



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
APRIL 24, 2013
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2013-14 Faculty Senate was held on Wednesday, April 24, 2013. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

T. Adams, J. Ahlquist, I Alabugin, E. Aldrovandi, A. Askew, T. Atwood, H. Bass, B. Berg, F. Berry, B. Birmingham, R. Brower, M. Buchler, J. Carbonell, W. Carlson, E. Chicken, R. Coleman, J. Dawkins, W. Deng, R. Dumm, I Eberstein, K. Erndl, J. Fiorito, S. Fiorito, K. Fishburn, R. Gainsford, G. Galasko, M. Gerend, J. Geringer, K. Goldsby, E. Goldsmith, J. Gomariz, R. Gonzalez-Rothi, T. Graban, M. Gross, A. Guyas, C. Hofacker, J. Ilich-Ernst, C. Jackson, L. Jakubowski, S. Johnson, M. Kapp, T. Keller, W. Landing, B. Lee, S. Lenhart, W. Leparulo, S. Lewis, T. Luke, C. Madsen, T. McCaffrey, R. McCullough, U. Leyer-Baese, R. Miles, D. Moore, R. Morris, M. Neal, E. Peters, V. Richard Auzenne, N. Nogers, L. Schmitt, J. Scholtz, D. Slice, J. Sobanjo, J. Standley, N. Stein, L. Stepina, B. Stults, P. Sura, J. Telotte, S. Tripodi, J. Tull, G. Tyson, M. Uzendoski, D. Von Glahn, E. Walker, S. Webber, W. Weissert, S. Witte.

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

J. Adams, A. Avina, T. Bertrand Jones, C. Edrington, A. Gaiser, L. Garcia Roig, M. Hanline, K. Harper, C. Kelley, Y. Kim, E. Klassen, J. Klein, D. Maier-Katkin, M. Mascagni, W. Mio, S. Norrbin, J. Ohlin, O. Okoli, J. Reynolds, B. Schmidt, O. Steinbock, F. Tolson, J. Turner, O. Vafek..

II. Approval of the Minutes

The minutes of the March 20, 2013 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Election of the Faculty Senate President, S. Lewis

Faculty Senate Steering Committee Vice-chair Gary Tyson was nominated and unanimously elected Faculty Senate President.

V. Election of the Faculty Senate Steering Committee, D. Von Glahn

There were no additional nominations from the floor of the Senate. There are five vacancies on the Steering Committee. The ballot for election consisted of: Todd Adams, Susan Fiorito, Kris Harper, Sandy Lewis, Terrance McCaffrey, Jane Ohlin, Vall Richard Auzenne, Nancy Rogers, Jayne Standley, Lee Stepina, and Michael Uzendoski.

On the first ballot, Susan Fiorito and Sandy Lewis were elected. Todd Adams, Kris Harper, Terrance McCaffrey, Nancy Rogers, Jayne Standley, Lee Stepina, and Michael Uzendoski received the next highest amount of votes and were placed on the second ballot.

On the second ballot, no one was elected. Todd Adams, Kris Harper, Terrance McCaffrey, Nancy Rogers, Jayne Standley, and Lee Stepina received the next highest amount of votes and were placed on the third ballot.

On the third ballot, Todd Adams, Nancy Rogers and Jayne Standley were elected. Todd Adams will be filling the remaining 1 year of Don Latham's term.

VI. Report of the Steering Committee, G. Tyson

Since our last Faculty Senate meeting on March 20th, the Faculty Senate Steering Committee has met five times in our regularly scheduled weekly meetings, three times to interview candidates for the Dean of Nursing position, twice with Provost Stokes, and once with President Barron.

The primary topic of discussion when we met with President Barron was the status of the various legislative proposals, including preeminence. As I am sure that you have heard, this year's version of the preeminence legislation was not only passed by the legislature, but was signed by the Governor this week. We would like to recognize the tremendous leadership, and perseverance, showed by President Barron during this multi-year process. During his tenure at FSU, the university has risen in the rankings because of his leadership and the ability of our faculty to do more with less when compared to our peer institutions also dealing with reduced funding. Hopefully, we will soon get to see what we can accomplish with increased resources. Much of the credit for getting those resources goes to President Barron.

During our meetings with Provost Stokes, we discussed a few issues related to the structure of how shared governance functions at FSU. One area in which interaction between the administration and the faculty is lacking is at the Dean's level. One of the few avenues of communication between the Deans and University level faculty was at regularly scheduled meetings of the Deans with the Provost, in which the faculty senate president was invited. Those meetings now exclude all people except the Deans. While there are advantages to having a smaller group, we believe that another avenue of communication needs to be established. This is particularly true when aspects of the day-to-day administration of the college are delegated to associate Deans with little or no contact with the faculty policy groups. During our meeting with the Provost we discussed the idea of having a meeting with the steering committee and the Deans to discuss issues related to shared governance. We believe that this could be a productive avenue to reduce the opacity seen in how policies are interpreted within different colleges.

One specific instance of confusion in how policy is interpreted was also discussed. The faculty senate passed a policy statement on the requirements for teaching assistants who are performing grading functions, laboratory supervision, recitation instruction etc. We specifically approved of the use of qualified undergraduates as graders for undergraduate courses. The implementation of that differs from college to college with some units being told that undergraduates cannot perform as graders. We have tried to determine the rationale for that interpretation. Is it an interpretation of our policy? SACS? FERPA? At this time, we have not been able to determine the reason for such a restrictive policy. Of more concern, we have not been able to determine who is making those decisions, or how broadly they might apply. We feel that the only way to address situations like this is to clearly define the structures used to both define and interpret policy across the university and to provide adequate channels of communication. We are confident that we can work with the Provost to address these issues in the future.

Another item discussed with the Provost was the creation of a taskforce to investigate how current policies might be discouraging the development of new approaches to interdisciplinary research and teaching. Provost Stokes has asked the steering committee to provide a list of faculty to serve on a committee that she will appoint in the near future. I have already talked to some of you about your willingness to serve on this committee and we would like to hear from others who could provide a variety of perspectives on challenges we need to overcome or best practices (here or elsewhere) that the committee should consider. If this is something that you want to be involved in, please see me after this meeting. To address a concern expressed by senators in the last senate meeting, we talked to the Provost about a few ways in which the Garnet and Gold Scholars program could be tweaked to encourage greater visibility and participation in the research component. Hopefully we will see a significant increase in the number of G&G scholars who access the research opportunities across campus.

