



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
FEBRUARY 20, 2013
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2012-13 Faculty Senate was held on Wednesday, February 20, 2013. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, E. Aldrovandi, G. Allen, A. Askew, TJ Atwood, H. Bass, P. Beerli, B. Berg, B. Birmingham, M. Buchler, W. Carlson, R. Coleman, A. Darabi, A. Darrow, J. Dawkins, N. de Grummond, L. DeBrunner, I. Eberstein, J. Fiorito, A. Gaiser, G. Galasko, L. Garcia Roig, M. Gerend, J. Geringer, T. Glenn, E. Goldsmith, J. Gomariz, R. Gonzalez-Rothi, M. Gross, K. Harper, C. Hofacker, J. Ilich-Ernst, E. Jakubowski, D. Latham, S. Leitch, S. Lenhert, W. Leparulo, S. Lewis, C. Madsen, R. Marrinan, H. Mattoussi, U. Meyer-Baese, D. Moore, M. Moore, O. Okoli, V. Richard Auzenne, N. Rogers, J. Saltiel, N. Schmidt, K. Schmitt, J. Scholtz, B. Stults, P. Sura, J. Telotte, S. Tripodi, J. Tull, G. Tyson, C. Upchurch, A. Uzendoski, D. Von-Glahn, E. Walker, W. Weissert, S. Witte.

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

I. Alabugin, D. Armstrong, E. Baumer, E. Bernat, T. Chapin, E. Chicken (**A. Barbu**), D. Cooper, L. deHaven Smith, R. Dumm (**D. Jiang**), L. Edwards, G. Erickson, K. Erndl, M. Fair, A. Guyas, M. Hanline, A. Hirsch, R. Horton-Ikard, D. Ikard, S. Johnson, M. Kapp, T. Keller, Y. Kim, E. Klasesn, W. Landing, C. Lonigan, W. Mio, S. Norrbin, J. Ohlin, R. Schwartz, N. Stein, P. Steinberg, J. Standley, L. Stepina, F. Tolson, O. Vafek, P. Villeneuve.

II. Approval of the Minutes

The minutes of the January 23, 2013 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, G. Tyson

Since our last Faculty Senate meeting on January 23rd, the Faculty Senate Steering Committee has been busy and this report will be a little longer to reflect that. The Steering Committee met four times in our regularly schedule weekly meeting, an additional six times

to meet with Dean candidates in both Music and Visual Arts Theater and Dance and once with the President and Provost.

In our scheduled meeting with the Provost on February 7th, President Barron joined to discuss the impact of the Governor's proposed budget. The Governor's budget proposes an increase in recurring funding to universities, but this is almost certainly at the cost of no tuition increase being supported by the board of governors. In addition, the Governor's budget singles out the University of Florida for an additional \$15M to "to ensure Florida has a university that ranks in the top 10 in the United States." President Barron presented a proposal entitled "FSU: a proposal for enhancing excellence, achieving national prominence, and securing greater job opportunities for our students," with the goal of getting FSU into the top 25 of public universities and to become a State and National leader in Student Career Readiness and Job Placement. It seeks increased funding (\$15M/year for 5 years) with a more focused goal of excellence in STEM and to build a leading Entrepreneurial University. The President or Provost may want to expand on this later in the Senate meeting.

At this same meeting, we discussed several other issues with the Provost including the slow performance of Blackboard and concerns about changing to the new Campus solutions registration system. We have been assured that Blackboard performance should improve later this semester with the addition of new servers. We will invite the registrar to the March faculty senate meeting to discuss how changing the registration system will impact faculty. Since the use of computing services is increasingly impacting academic issues, we have decided to create a new standing committee of the senate to enable us to work more closely with the Information Technology Services in the future.

Another issue discussed briefly with the Provost and later in more detail the vice president for administration, Eric Algoe, was changes in how faculty parking is allocated across campus. Eric met with the steering committee to discuss the university plan for parking and transportation, and he was kind enough to join us today, so we will leave that discussion to him.

In our meeting with the Provost, we also discussed the status of the bylaws review process. Of particular interest to the steering committee was the structure for faculty governance procedures at the unit level. The FSU constitution and the contract require these procedures be formalized in the unit bylaws, but the specifics differ greatly in the bylaws for the various units. One of the key issues is how membership in the faculty evaluations and curriculum committees is determined. Units across campus use everything from election to appointment, to appointment with faculty review. Since a significant portion of the function of faculty governance is allocated to these committees at the unit level, we must require that faculty retain authority to determine the makeup of these committees. We will continue to work with the office of faculty development and advancement to make sure that the bylaws of each unit specify procedures for these faculty governance requirements.

The Coalition on Intercollegiate Athletics (COIA), an alliance of FBS faculty senates including FSU, has been asked by the NCAA to comment of the initiative taken by the NCAA to consult on issues related to the imminent decentralization and deregulation of many areas of college sports. The proposed deregulation includes a shift from a centrally administered rules-based system that enforces competitive equity to a local, values-based system; the reduction of the scope of NCAA enforcement; and replacement of the NCAA's ten-year recertification process with an annual Institutional Performance Program (IPP). The

result is that schools will have to adhere to standards of fair competition that to a significant degree they themselves define and implement. For the athletics enterprise to retain integrity over time, schools will need to monitor and enforce campus adherence to the core values of the NCAA Collegiate Model.

