



MINUTES
FACULTY SENATE MEETING
WEDNESDAY, NOVEMBER 20, 2024
3:05 P.M.

Regular Session

The regular session of the 2024-25 Faculty Senate was held on Wednesday, November 20, 2024. Faculty Senate Vice-Chair Dr. Roxanne Hughes presided.

The following members attended the Senate meeting:

G. Adams, T. Adams, M. Akiba, A. Atwood, M. Augustyn, S. Ballas, B. Birmingham, M. Bourassa, J. Broome, D. Broxterman, W. Butler, J. Calhoun, E. Chicken, I. Chiorescu, W. Christiansen, C. Culjat, R. Duarte, D. Eccles, N. Ennis, N. Everhart, A. Fahim, M. Feulner, J. Fiorito, R. Goodman, T. Graban, J. Guan, J. Hamilton, W. Hanley, K. Hanson, P. Hoeflich, R. Hughes, K. Jones, T. Kellison, H. Kern, M. Killian, E. Kim, L. Lee, S. Lester, T. Liu, C. Moore, T. Needham, C. Parker-Flynn, L. Perez-Felkner, E. Peters, M. Porter, J. Proffitt, M. Ransdell, T. Rhynard, L. Rodgers, N. Rogers, M. Roper, E. Ryan, Q. Sang, D. Smith, T. Soldat-Jaffe, T. Somasundaram, G. Springer, J. Steiner, M. Swanbrow Becker, R. Sweat, M. Therrien, A. Thomas, D. Thoms, R. Tomko, C. Uejio, A. Volya, G. Wang, Q. Yin, Y. Zhou.

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

D. Armstrong, R. Atkinson, A. Barbu (A. Felipe Barrientos), D. Bish, M. Bosworth, M. Buchler, M. Bukoski, B. Coggeshall, J. Cogle, M. Day, A. DeGiorgi, M. Delp, M. Duncan, M. Fuentes, S. Haiduc (M. Mascagni), P. Hiver, C. Hofacker, K. Killian, T. Ledermann, K. Lee, A. Lemmon, D. March, P. Maurette, A. McKenna, S. Metcalfe, S. Miller, K. Ogle, J. Ohlin, I. Quinn, P. Renfro (S. Sinke), L. Rinaman, R. Roberts, P. Sanyal, S. Singh, J. Sobanjo, G. Stanwood, G. Tyson, S. Valisa, S. Wasman, S. Zane, M. Zhang.

I. Call to order

II. Approval of the agenda, November 20, 2024 meeting

The agenda was approved as distributed.

III. Approval of the minutes, October 16, 2024 meeting

The minutes were approved as distributed.

IV. Report of the Steering Committee – Roxanne Hughes, Vice-Chair (addendum 1)

- R. Hughes began by addressing three issues related to the Florida Board of Governors (BOG).
- The first issue discussed was the announcement made by Chancellor Rodriguez during the Advisory Council of Faculty Senates (ACFS), that the BOG will be creating a categorization of graduate degrees for graduate students from countries of concern.
 - It is R. Hughes' understanding that this means departments with degrees that fall into a green category will not have to go through the current approval process for hires from countries of concern. These students can be hired without approval from each University's Board of Trustees.

- The yellow category will include those degrees where there will need to be discussion and the BOG plans to bring in independent counsel to review these.
- The red category will be given to degrees that the BOG deems to involve state secrets.
 - R. Hughes is unsure if there can be one-off requests for individuals in the red category.
- The second topic was regarding the BOG's request that all Florida Universities update their General Education courses.
 - FSSC recently met with FSU's leadership and reiterated how the reduced number of Gen. Ed. courses will make it harder for students to complete their degree requirements. We believe this is an important metric to include in FSU's justification to keep certain Gen. Ed. courses.
- Lastly, at the BOG October meeting, attendees received the results of the Intellectual Diversity Survey that was sent to students, faculty, and staff across the State University System earlier this year.
 - A link was provided to the presentation of the results as well as the BOG recording for those that want to watch the presentation.
 - Some history, the first Intellectual Diversity Survey was sent in 2022, but it was determined the results were not statistically valid because the student response was only 2.5%.
 - Amanda Phelan from the University of Florida and Erin Ryan from our own College of Law wrote a joint critique in the Tampa Bay Times outlining how the 2022 Intellectual Diversity Survey was an invalid instrument because it had too low of a response rate, along with concerns about reliability and validity. The results for this initial survey were not shared because of these concerns.
 - In 2023, the BOG asked Dr. Sam Abrams, a faculty member at Sarah Lawrence College, to help them with the survey. He provided advice on how to solicit a higher response rate from the students. This advice included texts and email invitations for the 2024 survey, as well as the use of incentives if the response rate was not at the 10% goal within one week of closure.
 - The 2024 survey had a 14.5% student response rate, which translates to roughly 49,000 students. Incentives were sent in the final week, and that doubled the response rate.
 - These incentives were paid out of the foundation funds by each of the universities.
 - The 2024 survey had a 12.26% response rate for faculty and staff.
 - In summary, Dr. Abrams believes the survey still needs improvement, however it is a good benchmark.
 - He plans to share the data with the universities so they can do their own further analysis. He also plans to break the results down by universities so they can be compared across universities.
 - He also compared the Florida Intellectual Diversity Survey with results from a national survey sent by the Foundation for Individual Rights and Expression (FIRE).
 - FIRE's national sample includes roughly 50,000 students from across the country.
 - Dr. Abrams highlighted that Florida is balanced between Democrats and Republicans. In fact, Florida has slightly more Republicans than the national sample, according to both surveys.
 - There were some items where faculty, staff, and students had similar responses:
 - In terms of free speech, 62% of students and 63% of faculty staff believed it was more important to expose students to all types of viewpoints, even if they are offensive or biased against certain groups.
 - In response to a question asking if students are encouraged to consider a wide variety of viewpoints and perspectives, 78% of students and 78% of faculty staff agreed or strongly agreed with this statement.
 - In response to a question asking if it is acceptable or never acceptable for students to protest a campus speaker, and those were the only options, acceptable or never acceptable, 70% of students and 69% of faculty staff said it was acceptable to protest a speaker.
 - In response to a question asking if respondents had witnessed a student with conservative beliefs receiving uncivil treatment for expressing those beliefs on campus, 62% of students and 67% of faculty staff responded with rare or never.
 - When the question asked if uncivil treatment occurred with progressive beliefs, 68% of students and 70% of faculty said rarely or never.
 - R. Hughes reiterated that these are the results for students, faculty, and staff across the entire State of Florida University System that took the survey.

- There were multiple items where faculty, staff, and student responses differed that R. Hughes noted:
 - In terms of tolerance of liberal versus conservative beliefs, 51% of students and 41% of faculty and staff believe their universities equally tolerant of liberal and conservative views.
 - In terms of perception that they could freely express ideas, opinions, and beliefs, 81% of students compared to 58% of faculty staff agreed or strongly agreed with this statement.
 - When asked whether they were free to express their ideas in classes and on campus, 74% of students and 51% of faculty staff agreed or strongly agreed with this statement.
 - In response to a question saying, my college is doing a good job of promoting or encouraging diverse political viewpoints, 69% of students and 48% of faculty staff agreed or strongly agreed with this statement.
- Unfortunately, we cannot determine whether faculty and staff's responses on these items are a result of the policies and laws established by the BOG or issues outside of those laws.
- There was some discussion after Dr. Abrams's presentation and R. Hughes summarized that discussion below.
 - One of the governors expressed that he also thinks that this is a good benchmark for future survey responses to be compared to.
 - Our faculty BOG representative brought up multiple issues with the survey, including a request she's made for a wave analysis to see how leaving the survey open for three weeks affected the response rate.
 - She wants to see the results for faculty and staff separated to see if there are differences across those categories. And she wants to see improvements on definitions in the next survey regarding items such as protest and cancel culture.
- R. Hughes concluded her report and opened the floor for questions.
- **Kay Jones, Arts & Sciences** – is there a resource that lists those percentages that is open to the public?
 - R. Hughes confirmed the link she provided should have those percentages.
- **Robin Goodman, Arts & Sciences** – believes the BOG is very concerned about response rates and whether the response rates invalidate the results, and this is true of the Gen. Ed., as well. She would like to stress the problem isn't only with the numbers, but particularly with the Intellectual Diversity Survey itself. R. Goodman noted one of the questions was, do you agree or disagree with the following statement, “It's hard to be friends with people who voted for Donald Trump?” That is not a valid question for a survey of this kind. She noted there was also the question “What do you think the political views of the average professor on campus are?” There's no way for a student to know what my political views are just from my teaching, because it's irrelevant to my teaching. She continued to express that this felt like an assumption on the part of the student, but the BOG is giving it credibility. She concluded there are many other items to push back on regarding the survey besides just the response rates.
 - R. Hughes agreed and stated it is noted. She said she would make sure those questions are added to the list of faculty concerns.
- **Robin Goodman, Arts & Sciences** – regarding Gen Ed., the BOG thinks that they should be reaching into our curriculum. They are making all sorts of assumptions about our curriculum. The BOG thinks they know what identity politics is in Western Canon, however these things are very complicated and very debated. Then we ask the BOG and they can't even tell us what the list of the Western Canon is. R. Goodman continued it feels like a coercive mechanism that they've developed. If we don't push back on Gen. Ed., the fear is that they will be doing this all over curriculum and deciding what can and can't be taught based on really vague criteria.
- **Timothy Kellison, EHHS** – had a question regarding the categories of the countries of concern, the red, yellow, green list... Is that list in effect right now or is it being proposed to be implemented?
 - R. Hughes replied that the wording she has is that it is in effect, but she has not heard from FSU Leadership. The Chancellor's communication with the faculty BOG representative was that this is happening, and we can start recruiting for the next academic year with this list of the green categories.
- **A. Fahim, Arts & Sciences** – What does FIRE stand for?

- R. Hughes responded that FIRE stands for the Foundation for Individual Rights and Expression.
- A. Fahim followed up with asking, is this a yearly survey?
- R. Hughes responded that she is unsure. She doesn't have the details of the survey and hasn't had a chance to check it out. She noted that FSU, however, is reference in FIRE as a college that promotes free speech.
- **Jeff Broome, Fine Arts** – would like clarification regarding the foreign influence policy. If you are a green department or yellow then it sounds like we are free to recruit for the next year, but are there any other concerns, or is it a return to the previous policy where we're free and clear?
 - R. Hughes reiterated again that her understanding and interpretations come from Chancellor Rodriguez and that she has not heard from any Leadership at FSU regarding this topic.
 - The green, we can absolutely recruit.
 - R. Hughes continued that there is still confusion around the yellow and red categories. These have not been clarified. It's her understanding that these colors are returning to how we were operating previously.
- **Tarez Graban, Arts & Sciences** – is it possible for us or from a representative of the FSSC to let the Senate know the administration's timeline for engaging in conversation with us about this, since there are so many things that we can't even anticipate. Is there a sense of the administration's timeline and then their timeline in terms of engaging with us?
 - R. Hughes asked to clarify if this is for Foreign Influence or Gen. Ed.?
 - T. Graban said both.
 - R. Hughes responded we do not have a timeline, but agreed FSSC will investigate it.
- **Kay Jones, Arts & Sciences** – was there any reaction to the presentation that essentially faculty feel more muzzled than students do? Did they see that as evidence of the students not being indoctrinated.
 - R. Hughes encouraged everyone to watch that section of the BOG report to see it, but the only person that brought up that concern of the discrepancy between faculty and staff responses versus student responses was the faculty representative on BOG.
- No more questions were posed.

V. Announcements of the President of the University

President was unable to attend. No announcements.

VI. Reports of Special Committees

No reports of special committees.

VII. Reports of Standing Committees

a. GPC Graduate Waiver – Ulla Bunz and Luis Balicas, Co-Chairs (addendum 2)

- U. Bunz began noting that currently the university has a university-wide requirement for a GRE or similar standardized test when applying to the university. We also have in place a university-wide waiver for this standardized test at the master's and specialist level, not at the doctoral level. It's up to departments there whether they want to waive it or not.
- This was put in place when the pandemic hit, and students literally couldn't go to testing centers.
- This waiver has been extended once in 2022. At that time, Dean Riley from the Graduate School presented data that clearly showed students who were admitted under this university-wide waiver, which only excluded the College of Business, were performing essentially at the same level or even better, depending on which semester you looked at.
- U. Bunz also noted that we were also seeing dramatic increases in minority students once we implemented these waivers.
- She stated if we were to make the waiver permanent, only for master's and specialists, essentially, every department could decide on its own whether they want to have a GRE or equivalent requirement or not.
 - This means, if a department doesn't want to have the GRE or equivalent requirement, they do nothing. If the department does want to require the GRE or equivalent requirement, they

will only need to add it to their admissions requirements for that unit. They will not need to ask for permission.