Members of the steering committee met with three excellent candidates for the position of Dean of Nursing. While it is often a challenge to match our schedules to the equally impacted interview schedule, we have found these candidate interviews productive and hope that the Provost has benefitted from our broader perspective. We would like to thank the Provost for including us in these Dean level searches.

I will make the rest of this report short. Many of you have now had firsthand experience in using the new campus solutions software. We have been monitoring the issues and resolution of those issues as the system is fully deployed. Our registrar, Kim Barber, has been working with the developers to address the problems that have come up. If you are having problems, please contact Kim or me (or Kim). The committee also met with Matt Shaftel, chair of the liberal studies taskforce, and Helen Burke about the QEP. Both of them are presenting at this meeting, so I will let them address those issues.

That concludes my report, and now we need to approve the senate schedule for next year. You should have a copy of the schedule. We have tried to avoid any issues.

Please take a quick look at the dates and if there are no issues we overlooked, I move to accept the dates as listed.

The motion passed.

VII. Reports of Standing Committees

a. Budget Advisory Committee, C. Madsen and R. Alvarez

The Budget Advisory Committee considers University budget policies, procedures and practices, with special emphasis on the academic budget. Traditionally, Ralph Alvarez gives a report to the Senate at this meeting and I have asked Ralph Alvarez to be with us today.

Ralph is the Associate Vice President for Budget, Planning and Financial Services and is one of only several folks at FSU that truly understands the university budget.

I remember a time when Ralph's predecessors did not maintain the fiscal integrity that everyone associates with Ralph. The person in his position can get an institution in terribly deep trouble very quickly. Ralph not only runs a "very competent shop" he also has been a friend and strong advocate for the faculty across many years.

Ralph will be leaving the university as he will be retiring this coming month. Since this will be his last meeting and in appreciation of his steadfast faculty support, the Faculty Senate Steering Committee proposes a resolution.

***Whereas** Ralph Alvarez has a long and distinguished history with The Florida State University having served as an exemplary employee across many years, and*

***Whereas** while serving as a skillful administrator he has maintained the highest standards of fiscal responsibility and personal integrity, and*

***Whereas** he has continuously contributed his wisdom and expertise to help faculty understand the arcane and sometimes extremely difficult issues and ramifications concerning the university budget, and*

***Whereas** he has been a tireless advocate for faculty demonstrating a steadfast support, and when necessary going beyond normal advocacy,*

***Therefore be it resolved** that upon the occasion of his retirement the Faculty Senate commends and thanks him for a career of outstanding service to the administration, faculty, staff, and students of The Florida State University.*

In a few minutes Ralph will give us a short report and answer any questions.

As Chair of the Budget Committee I'm pleased to report that after many university-wide cuts and extremely austere support there is finally some good news. As you know the House and Senate are negotiating as we speak, both with somewhat different budgets that for the first time in years are dealing with a surplus.

To put this in perspective, while the total University budget is over a billion dollars, only \$439 million of our total budget comes via our E & G allocation. For the most part, all of the other money cannot be used or even creatively manipulated. And, because the E&G money includes salaries—almost 85% of the total E & G allocation is not malleable.

Of course, the big question is always “What about raises?” President Barron has made this a very high priority since being here. We probably will not know precisely where we are until the legislature has gone home. And, of course, all faculty raise issues require deliberation with the United Faculty of Florida.

Our administration does listen to our faculty input—and the Budget Committee will continue to give input. Our next scheduled meeting will be May 2nd. Committee Members are: Pam Coats, Alma Littles, Tim Logan, Jayne Standley and Sandy Lewis—I’m Cliff Madsen.

At this time Ralph will give us a short report and answer any questions. (See addendum 1.)

- b. **Library Committee, D. Moore (see addendum 2)**
- c. **Undergraduate Policy Committee, J Koslow**

The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following course as meeting Liberal Studies Area IV, Humanities/Fine Arts as well as the writing requirement:

- PHM 3351: Philosophy of Human Rights
- PHM 3020: Philosophy of Sex

In addition, as point of information, UPC members voted to **approve** computer competency credit for CEG 2202L Introduction to Geomatics Laboratory and EML 3002L: Mechanical Engineering Tools Laboratory. UPC members also voted to **approve** FIL 2090: Professional Communication for the Oral Communication Competency Requirement.

On behalf of the Undergraduate Policy Committee, I move approval of PHM 3351 and PHM 3020 for Liberal Studies Area IV by the Faculty Senate, effective for the Summer 2013 semester.

The motion passed.

- d. **Graduate Policy Committee, D. Johnson (See addendum 3.)**

As in past years the GPC conducted program reviews this year. Due in part to the ongoing SACS review, only four programs were reviewed by the GPC in 2012-213. It was the lightest year for reviews in my experience. We reviewed mathematics and actuarial science, scientific computing, statistics and biostatistics, and modern languages and linguistics. Everyone should look for a much heavier season of reviews next year, with twelve programs scheduled for reviewing. The College of Applied Studies here at FSU in Panama City put forward a proposal for a new program in Corporate and Public Communication. The college of Social Sciences and Public Policy is working on a full-blown proposal for a new Master’s of Science in Applied Economics. The FSU Panama – Republic of Panama campus has proposed an MS in International Affairs and next week’s meeting will consider two new proposals form the College of Law.

With regards to the three the policies that we've discussed and have been approved there are four. The first one concerns a policy on graduate faculty membership per college in the college of law. Secondly there was a policy pertaining to the residency requirements for the doctorate of nursing practice program and three was new language pertaining to the review of theses for academic integrity. Last but not least, there is a new transfer policy for the College of Medicine. The COM has to date never accepted a transfer student but they have no formal written policy regarding transfer students and this is required by SACS. That's why you're seeing it now. In consultation with the COM and following discussion with the GPC, the following is proposed: transfer credits for a student pursuing the medical doctorate degree - in rare cases a student may petition to be accepted to the college of medicine and transfer credits from another institution. Transfer credits will be considered only for the first-year and second-year courses. Requests for credit will be evaluated on a course-by-course basis. The COM reserves the right to determine which credits will be accepted. Transfer credits will be limited to a maximum of the equivalent of two years of coursework. And again, as part of the discussion, there have been many petitions but they just never met their criteria, so this is in many ways a formality but they need to have a policy up here.