Deregulation creates the need for individual campuses to set and monitor athletic policies in new areas, including those bearing on academic integrity, which is the responsibility of campus faculties at most or all institutions. The COIA steering committee has proposed the creation of a new committee or subcommittee called the Academic Integrity Group (AIG), chaired by a tenured faculty member appointed by the faculty senate with the title of the Senate Athletics Representative (SAR). This committee and SAR position will augment the existing structures including the Faculty Athletic Rep (FAR), which is appointed by the President; a position currently held by Pam Perrewé. The full report is available on the COIA website (<http://blogs.comm.psu.edu/thecoia/>).

Steering Committee discussed the impact on the faculty and the curriculum of the changes to the animation and digital arts program in West Palm Beach and this topic up will be on the agenda at our next meeting with the President.

Finally, we would like to join the Provost in welcoming Dr. Patricia J. Flowers, Professor of Music at Ohio State University, as the new Dean of the Florida State College of Music. Dean Flowers assumes her new role on July 1, 2013.

V. Reports of Standing Committees

There were no reports of standing committees.

VI. Special Order: Garnet and Gold Scholar Society (See addendum 1.)

Carolyn Barringer, Assistant Director of Garnet and Gold Scholar Society
Craig Filer, Director, Office of National Fellowships

CB:

Good afternoon! Once again, my name is Carolyn Barringer and I run the Garnet and Gold Scholar Society program. Most of you have heard of it before? Okay, wonderful, I love head-nodding. It was an initiative started by President Barron in Fall 2010. Its purpose is to increase student engagement and for Florida State University to become the most student-engaged campus in the nation. So I invited Craig to talk about a couple talking-points. Just how you can get your students involved and encourage them to become involved as a Garnet and Gold Scholar. Just to give you a little bit of history, currently we have about 375 students enrolled in the program with about 136 inductees so far. So we've done six induction ceremonies. We have our seventh coming up this Spring. We just want to give you a little background on it to encourage you to talk to your students and provide you with more information on how you can become involved and support the Garnet and Gold Scholar Society.

CF:

So as I was introduced, I'm Craig Filer. I'm the director of the Office of National Fellowships here at Florida State University. It's good to see you today. The Garnet and Gold Scholar Society – I was actually on the original steering committee that created this

program when Dr. Barron first arrived on campus and it is a program that asks students to select three of five engagement areas – internship, research, international, leadership, and service. The place where you as faculty will most likely come up against undergraduates who are engaging in one of these areas is with research. I hope all of you do have the opportunity to work with undergraduates in research capacities in your disciplines here at FSU. My hope today is that you'll encourage the students you are doing research with to look at this as an option for them here on campus as a way to engage beyond what they're doing in their academic discipline. Now from a very self-promoting perspective, let me say, that is a very good thing for me and what I do in the Office of National Fellowships because the applications that we work with, for Fulbright and Rhodes,...and a host of other applications, ask students to think critically and analytically and reflectively about their entire experience as an undergraduate. I find that students are not equipped to do this when they first get in the office. And that's fine, that's why we're there to help and mentor them through that application process. But I will say that the Garnet and Gold Scholar Society process in a way mimics the work they do with us in the Office of National Fellowship. It makes them think critically and analytically and reflectively about their experiences, both independently and synthetically while they're here at the university. And so a student who does Garnet and Gold Scholar Society is very-well prepared to do the work that we do in the Office of National Fellowships. That's first. Second of all, the research component is the least-represented of the five and so we really do want students that are doing research to be engaged in this program. Oftentimes when I talk to students who are very engaged in academics they don't think about life outside of the lab or library or where they're doing their particular work. And that's okay. But I think, from where I stand, what I really want to see are students engaging in developing as whole people as well as whole students. And this prepares them, I think, for what comes next. The other thing it will do, it'll get them to think critically about how the work that they are doing here at the university does prepare them for what comes next, be it going on to get masters degrees, going on to a professional program or out into the workforce. It really investigates where the transferable skills are the skills students would get as they move out into the workforce or start graduate. The other thing that I am very passionate about is the retention of these top-tier students. You know, we lose a certain number of students every year from first to second year and I know oftentimes you don't get to meet these undergraduates until their second or third or fourth year. But we do lose a good number of these top-third students from year to year. And one of the things that this program aims to do is to engage these top-tier students so that we're not losing students to other universities around the state or around the country because they're not being challenged at the university and we want to be able to engage them in a way that they find to be both productive as well as enjoyable. We want to challenge them; we want them to actually have an enjoyable experience with this program and really come away from Florida State as being one of a student-centered university. I do have the wonderful opportunity with working with some of the best students from around campus from all of your departments and if you have any, please send them my way. I'd love to see them because we probably have something for them to work on in our office. Carolyn has another couple of points to talk to you about.