- U. Bunz concluded that if approved we would like this to go into effect as early as Spring 2025 semester since the waiver is set to expire at the end of Fall 2024 semester.
- U. Bunz also noted that the language in the bulletin would be updated in some areas.
 - It is necessary to specifically state that there is still a university-wide requirement for the doctoral level.
 - The information on what to do if you want to apply for a waiver will stay, because of course that would still be possible.
 - We will add the statement that says there is no more university-wide requirement for master's or specialist programs.
 - And a final section stating that units who wish to require a standardized graduate admissions test as part of their admissions criteria are allowed to do so.
- U. Bunz concluded her summary, and the floor was opened for questions.
- **Arash Fahim, Arts & Sciences** – wanted to know the rationale and background behind waiving the GRE.
 - U. Bunz responded that there have been many research studies showing across many disciplines that the GRE is not correlated to performance in graduate school. The feeling was this is an unnecessary hurdle and expense heavily wayed on students.
 - Departments had begun to submit waiver requests to the Graduate School before the pandemic. There was a clear interest by many departments in not requiring the GRE anymore.
 - During the pandemic, the University chose to go this route of not requiring the GRE because students could not get into the testing centers.
 - U. Bunz also noted that it has been shown in studies that the GRE tends to have a bias against minority students in the way that the questions are written.
 - A. Fahim asked if we had a list of these disciplines.
 - U. Bunz said she doesn't have it in front of her but can provide one.
- **Marlo Ransdell, Fine Arts** – wanted to comment that her department is one of those that no longer requires GRE because GPA and portfolio are what really correlates with the success in their program. She continued noting there have been any issues with that simply because we were able to review the students' visual work and see the students' past performance in their classes. She concluded that this has been a really good measure, at least in the design curriculums.
 - U. Bunz thanked her for her comment.
- **Will Butler, SSPP** – wanted to agree with the previous comments. His program has had the same phenomenon. Fifteen years ago, his program basically ran a regression analysis on what measures led to predictors of success and GRE fell to the very bottom of the list in terms of any statistical significance and GPA was the main correlation. He concluded that they haven't missed the GRE at all and it's a pleasure not to have it for our master's students. They do still use it for the PhD program. He noted there was some interest in the analytical writing score, particularly for our international students coming in. However, there was no reduction in overall student quality that they could tell the difference between pre and post testing.
- **Jeff Broome, Fine Arts** – also agreed with both Senator's statements. He wanted to add that they noticed their peer competitors or institutions had already stopped using the GRE, so it was actually hurting his program in terms of recruitment.
- Ulla Bunz noticed some comments in the chat and stated them:
 - The School of Dance also stated that the special skills necessary for their program are not at all adequately measured at all by the GRE.
 - The School of Communication has also waived it and it has not led to any problems at all.
- **Rebekah Sweat, Engineering** – also confirmed that they have waived it and are seeing the same patterns others are. Because of this lack of hurdle, they have increased their domestic student enrollment. No one has noticed a change in the quality of the students. She added they

typically get GREs where the math is near perfect and then the verbal is kind of hit or miss, and that doesn't seem to be a very good predictor of success or not in the program.

- Ulla Bunz wanted to reiterate that we are proposing to get rid of the University requirement, but that does not mean we are getting rid of the GRE. A department can still choose to require the GRE. She thanked everyone for their comments.
- No more questions were posed, and a poll was launched for GPC Graduate Waiver. **The proposed change was approved.**

b. Honors Policy & Planning Committee – Craig Filar (addendum 3)

- Craig Filar provided an update on what is currently happening in the Honors Program.
- Some history was provided, circa 2005, to graduate from the Honors Program you had to complete 18 credits of Honors specific coursework.
 - The majority of this coursework was done via the Liberal Studies Core.
 - It also included Honors in the Major. This is a two- or three-semester Honors Thesis Project supervised by a faculty mentor and it mirrors the Master's Thesis process.
- In Fall 2018, a pilot program called the Honors Experience Program piloted 100 students in the Honors Program that was supported by three core faculty housed in the Honors Program who were hired specifically to develop and teach courses in the Honors Program.
 - This program was a success and has expanded to what is now our Honors Signature Courses.
- C. Filar continued with providing data to show when the Honors Program began, students came in with an average of 15 hours. Currently, incoming students have over 30 hours. They believe this is because of the many AP, IB, Dual Enrollment credits in the high school environment.
- The area the Honors Program would like to improve on is the gap between graduation and completion of the Honors Program.
- Current graduation requirements have morphed from credit hours to a points system, and are as such:
 - Maximum 5 Honors Achievements points - this is so students can get credit for service, e.g.: peer teaching, certificate programs, graduate coursework.
 - Minimum 13 Honors coursework credit hours - this includes a one-credit-hour colloquium that all first-semester honors students take, and then at least four other classes.
- Administratively they would like to streamline this for everyone involved.
- A record was hit last year with over 10,000 students applying for Honors at FSU. This was double the number in 2023.
- Regarding ranking, there are not a lot of national rankings for honors programs, but there is one for college transitions and FSU is ranked at # 22. However, they looked at FSU's peer institutions and they are facing the same issues and aspirations FSU is experiencing.
 - With increased enrollment, Honor's is looking at an incoming class of 800. This puts them on par enrollment-wise with FSU's sister schools in the state, UF and USF.
- There are different types of honors courses
 - Honors Signature Courses – small, interactive courses exclusive to the honors program, and intersect multiple thematic and interdisciplinary boundaries
 - Honors Sections in Department Courses – small honors sections of larger departmental courses tailored to promote critical thinking and innovation.
 - Discovery Courses – faculty can develop departmental courses with support from Honors for their development and teaching.
 - Honors will provide support to buy faculty out to support the class. Honors only asks that faculty teach it for honors the first time, which Honor's will do that buyout as well. And then as a courtesy, Honor's would just like it to be offered as an honors course every two years or so.
 - Please reach out if you have any questions and/ or are curious about Discovery Courses.
 - What Honors hopes for is when faculty are developing curriculum they will consider its potential to be a Discovery Course so that it might also support the honor students as we move forward and continue to grow.

- C. Filar continued; Honors is set to launch its first Honors-Specific International Program this summer in England in collaboration with the International Programs Office.
- 85% of Honors students receive merit scholarships as well as support from our donors.
- Honors buildings on campus:
 - Residence Halls: Landis Hall and Jennie Murphree Hall
 - Honors, Scholars, and Fellows House
 - Hecht House
- Honors also has affiliate programs comprised of honor students but are administered through other administrative agencies.
 - Presidential Scholars – housed in Undergraduate Studies. This is an incoming class of 60 and it's FSU's highest merit scholarship program for incoming students.
 - Legal Scholars – applies any honors student who wants to apply to be in a legal pre-professional program specifically for honors students.
 - Honors Medical Scholars – applies to honors students so they can receive professional mentoring in research, professional preparation, and service in the medical field.
 - SNEF Business Scholars – this is the most recent addition, and this is for honors students in the College of Business majors to get mentoring. It's a wonderful engagement opportunity to really expand their professional network.
- In conclusion, Honors would like to have a four-year plan for honors students so that when they begin the program they clearly see where you start, where you're going, and where you finish. The first two years are in some respects in-house, working with Honors on their core courses, on their signature courses, and taking their colloquium. Then as they move into their major, they are presented with a series of options for courses that they can take in their major.
- This concluded C. Filar's report. The floor was opened for questions.
- **Robin Goodman, Arts & Sciences** – asked if the faculty Honors is expected to hire will help relieve the faculty they already have, whom she has heard feel overloaded.
 - C. Filar noted at the moment the increase in faculty is to accommodate the increase in students. The courses are capped at 24, so no Honors faculty is teaching more than 100 students in any given semester. They understand it is a robust workload, but they try work with faculty as much as possible. Unfortunately, Honors is unable to lower the class size.
 - He continued that he personally would like to see the class size get back to 19. He concluded that this topic is discussed a lot within the Honors Program.
- **Will Hanley, Arts & Sciences** – asked where the number 800 came from as related to incoming students.
 - C. Filar responded that this number was given to the Honors Program by the Administration. It keeps the program on par with FSU's peer universities.
- **Will Hanley, Arts & Sciences** – asked if C. Filar had a sense for the reason for non-completion. For example, maybe it was hard for students to find the credits, or they didn't feel like it was worth completing the program.
 - C. Filar believes that both of these are probably true. He also believes the credits are part of the issues. He believes the program was not clearly articulated.
 - It was not uncommon for Honors to hear from alumni that once they moved off campus and got into their major, they felt disconnected from the Honors Program. Many also stated that they didn't know what they were doing.
- C. Filar wanted to point out that if you ask a student what it means to be an honors student right now, the main answer is probably going to be priority registration. He doesn't believe this is an identity, it is simply a perk, and this is what he wants to change.
- **Will Butler, SSPP** – asked a question related to the signature courses. Are only faculty who are affiliated with the Honors Program allowed to teach Signature Courses, or is that something that faculty across campus could also develop?
 - C. Filar responded that the distinction here is the Signature Courses are only taught by the Honors faculty and then the Discovery Courses are basically the parallel. It's the same type of course, but they can be developed in your department, all Honors asks is that the course

be offered to honor students first. The department has that course, it is your course number, and course description.

- **Arash Fahim, Arts & Sciences** – inquired on how one starts creating an honors course. He noted he was in the math department and there are not many honors courses, but they certainly have students qualified to take them. Asked if there is a process that faculty should follow.
 - C. Filar wanted note that he does have data on every department and college and can provide, the number of students who completed honors against the number who graduated, etc.
 - There is a document built with HPPC that can guide faculty in creating an honors course. It will be attached as an addendum to this presentation.
 - Taraz Graban, HPPC – wanted to add that HPPC is also working on getting that document out to departments via the honors liaison.
- No more questions were posed.

VIII. Unfinished Business

a. LSCPC Bylaws Change – James Fadool, Chair (addendum 4)

- J. Fadool started by resharing the document that was discussed last month regarding the Liberal Studies Coordinating and Policy Committee to the CoreFSU Policy Committee.
- This included some bylaw changes:
 - First, the name must be changed in every location within the Bylaws.
 - Also, the portion of the committee expanding to 10. This would be a voting member coming from the Panama City, Florida Campus.
- J. Fadool completed his summary. The floor was opened for questions, none were posed.
- A poll was launched for the name change. **This was approved.**
- A poll was launched to approve the additional member. **This was approved.**

IX. New Business

a. Senate Committee Membership – Bridgett Birmingham, President Faculty Senate

- R. Hughes decided to postpone this item since President Birmingham had not made it to the meeting yet.
- No New Business items were proposed.

X. Special Orders

No special orders.

XI. University Welfare

a. Advancement Update – Marla Vickers, Vice President (addendum 5)

- Marla Vickers began by informing the Senate of the current core initiatives her team is working on. Reminder, her job is to garner support for FSU on the academic side only.
- Data was provided showing FSU is a little ahead of last year in fundraising. This year the goal is \$100 million for academic fundraising. Currently, we are 20% to that goal.
- One item they are working on is revisiting FSU's naming policy. It's how we treat philanthropic gifts at FSU, of physical spaces. This policy is being reviewed by a working group of internal and external key stakeholders, who have been working on it since Jan. 2023.
 - The hope is full board approval.
 - FSU is borrowing from an industry-standard square footage formula, from Penn State.
 - This will help all the colleges be more equalized in the sense of how they're naming philanthropic spaces and will better align academic philanthropically named spaces and athletic namespaces.
 - FSU's special relationship with FAMU is included, as it relates to our College of Engineering to ensure that the FAMU component is reflected.
 - Hope is this streamlines the process, not making it overly burdensome and that the administration of the policy is very clear.