The two year mark is when the students will have completed their national examinations. So in other words at that point that's the best point of having the best bar with which to measure every student who might apply to do this.

The motion approved unanimously.

e. Liberal Studies Coordinating Committee, M. Shaftel (See addendum 4.)

I would like to acknowledge the incredibly thoughtful and efficient work of the many members of the Liberal Studies for the 21st Century Task Force. As you know, we were tasked with turning a challenging legislative mandate into an organic and forward-looking curriculum for implementation in Fall 2014. The task has been large and the timeline intense. The members of the committee are:

Dean Laughlin; Dean of Undergraduate Studies
 Helen Burke (from English, Chair of the QEP and the Honors Committee)
 Robert Coleman (from Visual Arts, Theatre and Dance)
 David Cooper (from Economics)
 Susan Fiorito (from Business and chair of the University Curriculum Committee)
 Ramonda Horton-Ikard (from Communications)
 Thom Houpt (from Natural Sciences)
 Jen Koslow (from History and Chair of the Undergraduate Policy Committee)
 Reginald Perry (Associate Dean in Engineering)
 Piers Rawling (from Chair of Philosophy)
 Ned Stuckey-French (from English)
 Greg Riccardi (from computer science)
 Aline Kalbian (from Religion)
 David Johnson (Chair of the Graduate Policy Committee)

I would also like to thank the members of the Liberal Studies Coordinating Committee, the Council of Assistant and Associate Deans, the Senate Steering

Committee, the Undergraduate Policy Committee, the members of the student focus group, and all those of you who came to the four information meetings over the past week for vetting the proposal and making suggestions!

Finally, I would like to thank Provost Stokes for her gracious support and vision.

Before outlining the key provisions of the proposed curriculum, I would like to start by invoking an analogy: In the first 3 decades of the 19th c. many advances were made in the discovery of vitamins, including two Nobel prizes. In the 1930s, a man who had recently emigrated from China sold the first multivitamins in the US. The following half century showed an increasingly vitamin-centered approach to nutrition; If one just takes a little vitamin C, B, A, D... etc... one will be healthy. What was missing was an understanding that:

- It is far healthier to acquire nutrients from Natural foods sources, such as is found in a well-balanced meal; and
- Sitting down to a lovely and delicious meal provides important social and mental benefits.

Our current curriculum, which has been in place for many decades and has been pushed to the extreme by the statewide requirements, follows the vitamin model. It divides courses into disciplinary categories and, without a clear focus on what students really need to be able to do, suggests that if they just take a little of this and a little of that, they will be prepared for success in the 21st century.

Instead, we believe that we should be inviting students to take advantage of our scholarly and creative expertise, teaching them not only about ingredients, but also allowing them to experience the process of making and enjoying a delicious, well-balanced meal; giving them a model of process that they can follow through their entire lifetimes.

The proposal that you have received by email presents the broad strokes of a new curricular model. It is flexible, provides continuity with our old model, adopts the new statewide mandate, and still looks forward to the needs of the 21st-century graduate. It takes the disciplinary categories and refocuses them on specific competencies, allowing course designs to fit more flexibly within the categories. The categories are centered on what we want FSU graduates to be. I will quote from the preamble:

Liberal Studies at Florida State University builds an educational foundation that will enable FSU Graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience, helping FSU students to become:

- i. **Critical Analyzers of Quantitative and Logical Claims**
- ii. **Clear, Creative, and Convincing Communicators; and Critical Readers**
- iii. **Thoughtful Patrons of and Participants in Cultural Practices**
- iv. **Critical Appraisers of Theories and the Facts that Support Them**
- v. **Culturally Conscious Participants in a Global Community**
- vi. **Interdisciplinary and Flexible Thinkers**

vii. Lifelong and Independent Learners

The key elements of the proposed curricular outline are our two series of signature courses: E-Series and Scholarship in Practice. These two categories are explicitly allowed by the eminence bill that the governor signed on April 22, 2013, giving pre-eminent universities the right to offer twelve credits of unique course work that cannot be exempted via exam.

The E stands for student action; engage, experiment, explore, express, examine, experience, and so on. These courses focus exclusively on broad questions that are relevant to humanity and our natural world. They are designed to provide multiple perspectives and to foster critical thinking in the comparison of perspectives on persistent issues. They are not necessarily interdisciplinary, but they absolutely could be. E-series courses fit *within* the distribution requirements and meet the Gordon rule for writing competency. They must be completed within a student's liberal-studies curriculum.

Some examples of E-series-style courses:

1. Issues of Entrepreneurship for the 21st-Century Graduate
2. Physics for Decision Makers: Global Energy Crisis
3. How Safe is Your Salad? The Microbiological Safety of Fresh produce

Scholarship and practice signature course work; these courses focus on the process of creative and scholarly work, with the end result being a scholarly or creative product. While three credit hours may be included in a student's major, typically as a capstone, at least three credits are intended to be completed outside of a student's major as part of the liberal-studies distribution requirement. These courses allow students to experience the best meals our disciplines have to offer, while engaging students in a wide range of approaches and perspectives. Scholarship and practice courses also allow units that do not typically have a liberal studies presence, such as engineering and business, to offer hands-on opportunities to non-majors. For instance, an architectural course on chair design where students learn the history, schematics, aesthetics, and structural principals of designing chairs and then build a chair out of cardboard. Part of the final evaluation, of course, is that they have to sit in the chair! ☺

Other scholarship in practice course titles could include:

- Writing in the Wireless World
- Why Do Things Burn?
- Entrepreneurial Opportunity Analysis and Decision-Making in the 21st C.

I believe that our committee has been successful in outlining a model that takes backward-looking legislation and refocuses it on our students' futures. Although the timeline has been very brief, the state mandates an implementation that *must* begin in the Fall of 2014, meaning that there is no time to waste. If we pass today's resolution, we will immediately begin working on the details of implementation, which will, of course, lead to further refinement. Despite having our hands forced by the legislation, I am very heartened by the fact that the proposed curriculum has received a great deal of affirmation from the provost and our students. Indeed, the

proposed curriculum fits squarely within the initiatives of our upper administration and the QEP as required by SACS.