CB:

Exactly, thank you. And so as Craig mentioned it really does prepare them for post-collegiate experiences, whether it's graduate school or professional school or full-time employment. And so, kind of where we take that is we have a structured program. Students have to write these reflections, think critically about their time at FSU, the time they spent in the lab, the time they spent working with you all on research projects, as well as internships or leadership

experiences that they've had. There is a structured process where they enroll. Again, we have to deal with BlackBoard as well, lots of fun. So they enroll through their BlackBoard page and they get started and they give us a plan of what they want to do. And we really encourage students to start in their first or second year at FSU, just to give them enough time and maybe try out this leadership experience, maybe that's not working for them, maybe you want to look into this internship in a certain area. So just to give you enough time to work towards these three engagement areas. And they'll write reflections and after that they'll write a synthesis project. So that's the final piece, it just culminates in their final semester at FSU before the induction ceremony before commencement. The final piece, we just want to encourage you – the mission of Garnet and Gold Scholar Society really is to fulfill the mission of the overall university. We really try to push civic engagement. Service is our top area. Service is number one, research is number five. We really would like to boost that as well. And really we think it goes towards President Barron's reach for the top-five ranking so we want to get into that and really help students with their career-readiness and thinking about and reflecting on their experiences.

CF:

So, I would add one last thing to that. I get to mentor students over several years, where I get to know them in their first or second year and work with them over their trajectory of their time here at the university. And certainly the undergraduates that you get to know beyond just the one time that you had them in a class, that you really draw inspiration from those mentoring relationships, getting to speak to the students that you work with, the impact that you really have on them and their lives as students and as young men and women is just phenomenal and really invaluable to them. I just wanted you guys to know that because I get to see them on the other side of that work and so I know we are all just overtaxed – it seems like more students, more things, more this, more that – but do you know that when you take that extra amount of time with a student it is just going to be dividends to you, hopefully, down the line and it is certainly so valuable to these students [*inaudible*].

CB:

We left a little flyer outside on the table so I hope you were all able to pick that up. It has our website on it so if you want to pass that along, if you have a student in mind [...] that would be wonderful. Thank you very much for your time. Yes, sir?

Question:

I do have a question. When you talk about the way participants can choose from among five different areas and the fact that relatively few choose the area "Research," I wonder: is there a website or someplace where we can get a more detailed sense of how many participants choose Research as an area of emphasis? I wonder about the number of people that we're branding as scholars who don't choose to do research

CB:

Do you want to know the numbers that don't have research? Or do you want to know the numbers that are currently graduating?

CF:

I can address that. This came up in the creation of the program. Carolyn and I were both on the committee and we both raised that concern several times and it was the president's decision that the students be labeled scholars. We worked with parameters that we were given. So my suggestion is honors-in-the-major students are a great place to start. The thesis

project automatically fulfills the research component for the Garnet and Gold Scholar Society. And even one-semester DIS is actually accepted as well.

Question/Comment 3:

This is more of a suggestion than a question. We use the front page of the university's website to highlight the individuals that they want to focus on. If you grabbed some of that for the Garnet and Gold Society and highlighted people who did research, I think might encourage people who are doing research to say, "Wait, I can do this."

CF:

I will say, at least with the student profiles, many of the students that I work with or that I know, many of them are in the Garnet and Gold Scholar Society with research and we try to put a list of their involvement on the page.

VII. Special Order: Parking and Transportation

See addendum 2.

For questions/comments regarding parking and transportation, please contact Mr. Eric Algoe, Associate Vice President for Administration, at ealgoe@fsu.edu or 644-7285.

VIII. Old Business

There were no items of old business.

IX. New Business

- a. Revision of Faculty Senate Bylaws (Final revisions will be in the March 20 minutes.)

Please send any suggestions to Sandy Lewis, slewis@fsu.edu.

- b. Religious Holy Day Policy (See addendum 3.)

The next item is another document that was e-mailed to you actually last week, or you could have picked it up outside here. It's a proposal to change the statement that students and faculty have related to religious and holy day observances to one that states that the observance is appropriate to students that are needing to observe non-work-related holy days, religious holy days. We think that this will make it easier for faculty to identify the legitimate needs of students that are having to miss class because of a non-work-related holy day but the proposal does require that students identify themselves within the first two weeks of class that they plan to miss that particular non-work-related holy day.

There is a motion and a second to approve this new policy.

Question/Comment:

I think that saying non-work-related religious holiday is very confusing. And in some religions there are varying degrees of observance. And so I think we could end up having a student who really does need the religious holiday doesn't get it. For example I went to this website and they don't have Good Friday. Does this mean the student wants to take Good Friday off can't have it?

Jennifer Buchanan:

The attempt was to really make the policy here what's practiced now. If a faculty member asked me in our office for advice about whether a student traveling to observe Good Friday services at a church would allow that student to miss an exam in their class, my answer would be no. And it has been no and that has been the general consensus that you may observe that religious holiday by going to Mass on Good Friday right here in Tallahassee. We took the work-restricted language from other institutions' policies just to insert that term, that modifier, into our religious holy days so that it had a more clear meaning and the intent was to say there are some holidays where work, travel, any kind of activity is clearly discouraged and obviously rely on experts who put together this calendar to say that there are some where it really is prohibited where a person go outside after sunset, et cetera. And that's what that is, just distinguishing those work-restricted religious holy days, not just religious observances, from the regular religious observances.

Question/Comment:

I just wanted to amplify that this is written, this BBC calendar is a resource - it's not the rule and that's important. It is useful. But it's just a resource.

SL:

And the Faculty Senate Steering Committee recommended that that resource not be made easily available to students who are shopping for a religion early in the semester. Not that they would do that. But it is available.

JB:

One other point is that the absence is a decision that is always up to the faculty member.

Question/Comment:

How big of a problem was the current wording?

