UNIVERSITY
LIBRARIES

University Libraries' Withdrawal Project

Alysia Roehrig, Chair, Faculty Senate Library Committee

Gale Etschmaier, Dean of Libraries

- Space Issues

- Strozier Library was built in 1956 to serve 15,000 students. The University Libraries now serves over 42,000 students, including this year's freshman class, the largest in the University's history.
- In addition to 65 years of collection growth, approximately 8,000 new print books are purchased each year, or 1,000 linear feet each year (333 shelves of books).
- Shelving capacity is currently at an average 85% full.
- Storage shelving capacity is 100% full.

Project Background



FLORIDA STATE UNIVERSITY
LIBRARIES

- The withdrawal project has been under discussion and review for several years. FSU Libraries have been in discussions with the Faculty Senate Library Committee about this since 2017. Between 2018 and 2019, the Faculty Senate Library Committee Patron Services & Resources Subcommittee drafted a report on the project, which was subsequently approved to move forward by the Faculty Senate Library Committee.
- However, the project was initially put on hold in 2020 due to a statewide monograph retention project and then by COVID-19 complications. The project was restarted in spring of 2021, with opportunities for discussion at the Faculty Senate Library Committee meetings in April and September of this year.

Project Background



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LIBRARIES

- Weeding happens at every library
- Last major weeding at FSU Libraries 10 years ago
 - Materials removed without faculty input (which is common at most libraries)
- Project Goals
 - Ensure space for future growth
 - Maintain usability of the open stacks
 - Provide access to the most relevant print materials
 - Obtain faculty input on what is retained or weeded



Criteria



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LIBRARIES

- Our academic librarians used a collection analysis tool to create a pool of titles to *consider* for withdrawal.
- A book must match **all 6** of the criteria to be included on the list
 - Items that were added to the collection before 2010
 - Items that were published before 2010
 - Items that have not circulated since 2010
 - Items with more than 50 US holdings (available through Interlibrary Loan)
 - Items with at least two retention commitments in Florida (available through UBorrow)
 - Items that have at least one other retention commitment in EAST (available through Interlibrary Loan)
- Algorithms are not perfect, and they do not take into account the uniqueness of particular works or subject areas, which is why faculty help needed.

- Collections studies show that on average, across the disciplines, that after 3 years of publication the use of a book declines rapidly and that 20% of books account for 80% of all use.
- Librarians set the criteria at 10 years to give time for those patterns to emerge.
 - They understand that this is an average across the disciplines and the rule does not always apply.
 - They understand that usage alone is not a clear indicator of the relevancy of a book.
- The criteria are a way to narrow the pool of items to review, and they need your input.

- The criteria includes multiple holdings in Florida, in the EAST consortium, and in the U.S. so that all items are easily accessible through UBorrow and through ILL.
- The holdings in Florida and EAST are *committed*.
- This allows us to assess which items in our collection needs to be *immediately* accessible and which ones can we get through a guaranteed library partner within a few days.

- The titles on this list comprise less than 6% of FSU's total circulating monograph collection of 1,498,670 items.
- Ten percent of the titles on the list have never circulated.
- Another 30% have been checked out only once in their lifetime at the library.
- Over 30% of the list has had no use since 2000 and over 60% has had no use in the last 15 years.
- Items that are used in-house and reshelfed by library staff are included in this usage data.

The Process



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LIBRARIES

- Subject librarians will continue to work closely with University departments and faculty to ensure a thorough review of all books selected for withdrawal, to determine which titles you would like retained or transferred to your academic department.
- They understand that each discipline has unique needs, so need your feedback and input. If you identify titles that are critical to your research and teaching, items that you need immediate access to, then they WANT to keep those!
- The deadline for review is June 1, 2022.



- The Library only discards a book that is irreparably damaged and that cannot be given away.
- The library is working on a process to mark files that you request be retained so they won't appear again on a future weeding list.
- Weeding always happens in libraries, but to accommodate FSU's growth we need to rally for a new library!

Shared Print Management



FLORIDA STATE UNIVERSITY
LIBRARIES

- It is not realistic nor sustainable for academic libraries to collect everything. For the last 15 years, research libraries worldwide have been moving to a distributive model of shared print management.
- Print retention and access as a shared responsibility.
- In a distributed model, libraries within a consortium make retention commitments on select titles while allowing partner libraries to withdraw their duplicate copies and depend on interlibrary loan for access.