Our student focus group has been overwhelmingly positive about the proposed model. Their only lament has been that most of them will have graduated before they can take advantage of the curriculum. One Senior Economics major stated: "Overall this is a great amendment of our Liberal Studies curriculum and I am jealous that of all the wonderful experiences that these new courses are going to provide FSU's future graduates. It is definitely going to set the Nole Nation apart from all of the other state universities!"

At this point, I would like to ask Provost Stokes if she would be willing to say a few words about the proposed curricular model. Provost Stokes stated a commitment to this curricular model and a recognition that she would have to provide the funding to support faculty course development and ease the transition to a new curriculum.

Provost Stokes: I am delighted by the work of the Liberal Studies group. When I first arrived at FSU, I realized that one thing that we might accomplish is really transforming the undergraduate curriculum to be a model curriculum for our undergraduate students. To have a Legislature to come in and push this forward and have a group of faculty that have dedicated so much time to really thinking this through. I am amazed at what they have been able to put together. I recognize that it will require resources from my office and I tell you that I am committed. The devil is always in the details but I realize that this will require this investment and that it is something that I am committed to making. I think that the transformation of our undergraduate curriculum is really important for our students. It fits really well with our Quality Enhancement Plan so I see us accomplishing a great deal in a relatively short period of time as we think about the implementation of something like this along with the QEP. It fits very well with the pre-eminence metrics and some of the top 25 proposal. When you see what those things are: the focus on critical thinking, the focus on the preparedness of our students – it all seems to come together as something that will set us apart as Florida State University. I understand what this is going to mean – workload, transitional issues, but I want you to understand that there are resources that we will put into this to make it successful.

Gary Tyson: We are asking that you approve this as an experimental program so we can be flexible and have a 3 year period to work out the details. We will revisit each year and clarify what needs to be clarified.

Motion: The Faculty Senate Steering Committee is requesting that the Senate approve this proposal as an experimental program, which will require a yearly update on the development of the curricular changes and a performance evaluation at the end of three years.

There was a question about an implementation date. It will go into effect in Fall 2014.

The motion passed.

VIII. Special Order” FSU’ QEP: Critical Thinking, H. Burke

The committee met last year and decided the critical thinking would be the topic we would focus on. We are meeting and about to conduct a pilot program for the summer. We have a put out a call for proposals to faculty who are teaching this summer who wanted to think of ways to improve critical thinking in their classes. We have 19 responses across the University. Five have been picked for this summer. Michael Bishop, Philosophy will be leading the training program and we will test writing the Critical Thinking Assessment Test. Our broader goal is to create a faculty fellows program which would be housed in the revived Center for Teaching and Learning.

IX. Old Business

There were no items of old business.

X. New Business

There were no items of new business.

XI. University Welfare

a. United Faculty of Florida Update, J. Fiorito

Consultation, Ballots, and Bargaining

Much has happened since our last meeting. Since the March Faculty Senate meeting we held a consultation with President Barron and Provost Stokes and other top administrators. The discussion was wide-ranging and cordial.

That same day we counted ballots in the UFF-FSU Chapter elections. As you probably know, Professor Jennifer Proffitt is our new President. I am pleased to be a Vice President once again.

Earlier this month, chief negotiators for the faculty and administration/trustees teams exchanged lists of contract provisions they intend to renegotiate this year. The lists are fairly lengthy. The teams will roll up their sleeves starting May 15th – negotiating new provisions to take effect July 1st or as soon as possible thereafter.

This Just In ... April 2013 Faculty Poll Results

Results from our latest UFF-FSU faculty poll were released today as announced by UFF-FSU President Proffitt earlier. You can find links to the results at our web site, www.uff-fsu.org I would like to mention a few results. First, as hinted in President Proffitt’s subject line earlier today (referring to the song, “Don’t You Forget About Me”), one theme is a call from the faculty to be remembered in what is shaping up to be a better budget year than we have seen for several years. Across-the-board raises were a popular topic, and more than one respondent argued that merit raises rewarding only a small slice of top performers are demoralizing when the rest of the faculty are effectively taking pay cuts in real terms as inflation erodes stagnant salaries.

We are hearing much about hiring new faculty, and we certainly need to do that as our ranks of assistant professors have shrunk through these budget-cutting years. Continuing faculty want it remembered that they are a major reason for FSU's efficiency and success.

I also cannot resist calling your attention to a very encouraging result for a new poll item. In response to the statement, "I view participation in faculty governance as an ethical obligation and engage accordingly," an overwhelming 73% of faculty members agreed or strongly agreed and only 6% disagreed or strongly disagreed. It is sometimes suggested that faculty members just want to be employees and leave governance to administrators. I am proud and pleased to see the vast majority of FSU faculty members reject those views.

There are undoubtedly many more interesting results in the latest poll. We have only just started to review the results but you can expect to hear more in the future. A special thanks is due to the hundreds of FSU faculty members who responded, especially at this very busy time of the year.

At the Ledge

As already noted, the overall budget picture seems to be improved and for a change there is no serious discussion of slashing state employee compensation. There are none the less some legislative initiatives that should deeply concern faculty members. Senate Bill 904, for example, poses a serious threat to university and faculty control of curricula. As a second example mentioned last month, retirement options are still at risk.

Lunch with Vice President Ostrander

There are still a few places available at our luncheon next Tuesday featuring our new Vice President for Research, Gary Ostrander. The luncheon will be held at Student Services Building (SSB) 214 at 12:30 on April 30th. If you have not already responded, please e-mail Professor Proffitt if you would like to attend, and we will try to squeeze you in (jproffitt@fsu.edu).

XII. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XIII. Announcements by Provost Stokes

See above under Liberal Studies Committee.