JB:

We get a good number of questions every semester to our office. And complaints from students. And students who want to push something to a much higher level than the issues needs to be pushed. "I want to go home for Good Friday but I have an exam Friday at 4 pm. This person must adjust their exam schedule". So that's the issue. You really wouldn't believe how much time does get spent convincing students that their particular issue is not worth the whole administration's attention.

Question/Comment:

What problem we've been trying to solve – A? B – Should we not make our students be responsible as individuals? I.E. if they're responsible to make up the work, why are we scheduling a test on Good Friday at 4 in the afternoon? We're talking about dozens; we're not talking about hundreds. It just seems that the language here, it seems convoluted subject to people being concerned about what work-restricted really means. And why within the first two weeks of the semester? It just seems like it's incredibly rule-driven. We're supposed to be teaching adults and we're supposed to be having them be responsible and use professional judgment.

The motion passed.

X. University Welfare

a. United Faculty of Florida Update, J. Fiorito

I'll be very brief. I only have four things on the list. Number one: parking. All I have to say at this point, it was over my objection, our parking question was removed from our faculty survey last year. I'll fight to get it back on.

Item two: we're working on implementation of the Collective Bargaining Agreement because we haven't been bargaining since October, as you probably know. We're actually taking a break for a change after twenty straight months, more or less, of bargaining. We'll resume in May and we'll be talking to you about that through faculty polls as well as other ways. With regard to consultation, we're meeting with the administration representatives later this month and I think it's twice next month.

The legislature is obviously considering some important actions as our flyer on the table outside says, things like tenure, online courses, performance funding, efficiencies, accountability, increased centralization of decision-making and faculty benefits. We'd like to invite you to come to hear Senator Montford who's the Vice Chair of the Education Committee and the Vice Chair of the Appropriations Subcommittee on Education in the senate this year. He'll be speaking next Tuesday at a luncheon sponsored by the United Faculty of Florida. 12:30 on Tuesday at the Florida Room. You are all welcome to attend. Lunch is free for all UFF members, \$12 for non-members. Free for guests of UFF members, of course. Any questions? Thank you for your time.

b. Office of Faculty Recognition, Peggy Wright-Cleveland

Yes, I am here representing Senator Randy Dumm. The College of Business, the Office of Faculty Recognition, and the Office of National Fellowships, is bringing a Fulbright scholar to campus on March 25th, and his name is Lonnie Johnson. He's the executive director of the Austrian-American Fulbright Educational Commission with over thirty years of field experience in Vienna, and he's a published European history scholar. He'll be giving a public address that evening at the Alumni Center and there will be a reception for the FSU community beforehand. You'll want to get that on your calendar – it's March 25th. You'll see more announcements about that. And he'll be here during the day – faculty and students are invited to meet with him and discuss the possibilities of a Fulbright experience. Thank you.

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XII. Announcements by Provost Stokes

Provost Stokes did not have any additional announcements.

XIII. Announcements by President Barron

EB:

Okay, I didn't actually have a presentation. I just thought I would come in and make myself available to any question you may have. I suppose I can just talk about different things but I just thought, "Why not? I haven't been in here in a little while."

Question/Comment:

It's a question just posed to Craig Filer. For the Garnet and Gold Scholar Society, why not have Research as a requirement plus two other categories?

EB:

Yeah, mostly I think we're letting students have some choice in the process. There have been a lot of people that have suggested that we add more categories, like an entrepreneurial experience, given that that's another theme. But there wasn't really thought about...we didn't really discuss the notion that "we should make this one happen but not this one". The idea is give students engagement and they do better. We know they're happier, we know they get better jobs. Here are different types of engagement – how do we encourage this? So instead of trying to say, "Look, we want you to do this and this", it's like "You know, it could be this or this. It could be the Marching Chiefs, it could be a London experience, it could be all of them to promote engagement and a healthier environment. So really the pressure has been to add more, as opposed to saying "this one is more important than the others". Yes?

Question/Comment:

So to pick up on that idea, I think when the question was posed a few minutes ago, I think it was less about narrowing options and more about keeping our eyes on calling this person a scholar. Whether he or she has ever done any scholarship or not.

EB:

I look at a lot of the categories as being different forms of scholarship. You know, we know you have to have a world view. That's why the international piece is in there. It's hard to avoid the scholarship piece of it. Service comes even with the notion of Service Scholars and a lot of our disciplines feed off the notion that by providing service you are actually promoting all of those things which you're learning in the classroom and you're making them real. A lot of people think we should even have courses that are oriented that way. But if you want we can go back and sit and talk about whether some of these are ones that we have to make that we should think about weighting in some way. But our notion was "this is engagement. It makes a different kind of scholar if you do as opposed to just doing those basic requirements.

Question/Comment:

Can you give us an update on Bernie Machen?