- The University Board of Trustees will now approve gifts at a slightly lower threshold of namespaces at the \$500,000 floor instead of a million.
- FSU's endowment has sustained at a billion dollars, which puts us in a different stratosphere in terms of our benchmarking, both for grants and fundraising work.
 - The endowment at FSU is comprised of foundation funds, Research Foundation, Seminal Boosters, and the Ringling Foundation.
- We have updated some endowment fund minimums. This occurred after the study of our peer institutions. FSU was at a lower minimum than others.
- M. Vickers continued that something new is every Dean has a dashboard for Advancement that's live, real-time. Deans are able to review their college's dashboard to see how advancement work is progressing year after year.
- They are tracking alumni engagement, related to event participation, volunteerism, and different omni-channel approaches on how that alum interfaces with FSU.
- As of July 1, the campus is in FSU's new Comprehensive Campaign. They are currently in the phase of counting all gifts towards a campaign. We will not go public until about three-and-a-half to four years from now, which is very typical. FSU is still looking at an eight-year campaign run.
 - The campaign will be one campaign. It will include athletics, academics, and the Ringling Museum. We will work towards one unified big monetary goal, but every college, unit, and school will end up having its own goal multi-year priorities and goals they are working towards.
 - There are six big "buckets" that are fundraising priorities:
 - FSU Health
 - Faculty Support and Research Excellence
 - Student Success
 - Culture of Entrepreneurship
 - Accelerating Artistic Accomplishment
 - Athletics Excellence
 - Within the Faculty Support Priority, M. Vickers provided data on the number of endowed chairs for each college/ unit and the number of endowed professorships. Combined that total is 212.
 - The goal is for them to help units tell donors why additional support is needed at the highest levels. They are currently studying other schools to see how they did it and what we can learn from them.
- M. Vickers also provided a Campaign Timeline. Please see the addendum.
- The floor was opened for questions.
- **Todd Adams, Arts & Sciences** – wanted to note his disappointment in the raised minimums, stating it would close off donors. He wanted them to consider that more people would consider giving \$5000 a year for five years than those who can give \$15,000 for five years.
 - M. Vickers responded that those people could still give, through an expendable gift.
 - T. Adams responded that expendable gifts go away, and he would rather promote endowments. He noted the Moran gift as an example and a disappointment because if it was an endowment, in his opinion, it would have had a bigger impact.
 - M. Vickers thanked him for his opinion and wanted to let him know that this wasn't done without great consensus building, thought, and benchmarking. She also wanted the Senate to know that the fact that FSU is behind some of our peers in fundraising also pushed for the changes she is speaking about.
- No other questions were posed.

XII. Announcements of Deans and Other Administrative Officers

President Bridgett Birmingham joined the meeting.

She proposed that the Senate postpone the New Business Item. President Birmingham asked if there were any objectives to postpone. **No objectives were made. New Business Item postponed.**

b. United Faculty of Florida – Robin Goodman

- Robin Goodman reported that membership is at 57% and they need 100 more members to reach their goal.
- Bargaining begins in the spring. It will be a full book negotiation.
- They have joined litigation against SP266, The Arbitration Ban.
 - SP266 concerns a labor dispute. In summary, if there's a dispute between you and your employer and it goes through the grievance process, the last step would be arbitration where an external person comes in and makes a decision. Because of the arbitration ban, the last resort is the University President. Essentially, the University President is the one who gets to decide the labor dispute with themselves. This is illegal and currently, they are in federal court. UF and their chapter of UFF are also in the litigation. Feel very confident and are working with very qualified lawyers.
- The floor was opened for questions. No questions were posed.

c. College of Communication & Information – Michelle Kazmer, Dean (addendum 6)


- Dean Kazmer began with some history, the College of Communication & Information was formed through the 2009 strategic merger of two successful colleges on campus, the College of Information and the College of Communication.
- FSU is one of seven merged colleges in the US, that do get together regularly.
- The College is comprised of three schools, no departments:
 - School of Communication
 - School of Communication Science & Disorders
 - School of Information
- M. Kazmer provided some data on the number of faculty, students, types of students, their school rankings, etc. Please see the addendum.
- Next M. Kazmer touched on the type of academic programs their various schools provide.
- Other endeavors the college has:
 - FSU Speech & Hearing Clinic – notably is the only catchment for cochlear implants for a very large range several 100 miles around us.
 - Institute for Successful Longevity
 - Information Us Management & Policy Institute
 - Center for Hispanic Marketing Communication – which celebrated its 20th anniversary this year! This is a pioneering center, an absolute leader in the US. A gem in the crown at Florida State University.
 - Communication and Early Childhood Research and Practice Center
 - Project Management Center
 - Communication Research Center
- A few more notable CCI successes:
 - Fannie Lou Hammer Professor of Rhetorical Studies, Davis Houck, is the scholar who worked with the FSU Libraries to get the Emmett Till archives to FSU
 - Associate Professor Brian Graves at our PhD alumnus Pablo Correa directed the Mississippi Delta Film Academy, which worked with high school students in the Mississippi Delta to shoot, produce and edit high quality documentary films.
 - Home to a Cybersecurity Club.
 - Host to FSU's competitive advertising team, which normally makes nationals.
 - Lastly home to the historic debate program.
- Dean Kazmer concluded the college gets asked a common question, "What is the value of degrees in communication and information," and her thoughts are communication and information are both the human basis for pretty much everything people do in all of their careers.
 - M. Kazmer believes this is why they have so many second majors.
 - In addition, at FSU, graduates of CCI serve as the University's General Counsel, Chief Legislative Officer, Vice President for Student Affairs, Chief Marketing Officer, Senior

Director of Academic Technology, and now the Associate Vice Provost for Academic Innovation.

- The floor was opened for questions. None were posed.

The meeting adjourned at 5:05pm.

**NEXT FACULTY SENATE MEETING
STATE OF THE UNIVERSITY ADDRESS
WEDNESDAY, DECEMBER 4, 3:35PM
COLLEGE OF MEDICINE AUDITORIUM**

DocuSigned by:

1B883D63B5304B4...

4/25/2025 | 10:35 AM EDT

Faculty Senate President

Links for BOG topics – Report from Steering Committee

Link to Intellectual Diversity Survey presentation from October BOG: <https://www.flbog.edu/wp-content/uploads/2024/10/Survey-Presentation-FINAL.pdf>

Recording of BOG meeting: https://thefloridachannel.org/videos/10-30-24-florida-board-of-governors-meeting-part-1/?utm_source=rss&utm_medium=rss&utm_campaign=10-30-24-florida-board-of-governors-meeting-part-1

GPC Proposal to Eliminate the University Requirement for GRE/GMAT (or similar) Scores for Admission for Master's and Specialist Students

GPC proposal approved in Spring 2022:

"Proposal: The Graduate School recommends and requests that the current GRE waiver be waived for an additional **period of 3 years** for Master's and Specialist students **beginning in the Spring 2023 application cycle**. This will give FSU the ability to track the academic performance over a longer period, including studying completion/graduation rates. We also recommend that the GRE waiver for Doctoral programs be continued to be managed by the Chairs of the GPC along with the Graduate School's Graduate Policy Coordinator with Academic Deans having the option of **opting-out** specific doctoral program plans for a period of 1 year at a time (renewable each year)." **(highlights added)**

Application cycles for,

- Spring 2023 through Fall 2023 (Year 1)
- Spring 2024 through Fall 2024 (Year 2)
- Spring 2025 through Fall 2025 (Year 3)

Therefore, we need a new policy to start with the Spring 2026 application cycle or earlier. The Spring 2026 application cycle actually begins during Spring 2025.

Justifications for suggested policy change:

- Increase of GRE waiver applications to the GPC before the pandemic to the point where the GPC changed its proposal and review process to accommodate the influx.
- University-wide waiver approved to accommodate special circumstances during the pandemic.
- University-wide waiver extended (see above). Data showed that students admitted without GRE performed with only minute differences to students admitted with GRE (at the second decimal level), in some cohorts they even performed better. The differences were comparable to differences between cohorts from year to year who had all been admitted with GRE.
- No units have reported pedagogical issues to the Graduate School since 2022.
- The GRE (or similar) will not be eliminated. Instead, the decision to implement it will simply rest at the unit level. Units can vary requirements by degree.
- Reminder: This is limited to Master's and Specialist degrees only.

Suggested changes to the Bulletin:

Graduate Bulletin p. 68

Test Scores

For Doctoral programs, there is a university-wide requirement for nationally standardized graduate admission tests, such as the Graduate Record Examination revised General Test (GRE), the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), or an equivalent test. Units may apply for standardized graduate admission test waivers for doctoral programs by contacting the chair(s) of the Graduate Policy Committee along with the Graduate School's Senior Graduate Policy Program Coordinator with Academic Deans having the option of applying for temporary or permanent waivers for specific doctoral program plans. For details, consult the unit's website, graduate handbook, or contact the unit offering the doctoral program directly.

Starting with the Spring 2026 application cycle, there is no university-wide requirement for nationally standardized graduate admissions tests for Master's or Specialist programs. Units who wish to require a standardized graduate admissions test as part of their admissions criteria for one or more of their degree programs should work with their Academic Dean's Office to notify the Graduate School of the specific criteria. When standardized admissions tests are required by a unit, these scores are considered official only when they are sent directly to the Office of Graduate Admissions from the testing agency. Examinee copies are not considered official.



UNIVERSITY HONORS PROGRAM

DIVISION OF UNDERGRADUATE STUDIES



D. Craig Filar, Ph.D

**Associate Dean ,
Honors, Scholars &
Fellows**

**Division of
Undergraduate
Studies**

Thank you!

**HONORS PROGRAM
POLICY COMMITTEE
FSU FACULTY SENATE**



- *The Honors Program Policy Committee shall consider curriculum and related policies and procedures for the University's Honors Program and Honors in the Major Program.*

- **Thank you for being our partners in this important and invigorating work!**

University Honors Program

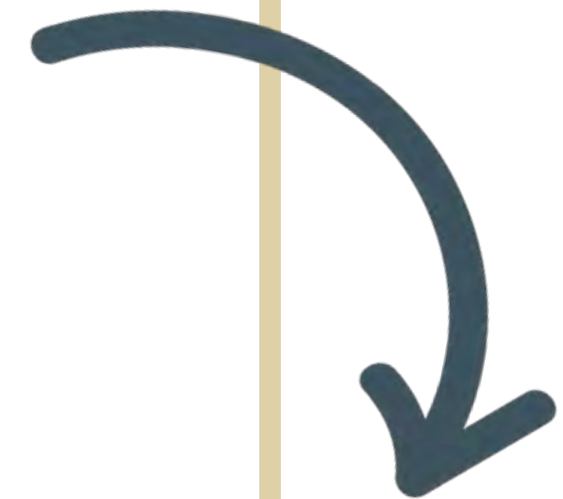
The University Honors Program at Florida State University nurtures intellectually curious students and provides a life-long commitment to learning, within a vibrant community.



Where We Have Been

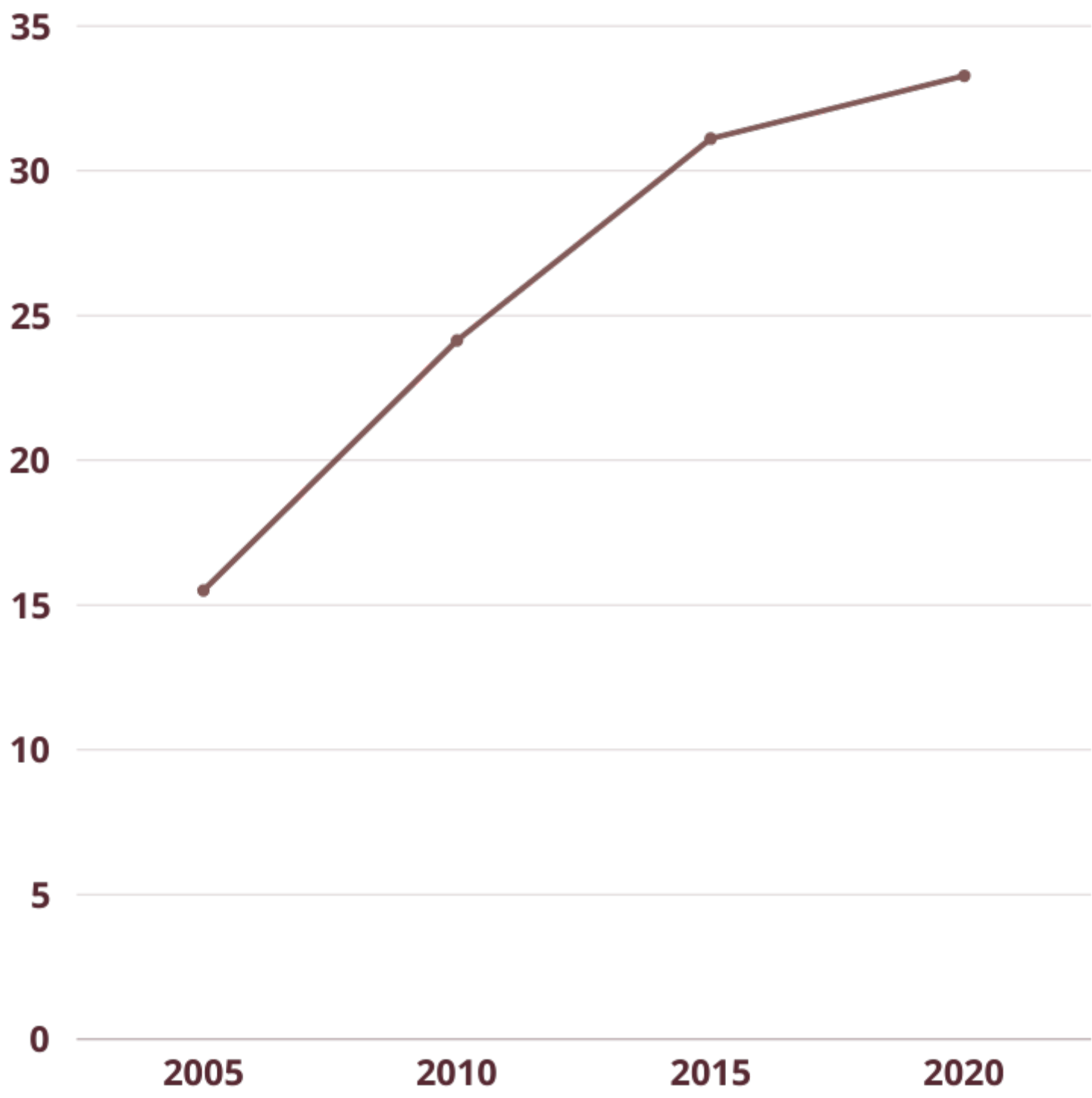
Past Graduation Requirements

- 3.2 FSU GPA
- 18 Honors Credits
 - Required 18 Honors Coursework Credit Hours
 - Majority Liberal Studies
 - HiTM 6 - 9 Possible Credit Hours