XIV. Announcements by President Barron

Okay. I want to make sure everybody understands when people talk about Senate, about the 300 million being restored - we didn't get the money back. Basically what occurred is "here's your appropriation, we want some of your carry forward it even if it had a purpose. Here's your appropriation and rather than you writing us a check we're going to decrease your appropriation by 65 million for one year." And then it will go back the next year so you're

basically at the exact same place you were before. And a lot of people say “well, what are we going to do with the money when we get it back?” Well, [inaudible, laughing]. The reason why so many presidents said “restore the 300” is because two of the universities made permanent cuts when they had that one-time cut. And several legislators have said “if you made a permanent cut, why do you need the money back? So if all of you are adjusting this well and making permanent cuts, maybe we should increase the amount?” And then when the governor’s budget came out he put 118 million on the table to match the promise from the university presidents that if they 118 million extra we wouldn’t raise tuition so he gave that back in the 300 and then said we’ll do performance funding for the rest. So in fact there is no net change and if we had just done it that way there would have been distinct losers. So I just want everybody to realize we need to have some people come back and say okay I would like a piece of the money when it comes back so it’s already spent, it just was a way to do it without us writing a check. The House has gone back to 6 percent tuition increase. We don’t know why. We don’t know if this is a trial balloon to go forward to see if the Senate was going to bite. This is clearly a bargaining chip. If it is done in any way that can generate veto, it will. I’m absolutely certain, from the governor. Interestingly, that kind of tuition is hugely important to us. Because here’s what happens: when we set tuition, it is differential tuition. We have to put one-third of it in financial aid for need-based students. And Prepaid doesn’t have to pay. Well, we’re about one-third Prepaid and one-third need-based so when you come right down to it, when we increase tuition by 15%, the money that’s available for the university to use is almost a third of it. And so that’s not a lot. So basically if the state increases it by 5%, we would get as much revenue to actually invest in new programs as we would if we raised it 15%. Now you see how valuable it would be if they raised it 5% each year and we didn’t have differential tuition we would be out of the press for these double-digit increases and still have the same amount of money. Okay, I don’t expect that to go very far.

Right now there are no funds to build buildings and we have a governor that’s [inaudible] so that’s very tricky. They did approve the new Deviney and Dorman Halls. So this is a bit of a challenge – how are we going to have the new Physics building? How are we going to have the new EOAS building? How are we going to do some of these other things and maintenance that are so critical? And so the presidents and governors put together a proposal to be able to bond athletic fees at a higher percentage, to be able to combine fees from any source for any building that could be viewed as multi-use and to develop public-private partnership. An example could be have someone else build the business building and we lease it for a period of time, they’ve taken on the burden of the debt, we lease it for a period of time, that allows them to recoup those costs and make their profit and then the building is turned over to Florida State at the end of the lease period. And so this might be the type of thing that we could do. So that was passed by the House, somewhat watered down. It has been referred to committees, multiple committees in the Senate. Every president is hoping that comes out in some way or form. I’m not so sure that it is.

FRS is still on the discussion blocks with Senate version, which is having the state fee an option but the default to defined payment plan and the House version does away with the defined benefit plan. So we don’t know what going to happen, we don’t know whether they’re going to come to agreement. They don’t have a lot of time left. We’re watching that one rather closely.

You heard about raises - 3% versus \$1,000 and \$400. Quite frankly I hope they do the 3% - that would supplement the folks that are getting less than \$1,000 from that – that would be

something that would be much better. So we're hoping for the 3 percent. We do not know which of those will come forward but the good news is we've got something on the table here in terms of state-provided funds which has not occurred since 2007.

Fixed capped, we don't know what's going to happen there in terms of capital project (?). There is the potential that at the very last minute, [inaudible] will plop out, I don't know a better word for that. Because we know, we put in there as part of the "path to the top twenty-five" proposal that I gave to the governor, you know Florida did – there are other avenues by which this money might appear. This all depends on when they get to the end if they see an opportunity for something extra or if some other player has convinced someone and then it's a matching opportunity. So we're watching that.

The performance funding is interesting. It started out of 65 million dollars going to the Board of Governors for performance funding – it is now down to 20. It has been slipping. 20 is not a great deal of funding but basically these metrics that the governor has suggested, as part of these performance funding, the Board of Governors has created their own metrics for performance funding, which we do quite well on. But the metrics are the cost for you to get your degree, the percentage of students who get a degree or go on to advanced study - it originally did have AND advanced study, that's an important addition there - and the dollars upon graduation, within twelve months of graduation. Interesting metrics because the money appears but we don't have a way to measure it. And so we're interested in that, the provost has been working with the system to try to define what some of the metrics for performance might be but right now we have sort of a guidance that's sitting there with that, it may even be quite hard to measure, particularly at this time but I think everybody has the sense of what it is that the Governor wants to be able to talk about – how much money you make and whether you've got a job and how costly it was to get your degree. And even that's kind of a tricky thing to include in there because obviously you can have a lot of students [inaudible...] and not graduate them and you might actually look better on the cost for a degree than those, if they divided their students that way, graduate less [??].

Okay so that's my own view of what's going on in the legislature. The budget will be done by Tuesday in order for it to have a 72-hour clean-up period – that's not a lot of time. Basically we're going to see in six days exactly where Florida State is on this budget. There are a couple of other things that are in there: support for the veteran's center, for example, for the staff and the veteran center. That's something that we thought would be great because it's had such a tremendous impact on student vet retention and graduation rate. The Governor has asked us to justify why we think that we need that. I think we can do that. That was something we thought that "okay, maybe this will happen" and it did. There was half a million that was taken from the Tucker Center and it got restored – so far, so good. So we have several things like that that are good that are sneaking in so we'll see what happens at the end of that. Any questions on that? I'm happy to take questions on any topic as usual.

Q1:

[Inaudible]

Pres B:

Okay so the ten million depends on exactly how they do it and I'm not clear how they've done it but it's labeled as "Emergency Maintenance" so the come-in is, "look, this university, like others, I think it's about seven or eight million dollars a year, that goes into the maintenance budget just to make sure the roves are okay and if we have a problem we can fix it. I mean, obviously we have a big fish in the pan [?]. And though it doesn't look like there's anything in there for any of the universities, we are fortunate enough to be able to be

included in there for ten million dollars. I am assuming that that will stick but it does allow us to do some things with our physical plan. Now we're hoping it might have a little flexibility – I'm beginning to doubt that we could use it for something else. Like, do you want a little land acquisition money? Do you want to finish the Fellows and Scholars House without having to rely on donors which will take it longer to be built? So right now – maintenance. But it's much needed.