EB:

Okay, well, I don't mean to be rude. I think that search failed. And this was a way to talk about why someone doesn't want to be a president of a university in the state of Florida. So this became a door that opened to help UF (University of Florida) move to a different level and a good reason for Bernie to stay. So you know, my thought was, okay, that door opened – do we get to walk through too? There are two things that are going on. One is to follow up on preeminence, but do it as appropriation or do it as a legislatively-mandated tuition

increase, as opposed to a tuition increase that we oppose and then we get our trustees and governors to approve. My personal feeling is I don't want to raise tuition and fees. If I'm going to get an appropriation, I don't need to raise tuition and fees. So this is the very best thing that could possibly happen. And the second piece of this is that we have a proposal for the Florida State commitment to the top twenty-five. The governor got it, our legislative caucus got it, our trustees got it. I gave it to the Faculty Steering Committee to start working on it to some extent. But tomorrow afternoon I'll go to the governor's office to present this again. Both of these options work if we can get them through. My personal feeling is our legislative leaders have been saying for a long time that Florida and Florida State should be going together. There's no guarantee at all that because the governor has put UF into their budget and talked about moving them to the top ten, quite frankly I hope they get the money, I'm not the type of person that sits there and tries to pull someone off the ladder in order to get ahead. We have a few people that do take that attitude. But that's not something I'm willing to live with, personally. But I think we have a lot of legislative leaders and alumni who are behind us in making sure that we have a top twenty-five proposal. I think it's easier for us to get to the top twenty-five than for UF to get to the top ten. Too much of the top ten is dependent on institutional reputation. They're not going to budge the Georgia Techs and the Texas – they're not going to budge schools. I just don't see how they're going to do it. But fine, I think they should be given license to try. And so I've been working on this proposal. If you look at all the metrics this becomes a focus that is STEM-oriented and taking our STEM programs – all of them - up to a different level. I have tried to approach this very broadly by also including the social sciences in there. After all, economics, political science – those are areas for which the National Science Foundation has counted under STEM metrics. We should. Of the nine areas of STEM that the National Science Foundation keeps track of, Florida States leads in bringing in funding and external dollars in five of the nine. To ratchet those up has a high potential because of the way the metrics count in the ranking to take us to a level that may exceed the top twenty-five. I've also added in there the notion that having a ranking without students that are successful is not quite so satisfying and we understand how important careers are and our students and parents are all interested in this topic so I've also blended in there Entrepreneurial University and putting a nursing residence in every college and opening the doors of the college of business to students from other majors. Also I've added in there the SACS QEP critical thinking that we're working on with the notion that it has to have funding in order to be successful. The university has to commit resources in critical thinking, jobs and career area. I've also put a request in there associated with retention and graduation rate, two very important metrics. Right now retention rate among publics is twenty-two. It's a good number but we're a few percentage points above and we're up there with many privates in terms of how successful they are. It's a good bragging opportunity for us. And my approach to this is: if you're open to it you can walk through it to get resources then we should do it because that enables it when we have other resources to make sure that we maintain excellence across this campus. And I think the time is going to come with the economy that people are going to look at and say "Oh my God, we've starved our universities, this didn't make sense" and the pendulum is going to swing back the other way. So if don't walk through this door, I'll just have to play catch-up everywhere, and so my notion is I'll just walk through this door. So the only difference is, and this will surely be to my detriment, is that there's press about UF, they're making a lot of fanfare about it because the governor has made this deal with Bernie in terms of having a top-ten university and I haven't been in a position to say "Hey, look here, here's our proposal for top twenty-five" because I am looking for endorsements first. I do know that our legislative leaders have been told by the governor that they are welcome to include Florida State in their proposals if there is legislation associated with it. And so this is

a good thing from my perspective. We don't seem to get out there for the press releases. My suspicion is a redo of preeminence may be more likely than a top twenty-five or top ten proposal. And the money may come in the door not-quite-so tagged or may come in very tagged. I don't know the answer to that but good or bad I am quietly walking the halls making sure that Florida State is going to be included and maybe I should be making all sorts of noise about it. We have asked our alumni to weigh in; our national board passed a unanimous resolution that the governor and our legislator should take us to the top twenty-five and provide the resources to do it. There are about 200,000 of them that voted in the state of Florida. So these things are good! But can I tell you what's going to come out the other end of the legislative session? No, I can't. But we're working two angles so hopefully it won't just be a windfall for UF and frankly, like I said, I am happy to have UF get extra funding. We also need it. And that's the attitude that I am taking now. Maybe I should have a completely different attitude and say "Oh, how can we give it to those people?" but it's just not in my nature. Let's hope that good guys, if I can call myself a good guy, that good guys don't finish last.

Question/Comment:

Thank you for the work that you are doing. I have a question. [inaudible] information on the bill that's moving [inaudible] accreditation or [inaudible] to graduates or other universities in the state [inaudible]

The students that graduate – that they achieve certification or accreditation in their areas. We were talking about prior to graduation [inaudible]...for some of the professions that we do board-certification, it's only going to happen afterwards or are they looking at something to help them attain [inaudible]

EB:

So I haven't read that particular bill and I don't know the number. I'll go back and ask about it. I do know that this has been an interest for quite a while and part of the university metrics that the board of governors has been collected and has reported have been how we do on all these tests for anything that requires accreditation of certification. And as far as I can tell, and the comparison is state university system only, everything that I've looked at we do well so I would expect if there's some litmus test there in terms of funding or support that we would look pretty good but I haven't gone and looked at the bill so before I get too carried away I should go and read the bill. There's some good draft things out there including having the thirty credits go back to thirty credits, so there're a lot of good things out there that slowly you work on. That one I haven't seen the specific language for.

Question/Comment:

Can you talk a little bit more about the general edit-revision with the thirty credits? What's your take on the initiative to redo that whole bill? The provost was here last month to update us.