Shared Print Management



FLORIDA STATE UNIVERSITY
LIBRARIES

- Eastern Academic Scholars Trust (EAST) currently consists of 82 academic and research libraries and is growing every year.
- Current retention commitments on 9.7 million scholarly monographs and growing.
- Retention commitments are for 15 years after which the consortium will reassess holdings with the goal of *increasing* commitments.
- If a library needs to back out of a commitment, then others will pick it up.
- FSU has committed to retain 315,286 monographs with goals to increase.

Shared Print Management



FLORIDA STATE UNIVERSITY
LIBRARIES

- EAST is an active partner with other collaborative print archiving programs: the Rosemont Shared Print Alliance and the Partnership for Shared Book Collections.
- FSU Libraries is part of a national initiative to archive print journals and academic monographs and to responsibly and cooperatively manage our research collections.
- Some members include:
 - Big Ten Academic Alliance
 - University of California Libraries
 - Florida Academic Libraries Repository
 - Western Regional Storage Trust
 - Washington Research Library Consortium
 - Association of Southeastern Research Libraries
 - Center for Research Libraries
 - Virginia's Academic Library Consortium
 - Colorado Alliance of Research Libraries
 - Minnesota Cooperative Collection Management Program
 - Academic Libraries of Indiana

Instructions for providing feedback



FLORIDA STATE UNIVERSITY
LIBRARIES

1. The deadline for review is June 1, 2022.
2. Review the **title lists** that are of interest to you.
3. Make a copy of the spreadsheet(s).
4. Highlight the titles that you wish to be transferred to your department or to be retained in the library collection.
5. Email the spreadsheet(s) to **lib-east@fsu.edu** with a written request to either transfer ownership to your department or to retain the items in the collection.
6. Contact your subject librarians and Faculty Senate Library Committee representatives if you have questions.



LIB.FSU.EDU

Proposed amendment to the Faculty Senate Bylaws

The following Amendment is proposed for the Faculty Senate ByLaws, Section F, Standing Committees, 13. Torch Awards Committee, paragraph 2.

The proposed amendment establishes staggered terms for members of the Torch Awards Committee, identifies ex officio members of the Committee, and brings the language into conformity with that of other Standing Committees as well item 18 of Section F, Standing Committees, Faculty Senate Bylaws.

Current language:

The committee shall consist of no fewer than 7 and not more than 10 members, including ex officio members. Members of the committee shall be appointed by the President of the Faculty Senate and shall include a mix of active and retired faculty. At least one member of the committee shall be a member of the Faculty Senate Steering Committee; the President of the FSU Foundation, or his/her representative, shall be an ex officio voting member. In order to protect the historical memory essential to the committee's function, with the exception of the member from the Faculty Senate Steering Committee, terms of service for committee members shall be 3 years. The committee membership may recommend candidates to fill any vacancies that occur; vacancies shall be filled by the Faculty Senate President.

Proposed language (new verbiage underlined, deletions indicated by strikethrough):

The Torch Awards Committee shall consist of no fewer than 7 and not more than 10 members, including *ex officio* members. Members of the committee shall be appointed by the ~~President of the Faculty Senate~~ Steering Committee with the advice and consent of the Senate for staggered three-year terms and shall include a mix of active and retired faculty. ~~At least one member of the committee shall be a member of the Faculty Senate Steering Committee~~ The Faculty Senate President shall appoint a member of the Faculty Senate Steering Committee to serve as an *ex officio* voting member of the Torch Awards committee; in addition, the President of the FSU Foundation, or his/her representative, shall be an *ex officio* voting member. ~~In order to protect the historical memory essential to the committee's function, with the exception of the member from the Faculty Senate Steering Committee~~ two ex officio members, terms of service for committee members shall be 3 years, ~~with the initial year staggered to establish overlapping terms~~. The committee membership may recommend candidates to fill any vacancies that occur; vacancies shall be filled by the Faculty Senate ~~President~~ Steering Committee.

If amended, Section F, 13, paragraph 2 would read as follows:

The Torch Awards Committee shall consist of no fewer than 7 and not more than 10 members, including *ex officio* members. Members of the committee shall be appointed by the Faculty Senate Steering Committee with the advice and consent of the Senate, for staggered three-year terms and shall include a mix of active and retired faculty. The Faculty Senate President shall appoint a member of the Faculty Senate Steering Committee to serve as an *ex officio* voting member of the Torch Awards committee; in addition, the President of the FSU Foundation, or his/her representative, shall be an *ex officio* voting member. The committee membership may recommend candidates to fill any vacancies that occur; vacancies shall be filled by the Faculty Senate Steering Committee.