Q2:

[inaudible]

Pres B:

15 million of recurring dollars. It's the same thing as UF. We're matched. Originally we weren't but now we're matched. So basically there is some language in there in terms of focusing in particular areas – recruiting National Academy members, entrepreneurs in residence – but basically if you look at our top-25 proposal we have a focus on scholarships for students, retention and graduation, career-readiness, entrepreneurship, STEM-related degrees, including the Social Sciences – as broad as we can. You can think about it as a substantial portion, in my mind, that should go for faculty recruitment. We have not [sat through?] all of the priorities yet. But we do have the guidance from the legislature, which is taking directly from what we proposed doing.

Q3:

[inaudible...]

Pres B:

My interpretation of this – and I don't know where that one is sitting – but my interpretation of this is that it is a direct violation of SACS accreditation. This is the [inaudible...coughing – responsibility?] of the faculty to decide what is appropriate and what is not. So that will be interesting and if that bill did make it though – I have not heard anything about it that this is likely so I can go back and check again but we have weighed in that this is something that we have to decide in my view of SACS rules. And of course as you know we are working towards accreditation and everybody is having to do a lot just to make sure we're ready for that. Any questions about anything legislative? About anything else?

Q4:

The civic center – what's the status on that?

Pres B:

From our viewpoint we picked up 22 acres that normally would be about a million dollars an acre. We essentially spent a million and a half dollars that quite frankly came from the boosters and we assumed the rest of that as debt that's really a loan from auxiliaries that is being paid back by the civic center. We have got a whole group of consultants that have come in and suggested what we should do. Of course the big price tag that you see is the one hundred million dollars. [Inaudible] There are several pieces of this. One piece is the regular maintenance that you might assume for a building like that and there is quite a bit of deferred maintenance that would have to be taken care of over a several-year period but we have a number for what that might be. Put in a better scoreboard, better sound so that you can do better performances. Rip out all of the seats and make them garnet and gold. Decal the walls, update it. If I took all of that together and had maintenance do it over several years, it would take about 40 million dollars. Add an athletic project of 19 million dollars as a total to add an extra basketball facility so women's and men's do not compete [for practice time]. Beyond that, the rest of it is what is it that you want to do. Do you want to knock out a wall so that the minute you're in there you're a part of the arena? Do you really want to change all of the sweeps to create a different set of environment? Do you want to change the slope at the end zones so people have a more intimate experience? Do you want to add

more conference rooms? We will look for every type of support that we can get – city, county, legislative – any opportunity to try to cover those costs.

XV. Adjournment

The meeting adjourned at 5:15 p.m.



Melissa Crawford
Faculty Senate Coordinator

Faculty Senate April 24, 2013

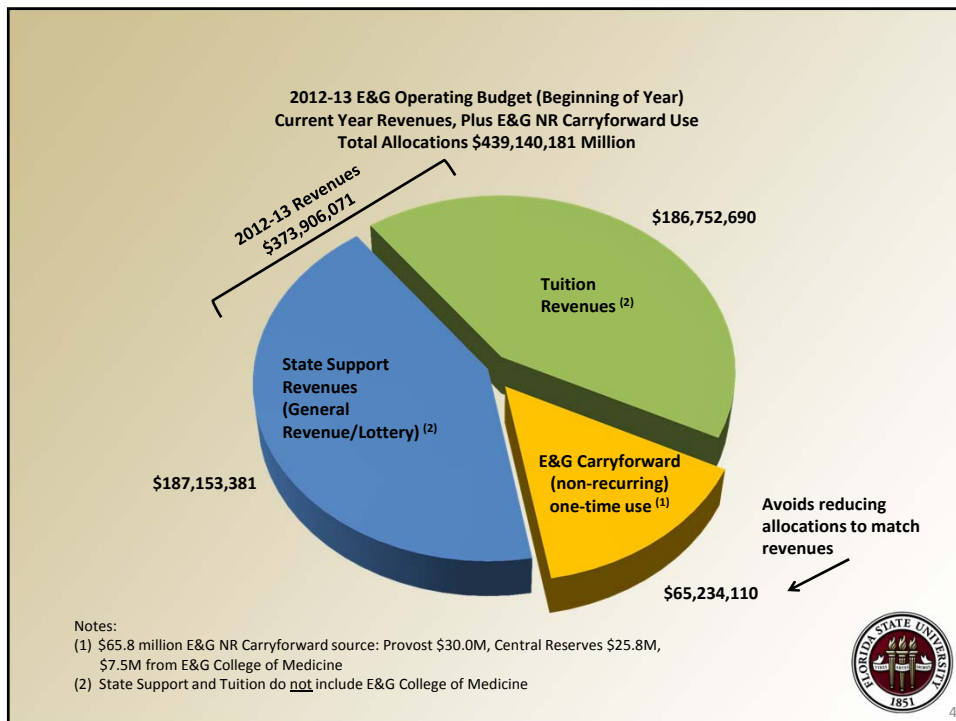
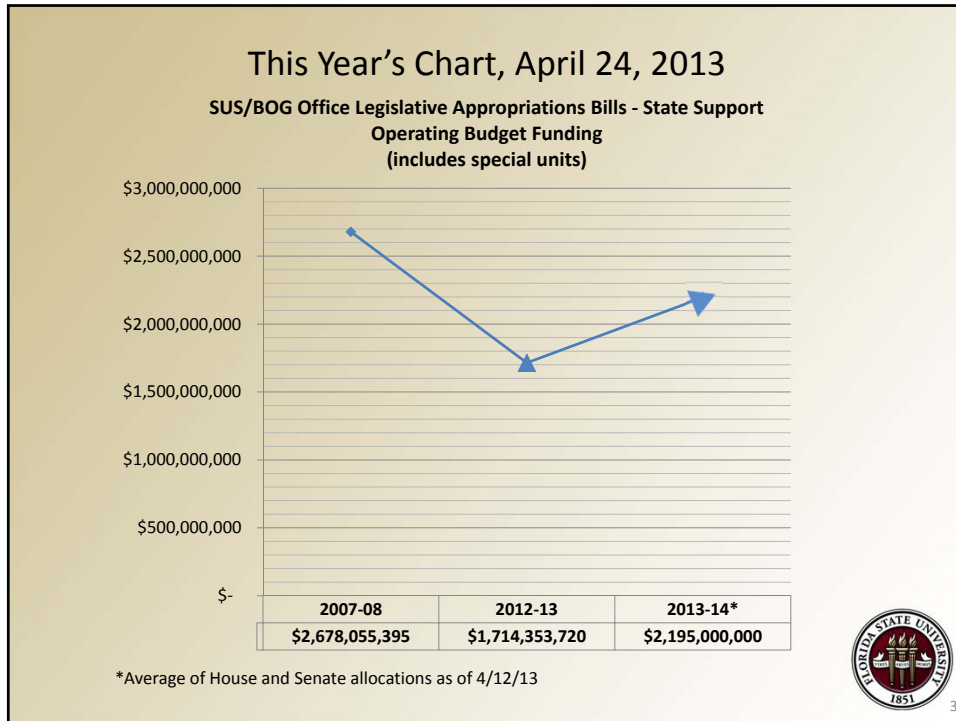
Ralph Alvarez