EB:

Yeah. I'm not sure whether it is the number of good people that are sitting there like Karen Laughlin who are saying "I don't think you realize what's happening to us and how difficult this is and what we're choosing from. I think there are some people that are listening to that. It may be there are some people listening to the fact that SACS weighed in and said this is the purview of faculty, not the purview of governments to decide on what basic requirements are to fulfill a degree at a university and therefore you've got to get all of them

to agree to the same ones which makes it an even more difficult problem. I don't know. I was just relieved to see that it was going to be introduced to go back.

Question/Comment:

So you think the train's left the station? Maybe backing up a little bit?

EB:

I wouldn't, you know, necessarily wait, but at least that's the draft language that's already been worked on. Anything else on your mind?

Question/Comment:

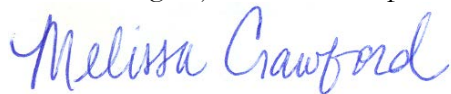
Moocs?

EB:

I was just on a panel about Moocs. It's kind of interesting. Of course the crossover line is whether or not people start accepting these for credit. And I saw that ACE just decided that there were a few that they would suggest as acceptable for credit. It's obviously a great experiment. I think the course completion rate for all of this freeware that's out there is only about ten percent right now. And you're not going to build a degree out of it. I think it is quite natural to think as a faculty and as an educational institution we want to put things out there and make sure that they're accessible. Certainly I think some institutions are doing this so that they're part of this particular effort. I'd much rather focus on enhancing what we do in hyper-mode in online-mode in this university. You know, if faculty wanted to do something like that, of course. I think we should be supportive of the state trying to do more along the lines of online education. The mass of online courses I like to watch a little while to see what happens. Does it advantage all of us because we can go pick up interesting pieces of information and teaching capabilities? I think there will probably always be a focus on residential education and I'm actually hoping that this blitz of online and massive online open courses allows us to be almost more residential and more interactive. It's the same thing as Garnet and Gold.

XIV. Adjournment

The meeting adjourned at 5:09p.m.



Melissa Crawford
Faculty Senate Coordinator



Garnet & Gold Scholar Society

Be recognized for your engagement at FSU and become a Garnet and Gold Scholar Society member by completing the criteria for **3 of 5** engagement areas.

Leadership **Internship** **Service**
International **Research**

WHAT IS THE GARNET & GOLD SCHOLAR SOCIETY?

The Garnet and Gold Scholar Society facilitates involvement and recognizes the engaged, well-rounded student who excels within and beyond the classroom in the areas of **Leadership, Internship, Service, International, and Research.**

HOW DO I GET STARTED?

1. Go to <http://garnetandgoldscholar.fsu.edu>
2. Review criteria for each area and determine which 3 areas you intend to complete
3. Submit your “Intent to Participate” form

WHAT’S IN IT FOR ME?

- Learn more ways to be involved on campus
- Participate in unique programs and mentoring throughout the year
- Achieve special recognition at graduation
- Receive special designation on official university transcript
- Set yourself apart from your peers by making yourself more marketable to potential employers or graduate programs after graduation
- Articulate how your involvement on campus has prepared you for post-collegiate plans

Get Involved. Be Recognized.

<http://garnetandgoldscholar.fsu.edu>



Garnet & Gold Scholar Society

Be recognized for your engagement at FSU and become a Garnet and Gold Scholar Society member by completing the criteria for **3 of 5** engagement areas.

Leadership **Internship** **Service**
International **Research**

WHAT IS THE GARNET & GOLD SCHOLAR SOCIETY?

The Garnet and Gold Scholar Society facilitates involvement and recognizes the engaged, well-rounded student who excels within and beyond the classroom in the areas of **Leadership, Internship, Service, International, and Research.**

HOW DO I GET STARTED?

1. Go to <http://garnetandgoldscholar.fsu.edu>
2. Review criteria for each area and determine which 3 areas you intend to complete
3. Submit your “Intent to Participate” form

WHAT’S IN IT FOR ME?

- Learn more ways to be involved on campus
- Participate in unique programs and mentoring throughout the year
- Achieve special recognition at graduation
- Receive special designation on official university transcript
- Set yourself apart from your peers by making yourself more marketable to potential employers or graduate programs after graduation
- Articulate how your involvement on campus has prepared you for post-collegiate plans

Get Involved. Be Recognized.