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.

Online Evaluations

The Teaching Evaluation Committee proposes that all courses should use online SPCI beginning in the Spring 2022 semester.

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.”

Sustainability Committee Resolution
for Senate Consideration at April 14, 2021 Meeting

Pursuant to the March 24, 2021 Report of the (ad hoc) Senate Sustainability Committee and its discussion thereof, be it resolved that the Faculty Senate proposes the following:

1. That the University elevate sustainability to a core strategic goal and systematically include sustainability in consideration of campus management, development, and curriculum; and
2. That the University establish a Sustainability Council that reports to the President and exercises oversight of progress toward sustainability goals.
3. The Faculty Senate establishes a standing Senate Sustainability Committee to provide relevant input and accountability as the University becomes a national leader in sustainability.

To formally create a standing Sustainability Committee, the Senate further resolves to amend the bylaws as follows:

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.”

Attachment: Sustainability Committee Report of March 24, 2021

FSU Senate Sustainability Committee Report

March 17, 2021

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.

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.

GPC item: Law School Grading Scale

Date: October 1, 2021

The Graduate Policy Committee supports the Law School's request to adjust the points associated with letter grades for Law School majors. Three arguments were critical in our decision.

- 1) An evenly spaced point distribution is disciplinary practice in Law.
- 2) The Law School has a mandatory curve that determines how many students can earn a "B," "B-," etc.
- 3) Students who are taking law courses but are not law majors are not graded on the Law grading scale but on the typical grading scale used by all majors (other than Law and Medicine).

Detailed arguments are available in Dean Bayern's letter below.

To: Members of the GPC

From: Shawn Bayern, Associate Dean for Academic Affairs, College of Law

Date: September 1, 2021

Re: Request to change grade-point weighting for curved College of Law grades

This proposal outlines a request from the College of Law to change the grade-points assigned to its grades.

Throughout the university, the points associated with letter grades are grouped so that there is a relatively large gap between A, B, and C, with the "plus" and "minus" modifiers having a smaller effect. Thus, for example, a grade of A earns 4 points and a grade of A- earns 3.75 points, whereas a grade of B+ earns 3.25 points. Accordingly, the difference in points between an A and A- is relatively small (1/4 of a point) whereas the difference between an A- and a B+ is relatively large (half a point). Instructors have knowledge of these weightings, and they may take that knowledge into account when assigning grades.

The College of Law, however, has a mandatory grading curve that now uses letter grades but replaces a continuous, number-graded system. As is typical at law schools, the curve is designed with evenly spaced gaps between grades in mind. For example, our curve and several of our academic rules envision that the difference between a grade of A and a grade of A- is the same as the difference between a grade of A- and a grade of B+. That is, the underlying "letter" does not get specially weighted compared to the "plus" and "minus" modifiers. Many modern university grading systems achieve this more even distribution by separating all "steps" of grades by 1/3 of a point uniformly, instead of separating some steps by 1/4 of a point and others by 1/2 of a point.

The College of Law requests that our own grade points be adjusted accordingly, according to the following table. (Please note that the College of Law, and only that College, uses A+ grades in order to mark special excellence on our mandatory curve.)

A+	4.33
A	4.00

A–	3.67
B+	3.33
B	3.00
B–	2.67
C+	2.33
C	2.00
C–	1.67
D+	1.33
D	1.00
D–	0.67
F	0.00

We are informed that a similar college-specific adjustment has been made by the College of Law at FAMU, even though FAMU’s university-wide assignments of grade points matches that of FSU.

The change will have another positive effect, which is that it will more clearly mark College of Law grades as different from other university grades because of our mandatory curve. Thus, for example, the table above can appear in a separate table within the Graduate Bulletin which will make it clearer that the A+ grade is reserved only for the College of Law. The difference will also serve as a convenient indication, in the relatively rare case where students from other departments enroll in College of Law courses, that grades should not translate unmodified between a mandatory curve and another system without modification; for example, it suggests what we generally regard as a best practice anyway, which is that graduate students in other departments should have College of Law grades translated to an S/U grading basis. (The College of Law similarly converts grades taken for LAW credit in other colleges to an S/U basis.)