FALL 2018

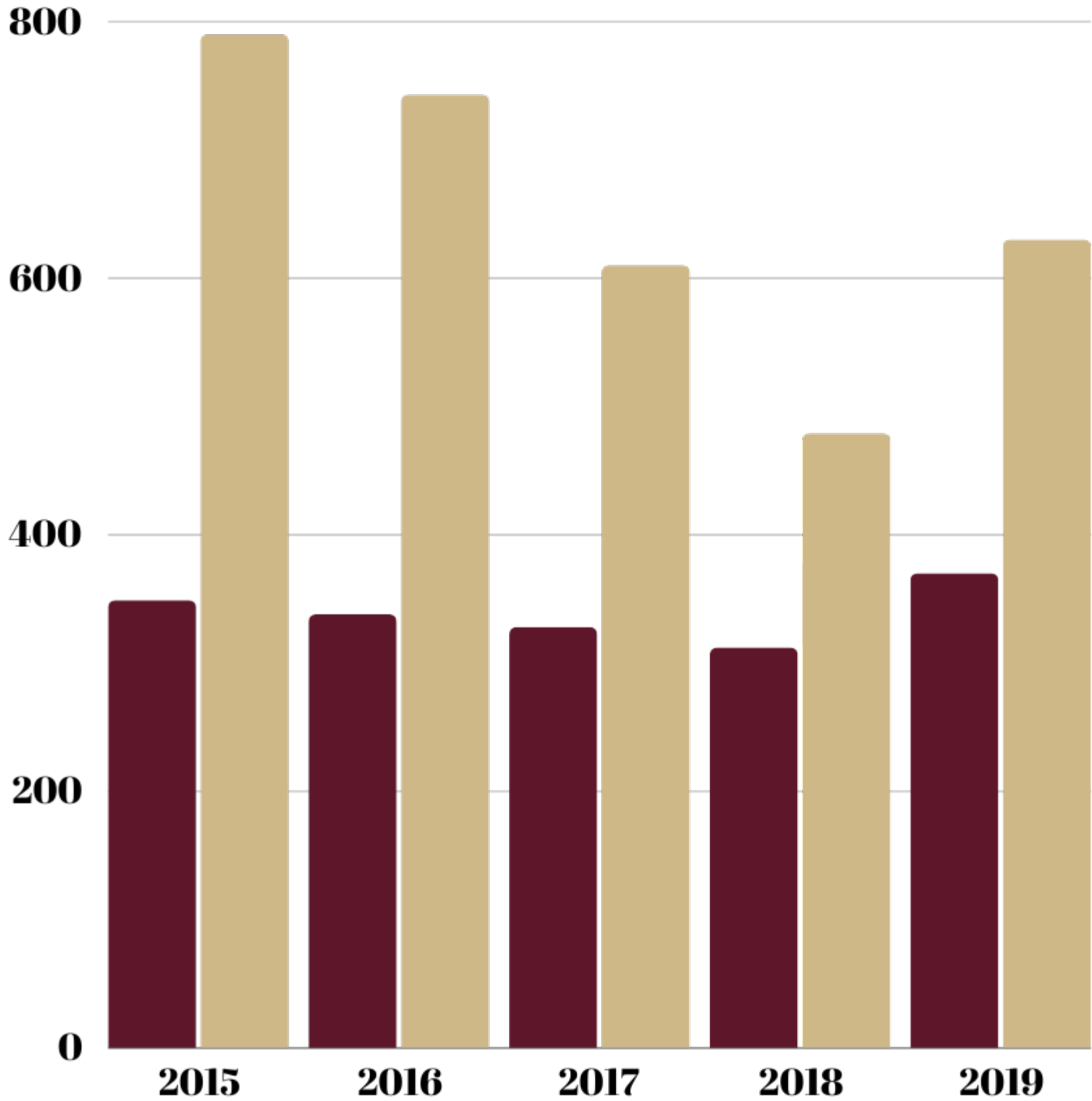
- **Piloted the Honors Experience Program**
 - 100 Honors students in pilot cohort
 - Hired three Honors teaching faculty



Average number of credits for incoming Honors students

From 15.5 in 2005 to 33.28 in 2020

Honors Program completion data by incoming cohort



-
- 2015: 349 completed/790 total = 44.18%
 - 2016: 338 completed/743 total = 45.49%
 - 2017: 328 completed/610 total = 53.77%
 - 2018: 312 completed/479 total = 65.14%
 - 2019: 370 completed/630 total = 58.73%

Where We Are

Current Graduation Requirements

- 3.2 FSU GPA
- 18 Honors Points
 - Minimum 13 Honors Coursework Credit Hours
 - CoreFSU, Honors Augments, & Departments
 - Maximum 5 Honors Achievements Points
 - HiTM 6 Possible Points

Required: First-Year Colloquium and One Honors Signature Course

Achievement Points

- 30 Hours of Service Hours
 - Completing UROP
- Serving as Colloquium Leader
 - Serving as a FIG Leader
 - Serving as a UROP Leader
 - Serving as a Chart Your Course, Peer Navigator, CARE T.E.A.M. Leader, First Year Connections & Success Lead
- Presenting at a Conference
- Completing Garnet & Gold Society
 - Completing Certification Program or Specialized Study Program with Honors

Honors Program

Intellectual Curiosity



Building Community



Lifelong Commitment



UNIVERSITY HONORS PROGRAMS

The University Honors Program nurtures intellectually curious students and fosters a lifelong commitment to learning within its community.

APPLY Supplemental application (Generated based on the interest indicated in the admissions application.)

DEADLINE December 1, 2024

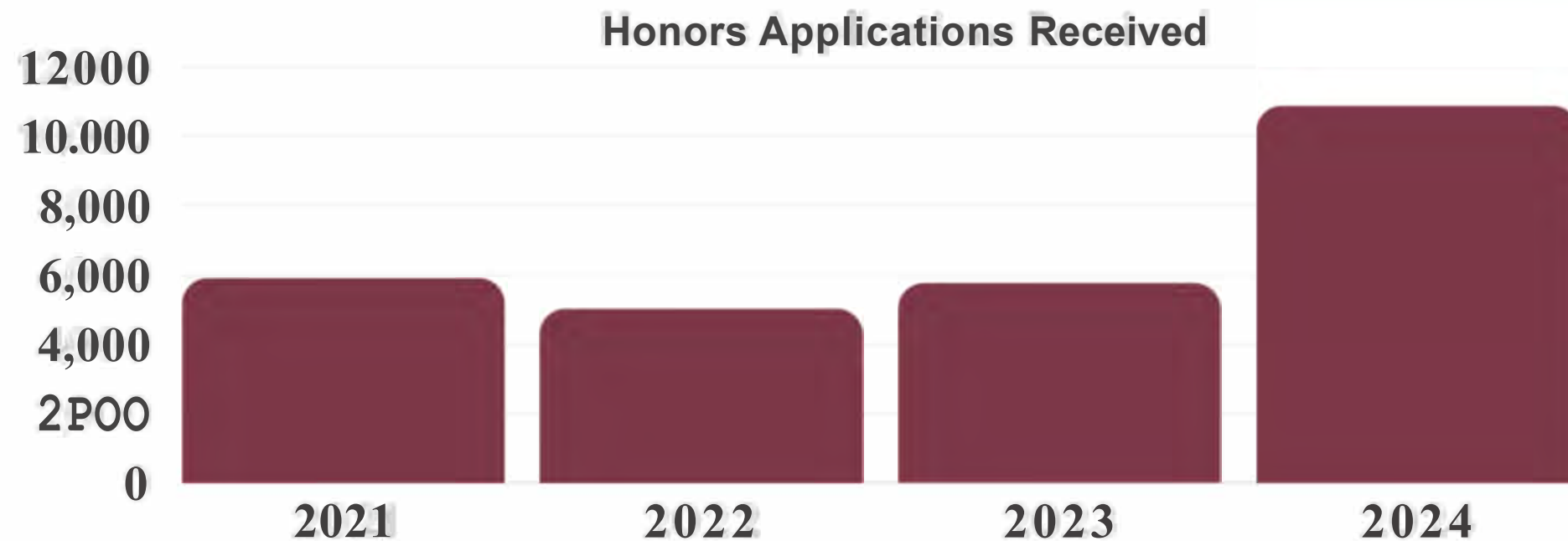
- HIGHLIGHTS**
- College Transitions “50 Best Honors Colleges and Programs” - Ranked #22
 - Enrollment on par with University of Florida and University of South Florida
 - Interest in FSU at an all-time high



Honors Admitted Student Profile

GPA: 4.4 - 4.7 SAT: 1390 -1510 ACT: 31 - 34

The middle 50% of student admitted in 2024.



2,289

CURRENTLY ENROLLED HONORS STUDENTS

60

STUDENTS SELECTED AS PRESIDENTIAL SCHOLARS

CURIOSITY

ENGAGING STUDENT LEARNING

Honors Signature Courses

These small, interactive courses exclusive to the Honors Program intersect multiple thematic and interdisciplinary boundaries, providing students opportunities to engage topics creatively.

Honors Sections in Departmental Courses

Small Honors sections of larger departmental courses that are tailored to promote critical thinking and innovation.

Discovery Courses

Faculty can develop departmental courses with support from Honors for their Development and Teaching

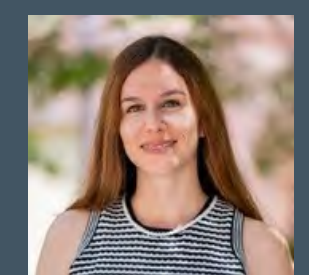


Signature Course Examples:

- **Historic Landscapes, Imagined Worlds: Ancient History Through Gaming**
- **Truth, Justice, and the American Way? Ethics, Religion, and Superheroes**
- **Food and Drink in the Ancient World**
- **Global Urbanization**

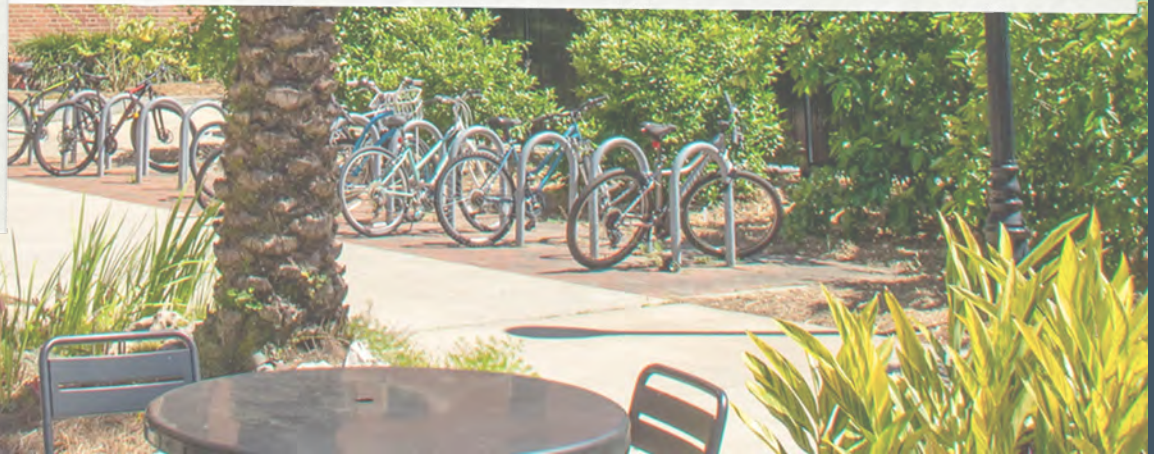
HONORS FACULTY

The University Honors Program has designated faculty specifically to design and teach the innovative and interdisciplinary Honors coursework.