<http://garnetandgoldscholar.fsu.edu>



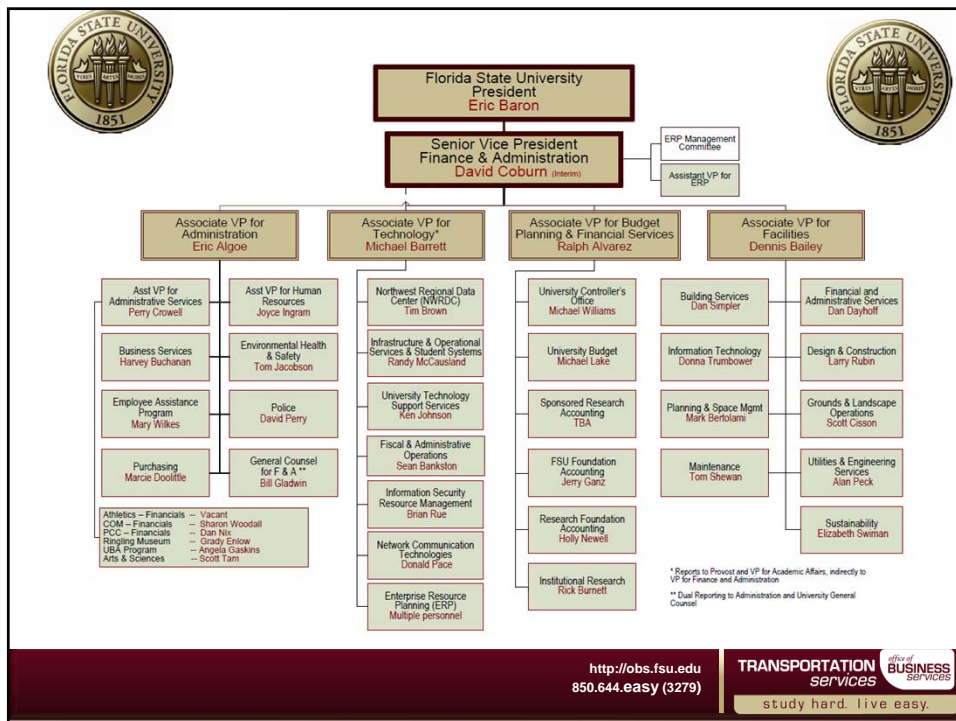
Update on Transportation Services

For the Faculty Senate February 20, 2013

- I. Introduction
- II. Current Transportation Options
- III. Potential Challenge for Summer 2013
- IV. Future Plans
- V. Questions



THE FLORIDA STATE UNIVERSITY



Current Transportation Options

- **University Parking – 16,000 Spaces, 6 Parking Garages**
 - FSU Tranz / Parking Garage Counters
- **Seminole Express Bus Service**
 - TransLoc Bus Locator
- **Nighttime Transportation**
 - SAFE Connection, Night Nole, Nole Cab, GOTCHA
 - N6 (Village Nighttime) Bus Route
- **GOTCHA**
- **FSU Valet**
- **TMT Transport**
- **Zimride**
- **Zipcar**



<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of **BUSINESS** SERVICES
services

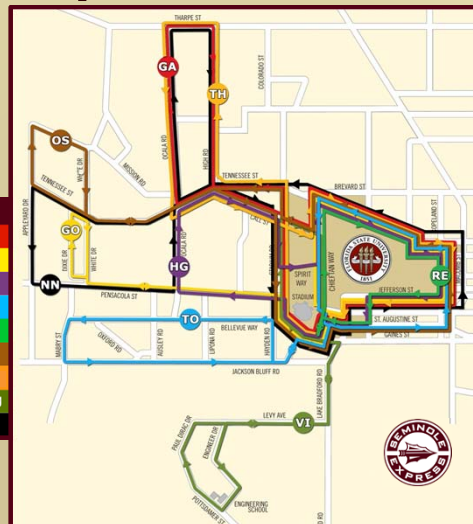
study hard. live easy.

Bus Route Improvements

- **New Off-campus Route: Torch**
- **Total: 9 Seminole Express Routes**

ROUTE LEGEND*

- (GA) Garnet - Ocala / High
- (GO) Gold - Dixie/White
- (HG) Heritage Grove - Ocala/Call
- (TO) Tomahawk - Jackson Bluff
- (RE) Renegade - Campus Loop
- (OS) Osceola - Appleyard
- (TH) Torch - High / Ocala
- (VI) Village - Alumni Village, College of Eng
- (NN) Night Nole



<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of **BUSINESS** SERVICES
services

study hard. live easy.

New Services

- **Parking Garage Counters**
 - Real-time posted signage
- **FSU Tranz**
 - Over 10,500 downloads
 - 80% *Apple Devices*
- **TransLoc**
 - Over 500,000 visits to date
- **West Pensacola Street Garage**
 - Added over 1,100 parking spaces
 - 4 Electric Vehicle Stations



Updates & Improvements

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services

study hard. live easy.

POTENTIAL CHALLENGE

SUMMER 2013

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services

study hard. live easy.

Wood-Jeff Lot Closing

Dorman / Deviney Parking Space Replacement Plan *May 2013*

- **Challenge:** Reduction of 326 Spaces (Employee Parking)



Challenges

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services
study hard. live easy.

Phase II – Full Build Out



<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services
study hard. live easy.

Wood-Jeff Lot Closing

Dorman / Deviney Parking Space Replacement Plan *May 2013*

▪ **Proposal**

• **Develop Parking Areas in 3 Potential Locations:**

- *Call Street property (across from garage): 155 +/- spaces*
- *Conradi: 137 +/- spaces*
- *Convert bottom portion of Diffenbaugh lot to shared parking: 70 spaces*

• **Garage Changes:**

- *Allow all parking garages to become shared parking (6,445 spaces)*
- *Top 1 or 2 floors become overnight parking*

• **Highlight existing services**



Challenges

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services

study hard. live easy.

FUTURE PLANS

“EVERY PARKING LOT ON OUR CENTRAL CAMPUS IS JUST A PLACEHOLDER FOR A FUTURE BUILDING.”

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS SERVICES
services

study hard. live easy.