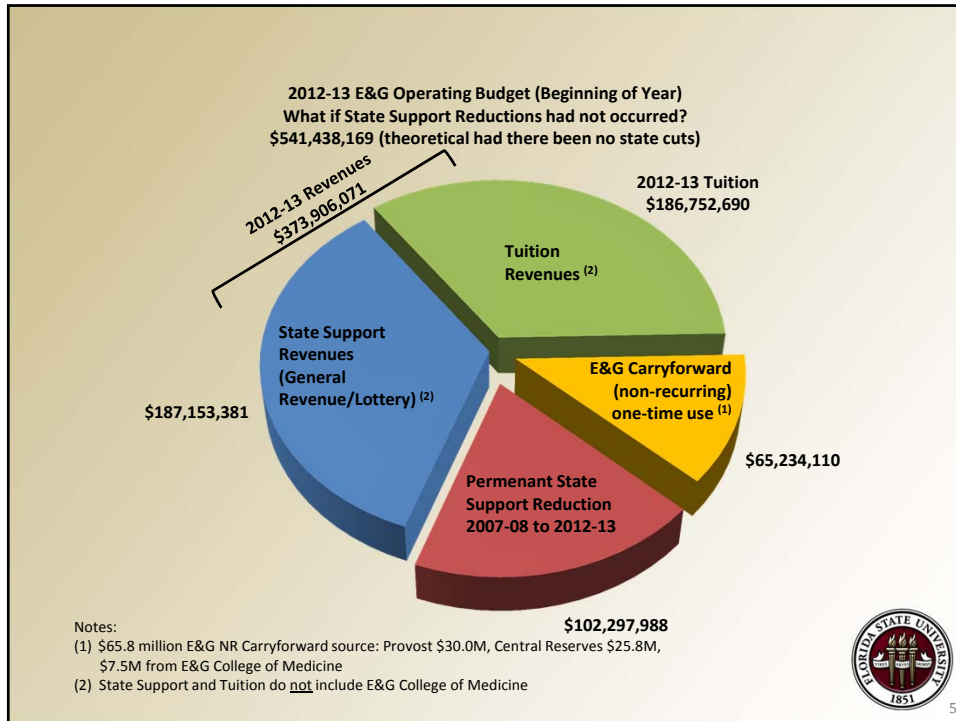


Last Year's Chart, April 18, 2012

SUS/BOG Office Legislative Appropriations Bills - State Support
Operating Budget Funding








Employee Raises

<u>FY</u>	<u>State Funded</u>	<u>University Funded</u>
2006-07	3% faculty & staff ATB	
2007-08	\$1,000 faculty & staff bonus	
2008-09		3% faculty, 2.5% staff , \$500 bonus for A&P and USPS employees whose salary was less than or equal to \$50,000.
2009-10		



Employee Raises

<u>FY</u>	<u>State Funded</u>	<u>University Funded</u>
2010-11		
2011-12		3% faculty & staff ATB ; plus staff 1.5% average bonus and \$900 faculty average bonus
2012-13		1% faculty average merit, increases in promotion percentages, 3% sustained performance for professors; 1% staff merit award-non recurring
2013-14	Faculty & staff : 3% ATB Senate; \$1,000 ATB plus \$400 average bonus House. Both chambers would also include GA's	NA



7

Other Legislative Issues

<u>Issue</u>	<u>Senate</u>	<u>House</u>
<u>Employee</u> health insurance payments	\$50/\$180 a month (no change to existing levels)	\$50/\$180 a month (no change to existing levels)
<u>Employer</u> health insurance payments	Increases (E&G funding)	Increases (E&G funding)
<u>Employer</u> health insurance payments for OPS/Temporary employees 30 hours a week or more	New, AHCA related. (Some E&G funding) : best guess is individual coverage presently \$6,453 a year per employee	New, AHCA related. (No E&G funding) : best guess is individual coverage presently \$6,453 a year per employee



8

Other Legislative Issues

Issue	Senate	House
Undergraduate tuition increase	No increase, continue \$103.32 per credit hour	6% in the appropriations bill; 4% in current negotiations
Undergraduate tuition differential increase	NA (BOG/ BOT's will not increase the fee)	NA (BOG/BOT's will not increase the fee)
Graduate, Law, Medicine tuition increases	NA BOT is only approval needed. University to decide	NA BOT is only approval needed. University to decide
Out-of-State fees : Undergraduate, Graduate, Law, Medicine	NA- BOT is only approval needed. University to decide	NA- BOT is only approval needed. University to decide



Other Legislative Issues

Issue	Senate	House
Performance budgeting	Tentative agreement: \$45 million IT, \$20 million Governor's (3) metrics	Tentative agreement: \$45 million IT, \$20 million Governor's (3) metrics
Preeminence Bill	Passed. Signed by the Governor April 22	Passed. Signed by the Governor April 22



THE END





The Florida State University
Tallahassee, Florida 32306-1580

Dr. Dennis D. Moore
Co-Chair, 2011-2013, Faculty Senate Library Committee
University Distinguished Teaching Professor
(850) 644-1177 or -0811 faxes, c/o FSU English Dept.; e-mail: dmoore@fsu.edu

April 24, 2013

FOR: Faculty Senate colleagues

FROM: Dennis Moore

RE: Summary of the LIBRARY COMMITTEE's activities, 2012-2013

My co-chair Matthew Goff (Religion) and I are pleased to present this report. At the committee's most recent regular meeting, we agreed to share these two highlights at the April 24 meeting of the full Faculty Senate:

\$100,000 IN RESEARCH MINI-GRANTS, AGAIN NEXT YEAR:

In 2012-2013, the libraries budgeted \$100,000 for these mini-grants, for purchasing library materials to support faculty research and creative endeavors. After carefully screening applications for nearly twice that budgeted amount, this committee recommended that the libraries fund \$102,253.99. Each year the mini-grant applications also help alert the libraries to bibliographic needs common to multiple units across campus, so that the libraries can obtain other resources using other library funds.