Support Student Experiences and Learning

- International Experiences
 - Experiential Learning
 - Site Visits
 - Course Materials
 - Developmental Travel
 - Alumni Engagement
- Donor and Alumni Support
 - 85% Honors students receive merit scholarships



CAMPUS SPACES

RESIDENCE HALLS

Honors partners with University Housing to provide Honors students with space at designated residence halls on campus. Landis Hall and Jennie Murphree Hall are both centrally located on campus and close to the Honors, Scholars, and Fellows House.



Jennie Murphree Hall



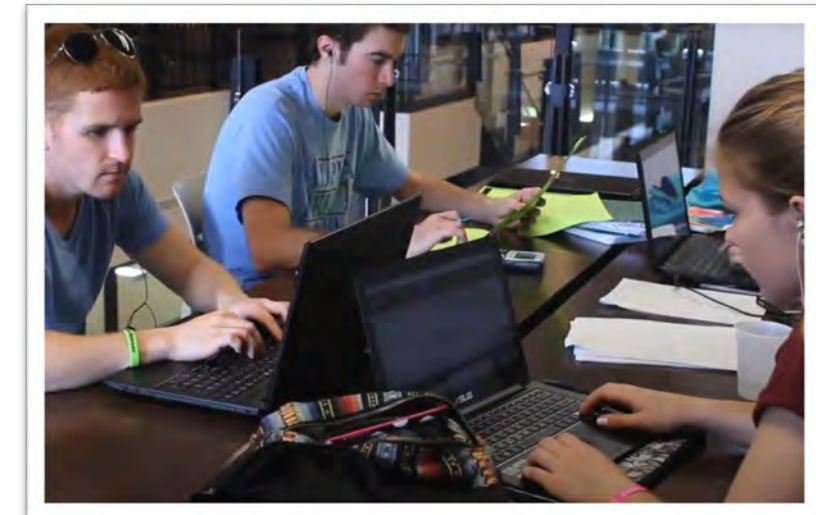
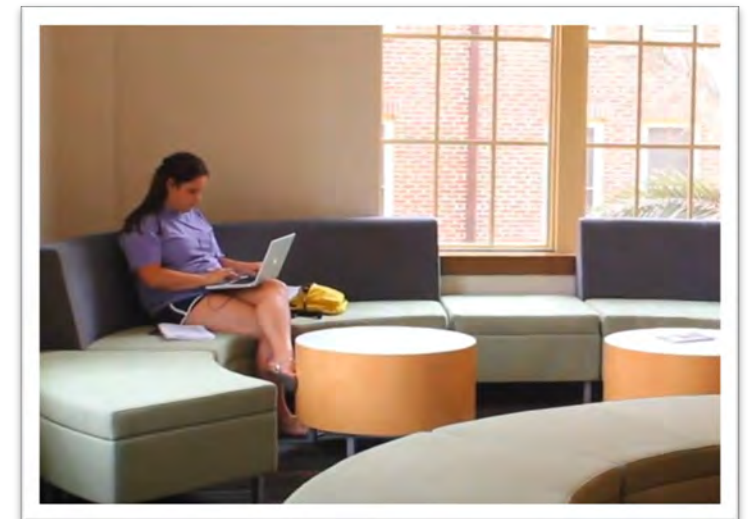
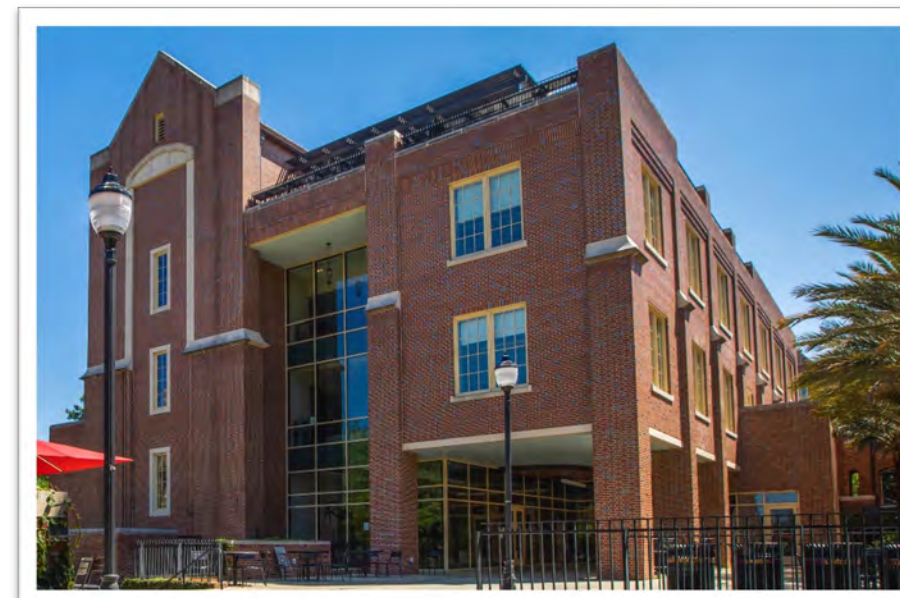
Landis Hall

HONORS, SCHOLARS, AND FELLOWS HOUSE

The Honors, Scholars, and Fellows House (HSF) houses the major programs on campus designed to bring the brightest minds on campus together, including the Honors Program, Office of National Fellowships, and the Office of Undergraduate Research. The building features study and meeting space, dining options, Honors advising, and more.

HECHT HOUSE

Honors faculty work together in a collaborative space that includes several shared classrooms and work spaces



Presidential Scholars



Legal Scholars



Medical Scholars



Addendum 3

Seneff Business Scholars



SCHOLAR PROGRAMS



Where We Could Go...

Honors Graduation for ALL Honors

Year 1 & 2

- Colloquium
- Signature Courses
- Core FSU

Year 3 & 4

- Major/Discovery Courses
- Graduate Courses
- HiTM
- Major Capstones



3.2 FSU GPA

What If We Could Return To...

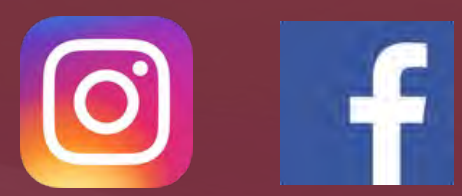
18 Honors Credits

- Honors Colloquium
- Honors Signature Courses & CORE FSU
- Honors in the Major
- 6 - 9 Possible Credits
- College Collaborative Honors Courses & Capstones



Questions?

THANK YOU!



@fsuhonors

Teaching in the Honors Program

Introduction

Thank you for your interest in teaching with the Florida State University Honors Program! As the Honors Program continues to expand, we value more than ever the contribution made by faculty from schools, departments, and programs beyond our own. Thanks to you, we are able to ensure our students have challenging, enriching, and meaningful intellectual experiences across the university. The purpose of this guide is fourfold:

1. To provide guidelines and resources for the best practices in Honors pedagogy and to help illustrate the distinction between Honors and non-Honors courses.
2. To spread awareness of the options available to departmental faculty members in contributing to the Honors Program
3. To increase the number of Honors Teaching Scholars across campus
4. To ensure that courses are built properly in the registration system to minimize errors that can affect student access to Honors courses

Honors Program Course Objectives

Think Across Disciplines	Enrich Intellectual Experiences	Create the Next Generation of Innovative Thinkers
--------------------------	---------------------------------	---

Who Are You?

The National Collegiate Honors Council defines Honors instructors as those who are 'willing to share the responsibility for teaching and learning with their students.

The key to a successful Honors program is not the intelligence of the student or the subject matter of the course, but the attitude and approach of the instructor.¹

In the Honors Program, departmental faculty and the courses they teach serve as vital bridges between our program and disciplines across campus. Florida State University is home to hundreds of faculty who are passionate, emotionally intelligent, and innovative educators and we want to ensure our intellectually curious students have the opportunity to work, learn, and grow with your guidance.

What are the Goals of an Honors Course?

Honors students enter the program with many of their General Education and University Wide Graduation Requirements already completed, so Honors courses think beyond mandated requirements by focusing on the individual experience of students within each course as well as the expanded opportunity for pedagogical innovation on the part of the faculty. The broad, experiential goals outlined here represent current best practices in Honors pedagogy, are likely familiar to many departmental faculty already, and are meant to be applicable to all courses taught under the umbrella of Honors.²

Honors Courses:

1. Encourage student creativity and curiosity by offering the freedom to explore their own interests and passions within the larger scope of the course.³
2. Provide opportunities to develop skills in written and oral communication for a variety of audiences.⁴
3. Guide students in developing their ability to analyze and synthesize a variety of material so that, as future leaders, they become critical consumers of information as they work to solve global problems.⁵

¹ National Collegiate Honors Council [‘Honors Course Design’](#)

² These goals have been adapted from the National Collegiate Honors Council’s [‘Honors Course Design’](#)

³ One current design method that models this flexibility is [Universal Design for Learning \(UDL\)](#). Addy *et al* 2021; Cavanagh 2016; Howard & Weimer 2015; Schwartz 2019.

⁴ Public research universities are increasingly promoting and reinforcing the value of public scholarship for students, faculty, and the wider community. The University of California Davis, for example, created an implementation framework for both staff and students called [Public Scholarship for the Public Good](#). Honors programs and colleges, as academic leaders on campus, should be embracing this movement.

⁵ Examples of similar processes at leading Honors programs and colleges include Arizona State University’s [Justice and Equity Honors Network](#) and Purdue University’s [Solutions Lab](#)

4. Illustrate and engage students in the best practices of academic inquiry appropriate to the discipline.⁶
5. Connect the course topic and related material to aspects of the students' lived experiences and/or contemporary society.⁷

What Are Your Options?

There are two pathways available for departmental faculty to teach in Honors:

1. Honors Sections of Departmental Courses
2. Honors Discovery Courses/Honors Teaching Scholars

Honors Sections of Departmental Courses

These courses are exactly as the title suggests: a section of a course that is traditionally offered by departments outside the Honors Program (e.g. AMH2020, CLA2110, ENG2610, etc.) is designated as an Honors course. These courses may be either lower-division courses or major specific upper-division courses.

How To Make It Honors: Smaller class sizes provide the opportunity to employ pedagogies often reserved for upper division coursework. These smaller classes facilitate student discussion far more readily than traditional courses in most disciplines, creating an active and dynamic learning environment within the classroom.⁸

Meaning Over Magnitude: High achieving students assume an Honors designation means that they just do *more* work. However, we know this is not the case. To borrow a statement from the National Collegiate Honors Council, "Honors courses are not meant to have more work for the sake of more work or harder work for the sake of harder work. The amount of work and its difficulty should serve a legitimate pedagogical purpose."

⁶ FSU's Center for the Advancement of Teaching provides a useful guide in [Scaffolding Complex Work](#). For a helpful discussion on providing formative feedback to students, see Davidson & Katapodis 2022.

⁷ Lang 2016 discusses the importance of connecting prior knowledge and experience and provides several models for facilitating those connections in the classroom.

⁸ The benefits of active learning are well established and widely accepted. The *perceptions* of active learning can be challenging though, and a useful guide for overcoming those perceptions through early intervention can be found in Deslauriers *et al* 2019. An excellent model for widespread active learning across programs with resources on implementation is Cornell University's [Active Learning Initiative](#).

Please Note: Effective Fall 2025, the Honors Program will prioritize compensation for Discovery Courses. We encourage all departments to develop Honors Discovery courses, which are compensated as detailed below.

Honors Discovery Courses

These courses are designed for and piloted in the Honors program but can be offered to the wider student body after the initial pilot period. They complement the Honors Signature Courses offered by the Honors Core Faculty and serve as a bridge between the interdisciplinary themes of the Honors Program and the more focused academic work of a major. Through this program, as Honors Teaching Scholars, faculty are provided with the flexibility, freedom, and opportunity to push the boundaries of their disciplines and develop new courses which position the Honors Program as a hub of innovative pedagogy but in the end benefit the entire Florida State University community. Examples include *Ocean Sustainability*, *Innovation by Design*, and *Life with Google: The Unintended Consequences of Information Technology*.