Transportation Master Plan

- Form Committee within 3 - 6 Months
- Acquire Consultant within 4-7Months
- Goal: Develop a 10-20 Year Comprehensive Transportation Plan
- Completion: Target Fall 2014
 - Philosophic Considerations (i.e., "student-centric", residential campus, etc.)
 - Evaluate Existing Conditions
 - Parking Demand
 - Travel and Arrival Demand
 - Alternative Transportation Modes
 - Sustainability Plan
 - Phasing, Monitoring and Cost Scenarios

Future Plans

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS
services SERVICES

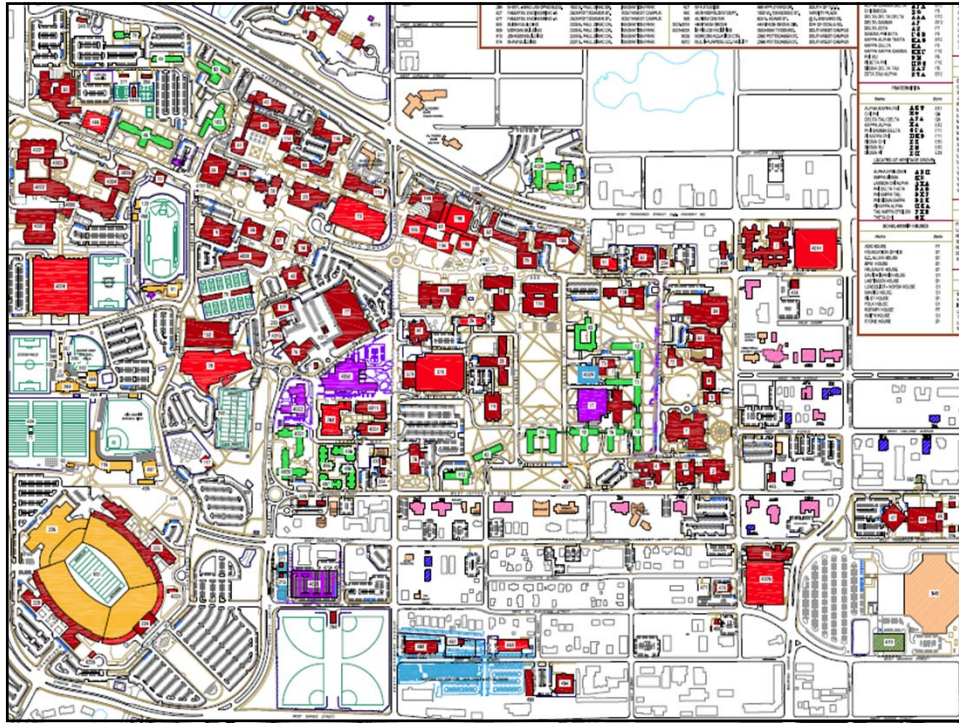
study hard. live easy.

Questions?

<http://obs.fsu.edu>
850.644.easy (3279)

TRANSPORTATION office of BUSINESS
services SERVICES

study hard. live easy.



Existing Religious Holy Days Policy:

Religious Holy Days

Per Section 1006.53, Florida Statutes, the Florida State University policy on observance of religious holy days provides that students shall, upon notifying their instructor, be excused from class to observe a religious holy day of their faith. While students will be held responsible for the material covered in their absence, each student shall be permitted a reasonable amount of time to make up the work missed. Instructors and University administrators shall in no way arbitrarily penalize students who are absent from academic or social activities because of religious holy day observance. Students who allege that this policy has been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Dean of the Faculties for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. This committee has the authority to recommend to the Vice President for Academic Affairs that corrective action be taken when justified. Consult the 'Grievance Procedure' section of this chapter for a complete description.

Suggested Revisions:

Religious Work-Restricted Holy Days

Per Section 1006.53, Florida Statutes, the Florida State University policy on observance of religious work-restricted holy days provides that students shall, upon notifying their instructor within the first two weeks of the semester, be excused from class to observe a religious work-restricted holy day of their faith. While students will be held responsible for the material covered in their absence, each student shall be permitted a reasonable amount of time to make up the work missed. Instructors and University administrators shall in no way arbitrarily penalize students who are absent from academic or social activities because of religious work-restricted holy day observance. Instructors will find the BBC Interfaith Calendar a useful resource as they respond to student requests for absence. Students who allege that this policy has been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Dean of the Faculties Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. This committee has the authority

to recommend to the Vice President for Academic Affairs that corrective action be taken when justified. Consult the 'Grievance Procedure' section of this chapter for a complete description.

Existing Faculty Handbook Language:

Religious Holy Days

Florida State University policy on observance of religious holy days provides that each student shall, on notifying his or her instructor in advance, be excused from class to observe a religious holy day of his or her faith. While the student will be held responsible for the material covered in his or her absence, each student shall be permitted a reasonable amount of time to make up the work missed. Instructors and University administrators shall in no way arbitrarily penalize students who are absent from academic and social activities because of religious holy day observance.

Draft Revised Faculty Handbook Language:

Religious Work-Restricted Holy Days

Florida State University policy on observance of religious holy days provides that each student shall, on notifying his or her instructor ~~in advance~~ within the first two weeks of the semester, be excused from class to observe a religious work-restricted holy day of his or her faith. While the student will be held responsible for the material covered in his or her absence, each student shall be permitted a reasonable amount of time to make up the work missed. Instructors and University administrators shall in no way arbitrarily penalize students who are absent from academic and social activities because of religious work-restricted holy day observance.

Instructors will find the BBC Interfaith Calendar (see: www.bbc.co.uk/religion/tools/calendar) a useful resource as they respond to student requests for absence.