This change will not complicate grading for joint-degree students. The university’s back-end registration and reporting system already calculates and exposes separate GPAs by “career” (e.g., graduate vs. law), so no changes would be needed to isolate College of Law grades. For example, a joint-pathway student selected as an example to demonstrate this point had a “GRAD” GPA of 4.000 but a “LAW” GPA of 3.371 as reported by Student Central. The College of Law uses only the law GPA for College of Law purposes (e.g., retention, ranking, honors, incoming GPAs for curved classes). To put it differently, while this change would be difficult to implement for a single department within (say) the College of Arts and Sciences, the system and human processes already do what we need to separate College of Law grades from other grades. Of course, it wasn’t too long ago that the College of Law was on an entirely different grading basis from graduate departments, using a numeric scale from 60 to 100.

Thank you for your consideration of this request. I’m more than happy to answer any questions that you have.

Sincerely,

Shawn Bayern

GPC – Revision of Bulletin Language related to Underloads and Full-Time Loads

Issue:

Current Graduate Bulletin language does not clearly distinguish the expressions listed below in several sections. Consequently, room for multiple interpretations exists, leading to inequity in policy application, violation of the policy's intent, and possibly to circumventing of federal law.

- full course of study
- full-time load
- underloads
- minimum enrollment

https://registrar.fsu.edu/archive/bulletin/graduate/2021_grad_bulletin.pdf

Goal:

- Revise language to be specific and clear in order to express actual intended meaning
 - Note: Any changes to the intent would have to be addressed as a separate issue at a later time.
- Apply FSU's criteria equally to all FSU students

History:

The intended meaning of these sections has not changed since 2010, though specific wording has. The recent "3 hour rule" change to "2 hour rule" did not affect the intended meaning.

Other Florida Institutions:

Some have more lenient criteria, some have comparable or the same criteria.

Yellow highlight – draw your attention to pertinent sections

Blue highlight – added/new language

Crossed out – suggested deletion

Student Course Load (p. 68)

"Recipients of stipends from the University, whether holders of fellowships or assistantships, must be **full-time students as defined below**. Non-degree seeking students are not required to obtain underload permission.

The University reserves the right to determine full-time status based on course and/or research load and stage of degree completion.

The standard full-time load for graduate students for certification purposes is twelve credit hours per semester, unless otherwise noted. For graduate students receiving a university or externally-funded fellowship, twelve credit hours per semester constitutes a full-time load. **A**

Addendum 8

student who wishes to register for fewer than twelve credit hours per semester must have written approval from his/her academic dean prior to registration. Included in the calculation of student load are credit hours of graduate credit other than formal coursework, e.g., credit hours in thesis or dissertation, in directed individual study, in supervised research, and in supervised teaching.

Some departments may permit such students to enroll on a part-time basis. A student who wishes to register for fewer than twelve credit hours per semester must have written approval from his/her academic dean prior to registration.

Commented [UB1]: unclear

Commented [UB2]: designation unclear

Commented [UB3]: not gender neutral

Suggested rewrite of previous paragraph, additions in blue:

The standard full-time load for graduate students for certification purposes is twelve credit hours per semester, unless otherwise noted. For graduate students receiving a university or externally-funded fellowship, twelve credit hours per semester constitutes a full-time load. As Students who wishes to register for fewer than twelve credit hours per semester must have written approval from his/her their academic dean or designee prior to registration. Included in the calculation of student load are credit hours of individualized graduate credit hours other than formal coursework, e.g., such as credit hours in thesis or dissertation, in directed individual study, in supervised research, and in supervised teaching.

Some departments may permit ~~such students to enroll~~ enrollment in individualized graduate credit hours on a part-time, underload basis. As Students who wishes to register for less than full-time enrollment, also called an underload, during a fewer than twelve credit hours per semester must have written approval from his/her their academic dean or designee prior to registration.

Clean suggested revised version:

The standard full-time load for graduate students for certification purposes is twelve credit hours per semester, unless otherwise noted. For graduate students receiving a university or externally-funded fellowship, twelve credit hours per semester constitutes a full-time load. Students who wish to register for fewer than twelve credit hours per semester must have written approval from their academic dean or designee prior to registration. Included in the calculation of student load are individualized graduate credit hours other than formal coursework, such as credit hours in thesis or dissertation, directed individual study, supervised research, and supervised teaching.

Some departments may permit enrollment in individualized graduate credit hours on a part-time, underload basis. Students who wish to register for less than full-time enrollment, also called an underload, during a semester must have written approval from their academic dean or designee prior to registration.

Bulletin language cont., same section:

"For graduate assistantship holders of a quarter-time or greater appointment, nine credit hours per semester is defined as a full-time load for those university policies that require a student to be considered full-time. Academic deans may grant exceptions to this policy for

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teaching assistants in those departments which conform to national course load policies in their disciplines.