Course Prefixes and Levels: Honors Discovery Courses use the prefix of the department or program in which they are housed and should be listed at the 3000-level to match Honors Signature Courses and prepare students for upper-division coursework.

Commitment: Faculty members commit to teach the Honors Discovery Course

- Exclusively in Honors the first semester it is offered
- Once more as an Honors course the following academic year
- At least once every two years as an Honors course after the initial two-year period
- Funding from Honors for the course is guaranteed for the first four (4) times the course is offered in the first six years
- If an Honors section does not enroll 60% of its capacity twice in two offerings, Honors will no longer subsidize the home department for offering that course.

Goals: Because Honors Discovery Courses are new and must go through the curriculum development and approval process, they can more closely align with the experiences provided by Honors Signature Courses than Honors Sections of Non-

Honors Courses. In addition to the 'Goals of an Honors Course' above, Honors Discovery Courses should adhere to the Fundamentals of Honors Course Design:

1. **Interdisciplinary Inquiry**

At the core of every Honors course is the concept of interdisciplinarity. Interdisciplinarity integrates multiple subjects and methods to arrive at new approaches and perspectives. Through the process of merging fields which are traditionally considered separate, Honors students develop and demonstrate higher levels of critical thinking.

2. **Knowledge Creation**

Honors faculty design and lead enriching activities, projects, and excursions which lead students to generate new knowledge. This knowledge is then given form through varied media. Media can be written, oral, visual, aural, and/or experiential depending on the nature of the course and shaped by dialogue between faculty and students.

3. **Public Dissemination**

As the next generation of innovative thinkers, Honors students learn how to share their knowledge beyond the classroom and serve wider communities. They design and create knowledge products to eventually meet an audience whether it be through publication, presentation, or exhibition.

Review and Approval Processes: In addition to the traditional departmental and UCC processes, proposals for Honors Discovery Courses must complete an initial, internal review process which generates feedback from a panel composed of the following members:

- Honors Program Associate Director
- One Member of the Honors Program Policy Committee
- One Honors Core Faculty Member

Honorifics: Any faculty member who designs an Honors Discovery Course will receive the honorific title Honors Teaching Scholar and be featured on the Honors Program website

Departmental Compensation: For every faculty member who creates an Honors Discovery Course, their department will receive two levels of compensation

- An initial amount \$2500 for the development and first semester pilot of a new course

Co-Curricular Funding: The Honors Program may be able to provide funds and assistance to faculty teaching Honors Discovery Courses to develop co-curricular programming. Faculty wishing to explore co-curricular opportunities should contact the Honors Program (honors@fsu.edu)

What Comes Next?

If you are interested in offering an Honors section of a non-Honors course: To ensure time to promote the course to Honors students and for your course builder to create the course in Curriculum Management ahead of Class Search opening, you or a representative of your department must contact either Dr. Michael Furman (mfurman@fsu.edu) or Katie Femrite (k.femrite@fsu.edu) by the following dates:

- To be taught in Summer: January 31st
- To be taught in Fall: January 31st
- To be taught in Spring: September 5th

If you are interested in developing an Honors Discovery Course: Please contact Dr. Craig Filar (cfilar@fsu.edu) to schedule a consultation.

A Short Bibliography of Teaching Resources

Addy, T.M. et al. 2021. *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*. Sterling, VA: Stylus. [\[Ebook\]](#)

Bean, J. 2011. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning Into the Classroom*. 2nd Ed. San Francisco: Jossey-Bass. [\[Request From Library\]](#)

Brookfield, S. 2015. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey-Bass. [\[Ebook\]](#)

Cavanagh, S.R. 2016. *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*. Morgantown: West Virginia University Press. [\[Ebook\]](#)

Deslauriers et al. 2019. 'Measuring Actual Learning versus Feeling of Learning in Response to Being Actively Engaged in the Classroom.' *Proceedings of the National Academy of Sciences* 116 (39) 19251-19257.

Davidson, C.N., & Katopodis, C. 2022. *The New College Classroom*. Cambridge, MA: Harvard University Press. [\[Ebook\]](#)

Eyler, J. 2018. *How Humans Learn: The Science and Stories Behind Effective College Teaching*. Morgantown: West Virginia University Press. [\[Ebook\]](#)

Howard, J.R. & Weimer, M. 2015. *Discussion in the College Classroom*. New York: Wiley & Sons. [\[Ebook\]](#)

Lang, J. 2016. *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass. [\[Ebook\]](#)

McCarthy, J. P., & Anderson, L. 2000. 'Active learning techniques versus traditional teaching styles: two experiments from history and political science.' *Innovative Higher Education* 24 (4), 279-294.

Neuhaus, J. 2019. *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to be Effective Teachers*. Morgantown: West Virginia University Press. [\[Ebook\]](#)

Reynolds, H.L. & Kearns, K.D. 2017. 'A Planning Tool for Incorporating Backward Design, Active Learning, and Authentic Assessment in the College Classroom.' *College Teaching* 65 (1) 17-27. [\[Available Online\]](#)

Schwartz, H.L. 2019. *Connected Teaching: Relationship, Power, and Mattering in Higher Education*. Sterling, VA: Stylus. [\[Ebook\]](#)

How to Build an Honors Course for Registration

- 1) Notify Michael Furman (mfurman@fsu.edu) or Katie Femrite (k.femrite@fsu.edu) that there is interest in offering an Honors Course
- 2) Determine the type of course:
 - a) Established departmental course - Stand-alone departmental section of a course with only Honors students in the course
 - i) If course is already established with departmental course number, build course section using that Course Number
 - b) Honors Discovery Course
 - i) If course is new and does not have a course number already, contact Katie regarding which section of HUM2937, ISS2937 or ISC2937 should be used to build the course
 - (1) Note: This number can only be used for one semester per course
- 3) Add all three items of Honors Coding
 - a) Honors Attribute
 - i) To add this, go to Curriculum Management – Maintain Schedule of Classes – Basic Data – Class Attributes
 - ii) 'HONR' is the Course Attribute and 'HONORS' is the Course Attribute Value
 - b) Honors Topic
 - i) To add this, go to Curriculum Management – Maintain Schedule of Classes – Meetings – Free Format Topic
 - ii) Must notate that the course is "Honors" or "Honors Signature Course" depending on course type
 - iii) Must select "Print Topic on Transcript"
 - c) Honors Reserve Capacity
 - i) To add this, go to Curriculum Management – Maintain Schedule of Classes – Reserve Cap
 - ii) Honors Reserve Capacity is 000674
 - iii) The "Cap Enrol" must match the Enrollment Capacity for the course
 - (1) Must be limited to 24 students
 - (2) Note: This cap is never lifted.

- 4) Add short course description for new classes
 - a) To add this, go to Curriculum Management – Maintain Schedule of Classes – Notes – Free Format Text

Any questions regarding course building can be sent to Katie Femrite, Associate Director, at k.femrite@fsu.edu.

Liberal Studies Coordinating and Policy Committee (Current)

<https://facsenate.fsu.edu/standing-faculty-senate-committees/liberal-studies-coordinating-and-policy-committee>

Nine members appointed by the Steering Committee to serve for staggered 3-year terms, including one representative each from the Undergraduate Policy, Honors Program Policy and University Curriculum Committees. Steering Committee appoints the Chair annually.

Bylaws on the Liberal Studies Coordinating Committee: The Liberal Studies Coordinating and Policy Committee shall promote liberal education and provide oversight for the liberal studies curriculum. The Committee shall consist of nine faculty members, appointed by the Steering Committee, who shall serve for staggered three-year terms, including one representative each from the Undergraduate Policy, Honors Program Policy and University Curriculum Committees. The Dean of Undergraduate Studies and Provost and Executive Vice President for Academic Affairs or their designee shall serve as non-voting ex-officio members. The Committee may invite to its meetings representatives of administrative offices and others with responsibility for implementing policies that have direct bearing on the Liberal Studies program. The Steering Committee shall appoint the chair annually from among the faculty representatives.

~~Liberal Studies Coordinating and~~ CoreFSU Policy Committee

Nine-Ten members appointed by the Steering Committee to serve for staggered 3-year terms, including one representative each from the Undergraduate Policy, Honors Program Policy and University Curriculum Committees. Steering Committee appoints the Chair annually.

Bylaws on ~~the Liberal Studies Coordinating~~ CoreFSU Policy Committee: The ~~Liberal Studies Coordinating and CoreFSU~~ Policy Committee shall promote liberal education and provide oversight for the general education and liberal studies curriculum. The Committee shall consist of ~~nine~~ ten faculty members, appointed by the Steering Committee, who shall serve for staggered three-year terms, including one representative each from the Undergraduate Policy, Honors Program Policy and University Curriculum Committees and a representative from Florida State University Panama City. The Dean of Undergraduate Studies and Provost and Executive Vice President for Academic Affairs or their designee shall serve as non-voting ex-officio members. The Committee may invite to its meetings representatives of administrative offices and others with responsibility for implementing policies that have direct bearing on the Liberal Studies program. The Steering Committee shall appoint the chair annually from among the faculty representatives.



**DIVISION OF
UNIVERSITY ADVANCEMENT**

Addendum 5

Marla Vickers, M.A.'00, Ed.D., CFRE

Vice President for University Advancement
President of the FSU Foundation

Faculty Senate Meeting

November 20, 2024

MISSION: Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.



FY25 Fundraising

Addendum 5



DSO	Fiscal Year-To-Date 2024	Fiscal Year-To-Date 2025
FSU Foundation	\$18,534,869	\$20,242,532
Alumni Association	\$88,428	\$68,634
Seminole Boosters	\$18,971,739	\$18,587,220
Research Foundation	\$1,003,426	\$869,476
Ringling Museum	\$973,220	\$906,482
Total	\$39,571,682	\$40,674,344

FSU Foundation Goal: \$100,000,000
20% to goal | 39% time elapsed

FSU Naming Policy: Purpose and History

Addendum 5



Purpose of the Naming Policy: To Provide Requirements and Procedures for Philanthropic or Honorific Naming of any University Facility, Space or Program. This Includes Approval Processes and Minimum Philanthropic Investments, When Applicable.

First Formal Florida State Naming Policy: 2013 (Revised: 9/22/2017, 11/16/2018, 6/4/2020, 11/12/21)

New Policy: This is the first substantial re-write of FSU's Naming Policy since the formal naming policy was adopted in 2013.

- The Division of University Advancement did extensive benchmarking of other naming policies from top public universities to ensure that Florida State's Naming Policy was relevant, clear, aligned with Best Practices and protects both donors and the institution.
- A "Naming Policy Working Group" was established in January 2023 comprised of internal and external stakeholders.

FSU Naming Policy: Summary of Changes

Addendum 5



The New Policy Provides Clarity Around:

- Roles and Responsibilities of the University Board of Trustees, University Leadership and the Committee on Campus Names
- The Administration of the Policy

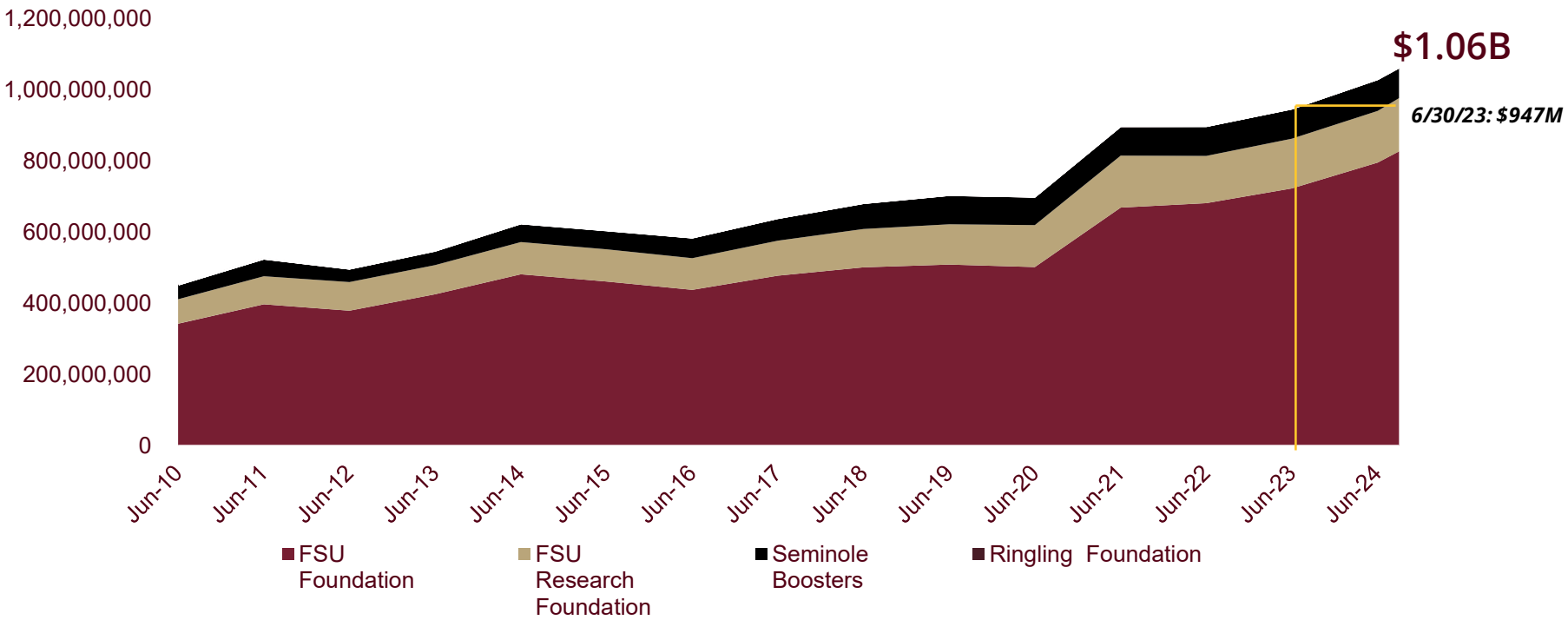
A new Square Footage Formula was instituted to allow for accurate and consistent factors to determine a final minimal cost for named spaces while also providing weighting factors that further influence the amounts selected.

Alignment of Athletics and Academics Naming Opportunities, and Inclusion of our Special Relationship with FAMU

Streamlined Approval Process, which resulted in updated monetary thresholds from \$1M to \$500K+ for University Board of Trustees approval

University Endowment Summary – 09/30/2024

Addendum 5



New Peer Institutions (\$\$ in Billions)

Addendum 5



Rank	Organization	FY23 Endowment
1	University of Texas System	\$44.97
2	The Texas A&M University System	19.29
3	University of Michigan	17.88
4	The Regents of the University of California	17.69
5	University of Virginia	9.80
6	The Ohio State University	7.38
7	University of Minnesota	5.50
8	University of Pittsburgh	5.49
9	University of North Carolina	5.20
10	University of Washington	4.94
11	The Pennsylvania State University	4.44
12	Michigan State University	4.05
13	UCLA	3.87

Rank	Organization	FY23 Endowment
14	University of Wisconsin	\$ 3.84
15	Purdue University	3.79
16	Indiana University	3.56
17	University of Illinois	3.38
18	University of Iowa	3.26
19	Georgia Institute of Technology	2.95
20	UC Berkeley	2.91
21	UC San Francisco	2.72
22	Virginia Commonwealth University	2.58
23	Kansas University	2.36
24	University of Florida	2.34
25	University of Nebraska	2.67
26	University of Missouri System	2.23

New Peer Institutions (\$\$ in Billions)

Addendum 5



Rank	Organization	FY23 Endowment
27	University of Colorado	\$2.10
28	The University System of Maryland	2.10
29	The University of Alabama	2.09
30	NC State University	2.03
31	Rutgers University	1.99
32	The University of Georgia	1.81
33	University of Kentucky	1.81
34	Virginia Tech	1.79
35	Texas Tech University System	1.72
36	Oklahoma State University	1.71
37	Iowa State University	1.64
38	The University of Utah	1.64
39	The University of Tennessee System	1.60
40	University of Arkansas	1.53

Rank	Organization	FY23 Endowment
41	University of Oregon	\$1.49
42	Arizona State University	1.47
43	UC San Diego	1.36
44	William & Mary	1.36
45	University of Cincinnati	1.35
46	The University of Massachusetts	1.31
47	The University of Arizona	1.29
48	Washington State University	1.27
49	Oregon Health and Science University	1.26
50	Auburn University	1.08
51	Louisiana State University	1.06

Florida State University - 9/30/24

1.06

Updated Endowment Minimums

Addendum 5



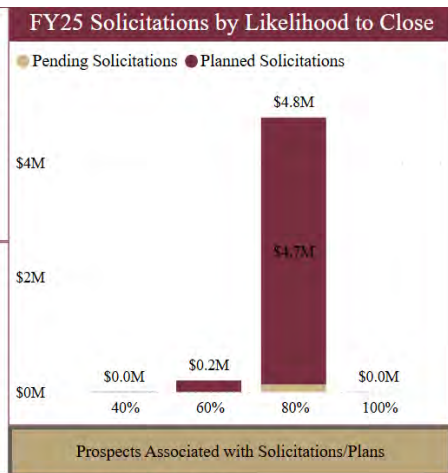
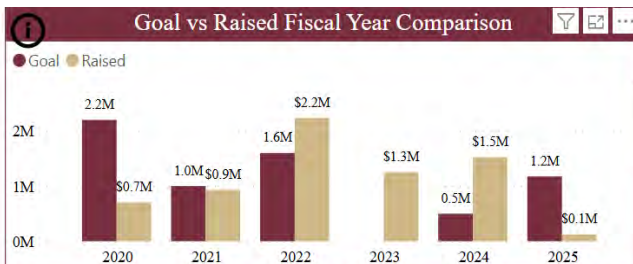
Type of Endowed Fund	New Minimums
General fund	\$50,000
Undergraduate scholarship fund	\$75,000
Graduate student scholarship	\$100,000
Graduate student fellowship fund or assistantship fund	\$250,000
Faculty Excellence Fund	\$150,000
Specialized Faculty Awards	\$200,000
Professorship	\$250,000*
Distinguished Professorship	\$500,000*
Chair	\$1,000,000*
Distinguished Chair (formerly Distinguished Scholar Chair)	\$2,500,000*
Presidential Chair	\$5,000,000
Deanship or Unit Leader	\$5,000,000**
Department	Market driven**
Institute, Program, or Center	Market driven**
College, School, or Unit	Market driven**

*Amounts listed only reflect the minimum amounts required at FSU with higher minimums existing in specific colleges and units based on a multitude of factors in consultation with the dean/unit director prior to the onset of any discussions with a prospective donor.

**Amounts are based on the current market conditions and in consultation with the provost prior to the onset of any discussions with a prospective donor.

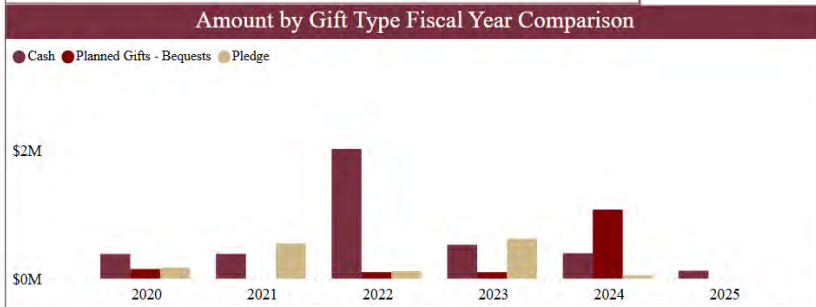
Dean's Dashboard

Addendum 5



Amount Raised by Fundraising Team

Name	Raised	Goal	%
Kubik, Paige	\$30,000	\$1,175,000	3%



Activity of the Dean

Name	Meetings	Phone	Proposals	Gathering	Correspondence
Springer, David	6	0	1	0	16

Top 25 Donors and Prospects

Alumni Giving	Parent Giving	Total Board Members	Board Giving to Date
\$41.5K	\$1,175	6	33%

Alumni Engagement Dashboard

Addendum 5

Alumni Engagement- CASE

Report Last Refreshed

Current FY to date

10/7/2024

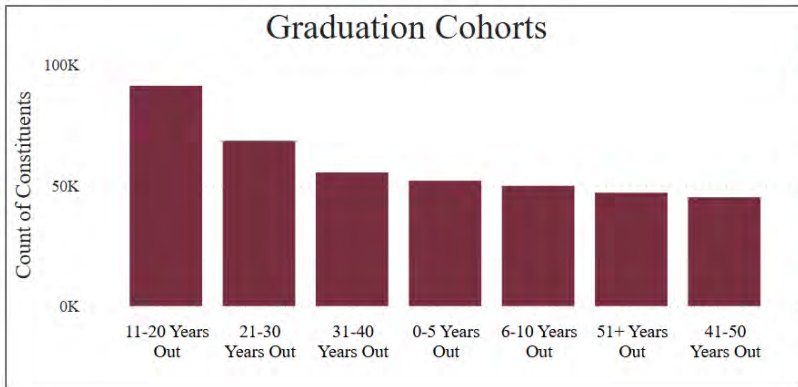
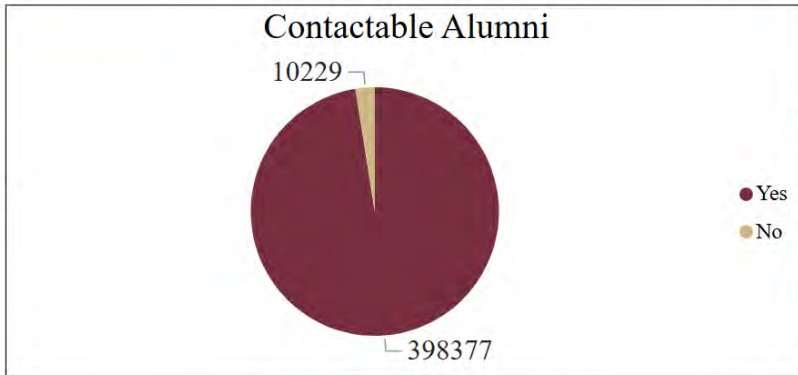
*Note this list should not be used for Solicitation
Filters used on this page will apply to ALL subsequent pages

Volunteer
8,497

Philanthropic
3,909

Experiential
80,681

Communication
54,600



Contactable

Yes
 No

Gender

Female
 Male
 Unknown

Ethnicity

American Indian
 Asian
 Black
 Hispanic
 Multi-race/Ethnic
 Native Hawaiian/Other Pa