To be eligible to receive financial aid, all graduate students must be enrolled for at least six credit hours per semester.

The **number** of credit hours which a graduate student may carry without special permission is fifteen. A heavier load may be permitted by the student's academic dean.

Commented [US4]: clarify this refers to maximum

For federal immigration reporting requirements, international (F-1 or J-1) students meet the full course of study requirement with enrollment of a minimum of nine credit hours in the Fall and Spring semesters, prior to completion of coursework. Departments may require additional enrollment, depending on department policy. **After completion of required coursework, the standard university policy applies.** An F-1 or J-1 student who wishes to reduce enrollment below the required levels must request permission, in advance, from an advisor at the Center for Global Engagement. For more information, visit <https://cge.fsu.edu/>.

Commented [UB5]: More lenient criteria

Commented [UB6]: Should include dean's office

Suggested rewrite of previous paragraph, additions in blue:

For graduate assistantship holders of a quarter-time or greater appointment, nine credit hours per semester is defined as a full-time load for those university policies that require a student to be considered full-time. Academic deans **or designees** may grant exceptions to this policy for teaching assistants in those departments which conform to national course load policies in their disciplines.

To be eligible to receive financial aid, all graduate students must be enrolled for at least six credit hours per semester.

The **maximum** number of credit hours which a graduate student may carry without special permission is fifteen. A heavier load may be permitted by the student's academic dean **or designee**.

For federal immigration reporting requirements, international (F-1 or J-1) students meet the full course of study requirement with enrollment of a minimum of nine credit hours in the Fall and Spring semesters, prior to completion of coursework **and the required minimum number of dissertation hours**. Departments may require additional enrollment, depending on department policy. After completion of required coursework, **passing the Preliminary Examination, submitting an Admission to Candidacy form to the Office of the Registrar, and continuing to use campus facilities and/or receiving faculty supervision, but not having been cleared by the Manuscript Clearance office**, the standard university policy applies. An F-1 or J-1 student who wishes to reduce enrollment below the required levels must request permission, **in advance**, from an advisor at the Center for Global Engagement **and from their academic dean or designee prior to registration**. For more information, visit <https://cge.fsu.edu/>.

Commented [UB7]: Note: This is immigration law language; the bulletin currently does not clarify whether "full course of study" is the same or not as "full-time load," as used above. We address this on p. 80.

Clean suggested revised version:

For graduate assistantship holders of a quarter-time or greater appointment, nine credit hours per semester is defined as a full-time load for those university policies that require a student to be considered full-time. Academic deans or designees may grant exceptions to

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this policy for teaching assistants in those departments which conform to national course load policies in their disciplines.

To be eligible to receive financial aid, all graduate students must be enrolled for at least six credit hours per semester.

The maximum number of credit hours which a graduate student may carry without special permission is fifteen. A heavier load may be permitted by the student's academic dean or designee.

For federal immigration reporting requirements, international (F-1 or J-1) students meet the full course of study requirement with enrollment of a minimum of nine credit hours in the Fall and Spring semesters, prior to completion of coursework and the required minimum number of dissertation hours. Departments may require additional enrollment, depending on department policy. After completion of required coursework, passing the Preliminary Examination, submitting an Admission to Candidacy form to the Office of the Registrar, and continuing to use campus facilities and/or receiving faculty supervision, but **not having been cleared by the Manuscript Clearance office**, the standard university policy applies. An F-1 or J-1 student who wishes to reduce enrollment below the required levels must request permission from an advisor at the Center for Global Engagement and from their academic dean or designee prior to registration. For more information, visit <https://cge.fsu.edu/>.

Dissertation (p. 80)

"A student who has completed the required coursework, passed the Preliminary Examination and submitted an Admission to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but **has not been cleared by the Manuscript Clearance office** shall include in the required full-time load a minimum of two credit hours of dissertation per semester, including Summer term, until completion of the degree. A student must be enrolled in a minimum of two hours of dissertation in the semester of graduation. Those with underload permission must register for at least two credit hours of dissertation per semester (or term). Underloads must be approved by the student's academic dean. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work."

Commented [UB8]: "include" has caused confusion

Commented [UB9]: Needs clarification that minimum is not the same as "maximum" or "all that you need to have full(-time) load;" should clarify that two hour registration is an underload

Commented [UB10]: Should be combined or integrated with the part highlighted in red.