Marital Status

Divorced
 Life Partner
 Married
 No Marital Status
 Separated

Age

0 123

College/ Unit

Search

Select all
 Applied Studies
 Arts & Sciences
 Business
 College of Law

UGS Affiliated Alum

No
 Yes

18,331
Associate-Degreed

315,796
Undergraduate-Degreed

76,113
Postgraduate-Degreed

86,549
Multiple-Degreed

Total Alum

408,606

Comprehensive Campaign

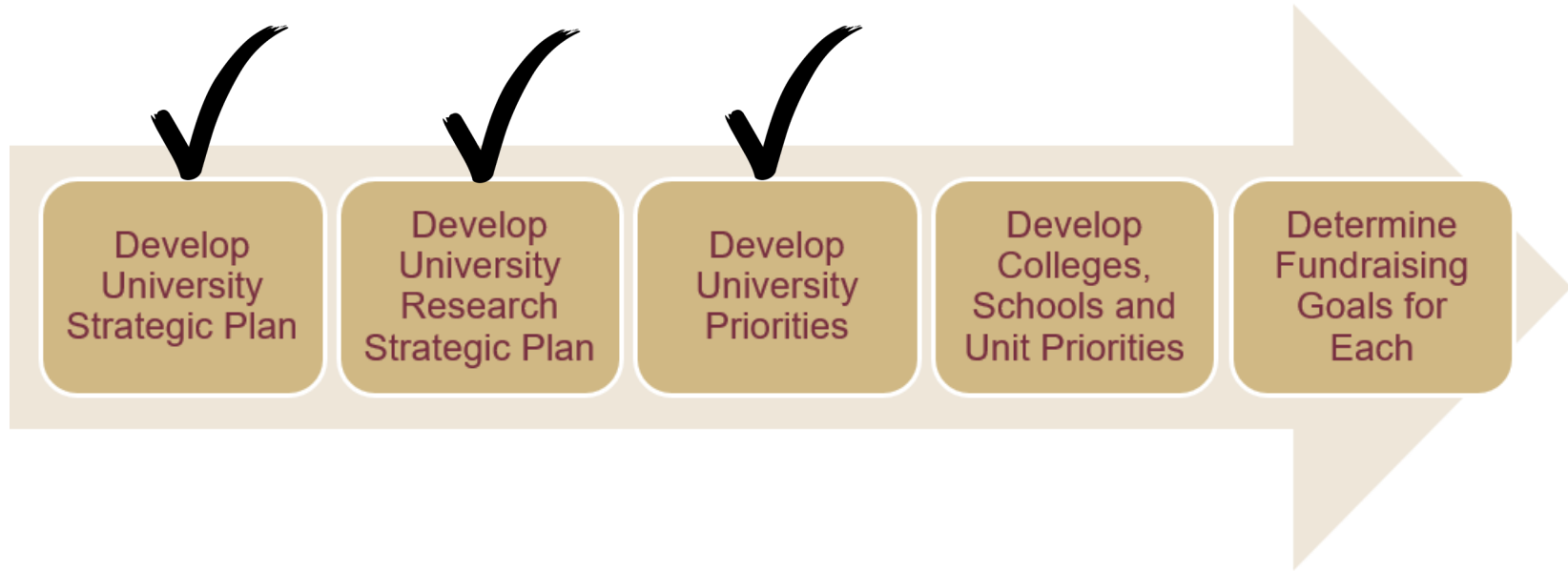
Addendum 5



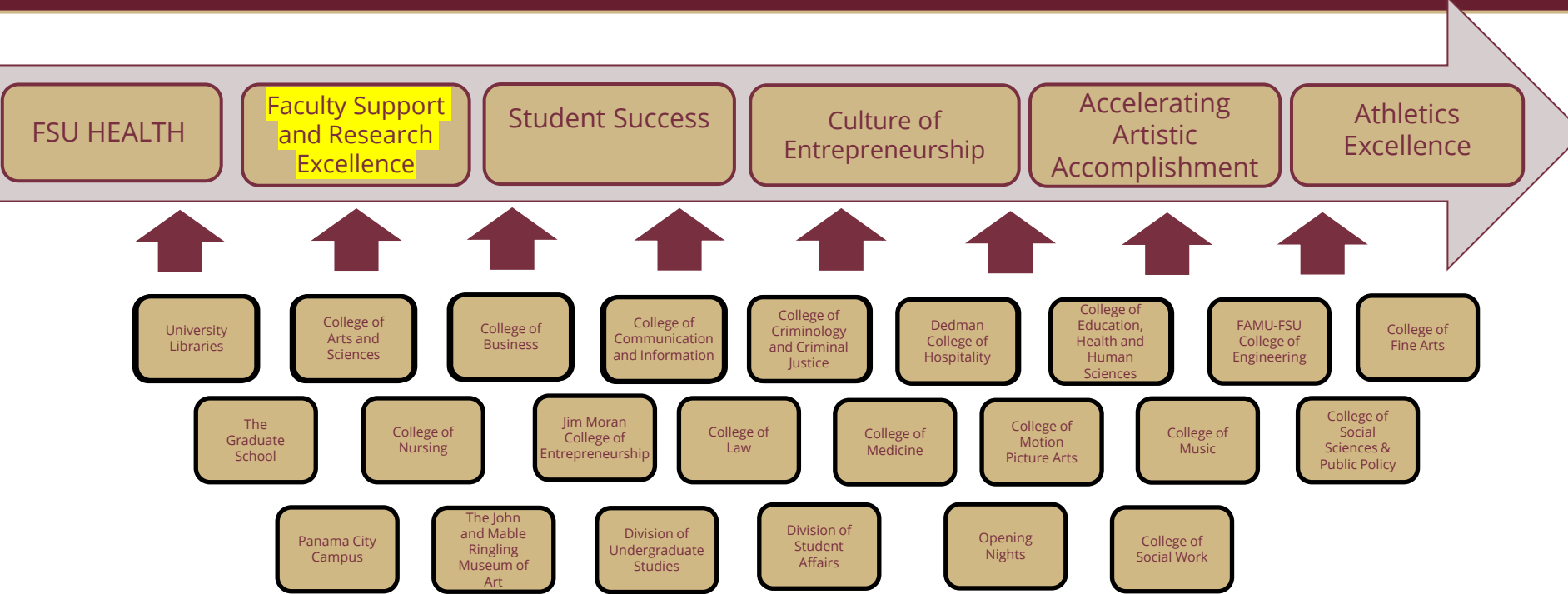
- Comprehensive Campaign = One university-wide campaign, encompassing fundraising priorities across all of FSU's colleges, schools and units + The Ringling and athletics
- Academics, Seminole Boosters and The Ringling are unified and coordinated in their approach
- We work as one Advancement team to achieve FSU's campaign fundraising goal!

Current Campaign Work

Addendum 5



College and Units Campaign Fundraising Priorities Process



Campaign Priority – Faculty Support

Addendum 5



Endowed Chairs

Unit	Count of Funds
Arts & Sciences	17
Business	10
Education, Health, and Human Sciences	3
Engineering	3
Law	6
Medicine	3
Music	3
Social Sciences	9
Fine Arts	2
	56

Endowed Professorships

Unit	Count of Funds
Arts & Sciences	38
Business	31
Communication and Information	7
Dedman College of Hospitality	2
Education, Health, and Human Sciences	15
Engineering	3
Jim Moran College of Entrepreneurship	2
Law	26
Medicine	4
Music	4
Nursing	5
Provost - Academic Affairs	3
Social Sciences	12
Social Work	2
Fine Arts	2
	156

Total: 212

Campaign Priority – Faculty Support Peer Institutions

Addendum 5

FSU



230 Endowed Faculty
Positions



UNIVERSITY OF
GEORGIA

270 Endowed Faculty
Positions



PennState

627 Endowed Faculty
Positions



PURDUE
UNIVERSITY

260 Endowed Faculty
Positions



THE OHIO STATE
UNIVERSITY

335 Endowed Faculty
Positions



TEXAS
The University of Texas at Austin

1,000+ Endowed
Faculty Positions

Campaign Timeline



The Leadership Gift (Silent) Phase FY25–FY28

Addendum 5



1



A working
campaign goal
is established

2

Rolling out
campaign
university
priorities and
establishing
college/school/
unit priorities +
fundraising
goals

3

Building
a campaign
volunteer
structure which
touches every
part of the
university

4

Solicitation of
the majority of
the \$1M+
prospects to
secure 50%+ of
the campaign
nucleus fund

5

Collateral,
storytelling and
messaging
developed for
the campaign

What Can YOU Do Now?

Addendum 5

FSU

1

Begin to think about ways you may want to get involved in the faculty and staff campaign as a volunteer and/or donor



2

Reach out to Marla Vickers or a member of her team directly to express your interest and/or provide feedback



3

Get to know your College/ School/ Unit Development Officer(s)



4

Champion your College's/ School's/ Unit's campaign priorities



5

Consider making a new gift to the campaign that is most meaningful to YOU

Marla Vickers: marla.vickers@fsu.edu or (850) 545-2645

Selection of National Marketing Firm for Campaign

Addendum 5

FSU



**Campus Visit:
October 3-4, 2024**



**Campus Visit:
October 14-15, 2024**

Target Hire Date: January 2025

Upcoming Philanthropy Events

Addendum 5



National Philanthropy Day

Nov. 15



NATIONAL PHILANTHROPY WEEK

FLORIDA STATE UNIVERSITY

DIVISION OF UNIVERSITY ADVANCEMENT

National Giving Tuesday

Dec. 3

**GIVING
TUESDAY**

AT FLORIDA STATE UNIVERSITY

DECEMBER 3, 2024

FSU's Great Give

March 5



MARCH 5, 2025

Migration to New Domain Advance.fsu.edu

UNIVERSITY ADVANCEMENT

[GIVE NOW](#) [ABOUT US](#) [YOUR IMPACT](#) [MORE WAYS TO GIVE](#) [DONOR RECOGNITION](#) [STUDENT SUCCESS](#)



'TRUE PARTNERS' IN EXCELLENCE: ALUMNI COUPLE PLEDGES ADDITIONAL \$500K TO COLLEGE

Continuing a record of significant support of their alma mater, Florida State University College of Business graduates Brian and Courtney Williams have pledged an additional \$500,000 to strengthen student professional development in the college.

[Read More >](#)



\$3M ESTATE GIFT TO FSU EXPRESSES COUPLE'S 'LOVE FOR THE UNIVERSITY'



FSU ALUMNUS INVESTS \$1 MILLION TO LAUNCH ENDOWMENT FOR FIRST-GENERATION STUDENTS IN COLLEGE OF BUSINESS



BARANCIK FOUNDATION GIFT SETS THE STAGE FOR ROMEO AND JULIET AT THE FSU/ASOLO CONSERVATORY



FLORIDA STATE UNIVERSITY CELEBRATES ANN M. STEVENS' LEGACY OF GIVING AND DEDICATION

FSU FOUNDATION

[GIVE NOW](#) [ABOUT US](#) [BOARD OF TRUSTEES](#) [FINANCIAL INFORMATION](#) [FORMS AND RESOURCES](#) [FS4U](#) [CONTACT US](#)



Division of University Advancement

We are excited to announce the launch of the new Division of University Advancement website, dedicated to recognizing our most committed donors and providing valuable resources and information about our initiatives. For detailed financial, gift-specific and board information, please continue to visit the FSU Foundation site.

[Visit the Division of University Advancement >](#)



Board of Trustees

The governing body of the FSU Foundation.



Financial Information

Access annual reports and



Forms and Resources

Doing business with the FSU



Give Now

Supporting the mission of FSU.



Thank You!



FSU
COLLEGE OF
COMMUNICATION &
INFORMATION



Gratitude!

History

2009 merger of two pre-existing colleges:

- College of Communication
- College of Information

One of 7 "CCIs" in the US, but uniquely comprising 3 Schools:

1. School of Communication
2. School of Communication Science & Disorders
3. School of Information

Numbers

93 full-time faculty, 2532 students
(plus second majors...)

Master's in Information ranked #11 (#10
among publics)

Speech-Language Pathology ranked #14
(#10 among publics)

IT online Master's ranked #9
(#5 for Veterans, #5 among publics)

\$4M research expenditures in last fiscal year
(NIH, NSF, USDOD, USDOE, IMLS, IES...)

\$7.9M endowment

31,822 living alumni

Small spaces in 6 buildings, 2 linear miles



Academic programs

School of Communication:

Advertising, Public Relations, Digital Media Production, Media Communication Studies, Strategic Communication, and Public Interest Media Communication (as well as certificates in Multicultural Marketing Communication)

School of Communication Science & Disorders:

Communication Science & Disorders (at all levels)

School of Information:

Information Technology, Information (including LIS)



Other endeavors



- FSU Speech & Hearing Clinic (FSU Health)
- Institute for Successful Longevity
- Information Use Management & Policy Institute
- Center for Hispanic Marketing Communication
- Communication and Early Childhood Research and Practice Center
- Project Management Center
- Communication Research Center

FSU

**COLLEGE OF
COMMUNICATION
& INFORMATION**

Thank You!!

mkazmer@fsu.edu

850-559-2421

Certificate Of Completion

Envelope Id: DF430C5F-A7FA-4B74-9F13-84EBB195D0F0	Status: Completed
Subject: Here is your signed document: 20241120 FINAL Minutes Faculty Senate Meeting (addendums).pdf	
Source Envelope:	
Document Pages: 72	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Disabled	Envelope Originator:
Envelopeld Stamping: Disabled	Bridgett Birmingham
Time Zone: (UTC-05:00) Eastern Time (US & Canada)	A1400 University Center
	Tallahassee, FL 32306-2370
	bbirmingham@fsu.edu
	IP Address: 10.104.81.137

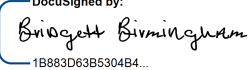
Record Tracking

Status: Original	Holder: Bridgett Birmingham	Location: DocuSign
4/25/2025 10:33:17 AM	bbirmingham@fsu.edu	

Signer Events

Bridgett Birmingham
 bbirmingham@fsu.edu
 Faculty Senate President
 Florida State University
 Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:

 1B883D63B5304B4...
 Signature Adoption: Pre-selected Style
 Using IP Address: 69.244.216.4

Timestamp

Sent: 4/25/2025 10:34:13 AM
 Viewed: 4/25/2025 10:34:19 AM
 Signed: 4/25/2025 10:35:15 AM
 Freeform Signing

Electronic Record and Signature Disclosure:
 Not Offered via Docusign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Veronica Lopez
 vilopez@fsu.edu
 Security Level: Email, Account Authentication (None)

COPIED

Sent: 4/25/2025 10:35:17 AM
 Viewed: 4/25/2025 10:59:48 AM

Electronic Record and Signature Disclosure:
 Not Offered via Docusign

Witness Events

Signature

Timestamp

Notary Events

Signature

Timestamp

Envelope Summary Events

Status

Timestamps

Envelope Sent	Hashed/Encrypted	4/25/2025 10:34:13 AM
Certified Delivered	Security Checked	4/25/2025 10:34:19 AM
Signing Complete	Security Checked	4/25/2025 10:35:15 AM
Completed	Security Checked	4/25/2025 10:35:17 AM

Payment Events

Status

Timestamps