Suggested rewrite, additions in blue:

~~A student who has~~ After completing the required coursework, passing the Preliminary Examination, ~~and submitting~~ an Admission to Candidacy form to the Office of the Registrar, and continuing to use campus facilities and/or receiving faculty supervision, but **has not having been cleared by the Manuscript Clearance office**, a full-time student shall ~~include in~~ register for a minimum of two credit hours of dissertation per semester, including Summer term, plus additional credit hours adding up to the required full-time load until completion of degree. Some students may be eligible to register for an underload. Such an underload may consist of ~~Those with underload permission must register for at~~

Commented [UB11]: Sentence fragment moved

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least two credit hours of dissertation per semester (or term) until completion of the degree, plus any additional credit hours deemed necessary by the student's major professor, adding up to less than a full-time load. Such an underload constitutes minimum enrollment and equates to neither full-time enrollment nor a full course of study. Underloads must be approved by the student's academic dean or designee. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work. A student also must be enrolled in a minimum of two hours of dissertation in the semester of graduation as part of any underload or full-time load.

Commented [UB12]: Sentence fragment moved

Commented [UB13]: Sentence moved

Clean suggested revised version:

After completing the required coursework, passing the Preliminary Examination, submitting an Admission to Candidacy form to the Office of the Registrar, and continuing to use campus facilities and/or receiving faculty supervision, but **not having been cleared by the Manuscript Clearance office**, a full-time student shall register for a minimum of two credit hours of dissertation per semester, including Summer term, plus additional credit hours adding up to the required full-time load until completion of degree. Some students may be eligible to register for an underload. Such an underload may consist of two credit hours of dissertation per semester (or term) until completion of the degree, plus any additional credit hours deemed necessary by the student's major professor, adding up to less than a full-time load. Such an underload constitutes minimum enrollment and equates to neither full-time enrollment nor a full course of study. Underloads must be approved by the student's academic dean or designee. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work. A student also must be enrolled in a minimum of two hours of dissertation in the semester of graduation as part of any underload or full-time load.

Thesis (p. 77-78)

A student who enrolls in thesis hours need not be enrolled continuously thereafter in thesis hours if they meet the minimum University requirement for full-time or part-time enrollment through other coursework. A student must be enrolled in a minimum of two thesis hours in the semester of graduation. The minimum number of thesis hours required for the master's degree is six. Those with underload permission must register for at least two credit hours of thesis per semester. Underloads must be approved by the student's academic dean. Before registering for thesis hours, the student must consult the major professor as to the proportion of time to be devoted to thesis work.

Commented [UB14]: Clarify that two credits cannot constitute full-time enrollment or a full course of study.

Suggested rewrite, additions in blue:

A student who enrolls in thesis hours need not be enrolled continuously thereafter in thesis hours if they meet the minimum University requirement for full-time or part-time enrollment through other coursework. A student must **shall** be enrolled in a ~~minimum of two~~ **or more** thesis hours in the semester of graduation. The minimum number of thesis hours required for the master's degree is six. Those with underload permission must register for at least two credit hours of thesis per semester. **Such an underload constitutes minimum enrollment and equates to neither full-time enrollment nor a full course of study.** Underloads must be

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approved by the student's academic dean **or designee**. Before registering for thesis hours, the student must consult the major professor as to the proportion of time to be devoted to thesis work.

Clean suggested revised version:

A student who enrolls in thesis hours need not be enrolled continuously thereafter in thesis hours if they meet the minimum University requirement for full-time or part-time enrollment through other coursework. A student shall be enrolled in two or more thesis hours in the semester of graduation. The minimum number of thesis hours required for the master's degree is six. Those with underload permission must register for at least two credit hours of thesis per semester. Such an underload constitutes minimum enrollment and equates to neither full-time enrollment nor a full course of study. Underloads must be approved by the student's academic dean or designee. Before registering for thesis hours, the student must consult the major professor as to the proportion of time to be devoted to thesis work.

Other Bulletin sections: (p. 58)

Center for Global Engagement

The Center for Global Engagement (CGE) provides immigration advising and support services to international students. Upon arrival at Florida State University, international students must immediately check in with the CGE. An orientation for new international students is required. In addition to the International Student Orientation, the Graduate School and most departments hold orientation sessions for new graduate students the week before classes start. Incoming international students are **not** allowed to register until they arrive in Tallahassee, report to the CGE, attend the International Student Orientation, obtain health insurance coverage, and submit their medical health history form to University Health Services.

Federal reporting requirements make it essential for international students to enroll in a full course of study. For information about regulations that govern both F and J visas, international students should refer to <https://cge.fsu.edu/>.

[no changes suggested]