In 2013-2014, this committee again has a mini-grant budget of \$100,000 to share among faculty colleagues to support research and creative endeavors. While the emphasis will again be on research materials, the committee will give secondary consideration to applications that focus solely on materials for instructional purposes or for collection development.

The deadline to submit applications for 2013-2014 Faculty Research Library Materials Grants (FRLMG) is November 4, 2013, and details are available at <http://facsenate.fsu.edu/Standing-Faculty-Senate-Committees/Library-Committee/Faculty-Research-Library-Materials-Grants-FRLMG>.

WEBSITE RE-DESIGN:

The FSU Libraries is currently conducting a review of its website, www.lib.fsu.edu. In order to create highly usable, user-centered library web pages, a Website Redesign Team is identifying opportunities for web page improvement and is communicating with library staff and patrons to reach consensus regarding the needs of campus stakeholders.

A member of the redesign team, Jordon Andrade (E-Science Librarian at the Dirac Science Library), is working with FSU faculty to design faculty focused library web pages. As part of his redesign work, Jordon is available to meet with faculty for 15-30 minutes to discuss faculty research needs as pertains to the library web pages and search portals.

Any faculty member who is interested in meeting with Mr. Andrade and/or has comments

and/or suggestions regarding the web page can contact him (jandrade@admin.fsu.edu; 644-9597) or visit the FSU Website Redesign Survey (https://fsu.qualtrics.com/SE/?SID=SV_57j7PMUsJPekW0d), which is readily available by visiting the libraries' website, www.lib.fsu.edu.

In addition to successfully distributing the \$102,253.99 in mini-grants, the committee also provided faculty input on the withdrawal of print materials from the Charlotte Edwards Maguire Medical Library and from Dirac Science Library and continued to facilitate communication between librarians and faculty,

Leadership

For the second consecutive year, Dennis Moore (English) conducted Fall semester meetings and Matthew Goff (Religion) conducted meetings in the Spring, and again this year committee members have worked on the following subcommittees:

- RESOURCES, chaired by Daniel Maier-Katkin (Criminology)
- PATRON SERVICES, chaired again by Richard Morris (Communication Science and Disorders)
- MINI-GRANTS, focusing on Faculty Research Library Materials Grants and chaired again by Alysia Roehrig (Educational Psychology and Learning Systems)

The Task Force on Scholarly Communication, which the Library Committee created during the 2011-2012 academic year, continued its operation this year, co-chaired again by Matthew Goff and Jordon Andrade.

At the full committee's April 10 meeting, Richard Morris agreed to chair a nominating committee to recommend a chair for the 2013-2014 academic year; the committee will elect a chair at our September meeting. Professor Goff has recently received a prestigious international grant from the Alexander von Humboldt Foundation (Forschungsstipendium für erfahrene Wissenschaftlern) and will be in Munich for the entire year; in Fall 2014 he will return to campus and to service on the committee.

Again this year, we requested that the student body president appoint two ex officio members:

- an undergraduate, Rosalia Contreras (Fall) and then Nicole Quintana (Spring)
- a graduate student, Jenise Hudson, serving as liaison between this committee and the Graduate Advisory Board that the libraries established in 2012

We congratulate Ms. Contreras on her election, this spring, as the new student body president.

Meetings

Minutes for all of these meetings of the full committee are available on this committee's Blackboard page:

September 5, 2012	January 9, 2013
October 3, 2012	February 6, 2013
October 31, 2012	March 6, 2013
November 28, 2012	April 10, 2013

In addition to meetings of the full committee, the various subcommittees also met as necessary.

A Forum for Communication between Faculty Members and Librarians

In general, this committee provides a forum at which librarians and faculty interact and engage ideas. It is the main vehicle by which the library informs faculty about their affairs. Via the committee, librarians can seek faculty input on projects that impact faculty and faculty can bring up concerns or suggestions regarding the library and its work. To this end a major component of each meeting is the Dean's report, typically presented by the Dean of the Libraries, Julia Zimmerman. Her reports often update faculty on issues relating to the collections, technology, key additions and changes in staffing and operations and lectures and other events to which faculty are invited. The Committee also provided a venue for several other presentations by librarians to faculty. For example Suzanne Byke, the new director of the Dirac Science Library, provided a detailed Powerpoint presentation at the April 10 meeting, giving an overview of the mission and services of Scholars Commons, the physical space housing the team of subject specialists who support faculty and graduate students' research.

Specific library-related issues to which faculty contributed through this committee included:

Collaboration with Print Withdrawal Projects, Dirac Science Library and the Medical Library

Occasionally it becomes necessary for libraries to cull material from their collections. This process must be done thoughtfully and with open lines of communication with faculty, so that they are informed and can provide feedback regarding the process. In recent years the culling has centered around the removal of print holdings caused by limited physical space and the promotion of digital resources. In advance of print withdrawal projects that took place during 2012-2013 in both the Dirac Science Library and the Medical Library, this committee reviewed proposed guidelines, which included specific and detailed criteria that made clear which material would be removed from circulation. Faculty members were able to contribute to the formation of these guidelines through this committee. The plans including removing materials that met certain criteria included:

- Materials duplicated by an electronic version that is accessible through the on-line catalog
- Materials for which the library has multiple copies of the same work
- Material that is available elsewhere in the SUS system through U-borrow

The libraries also developed clear guidelines for informing faculty of the materials slated for withdrawal, so that departments would have an opportunity to claim specific materials that would otherwise have been withdrawn.

In March 2012, this committee evaluated and approved the guidelines for print withdrawal in the Medical Library, and that removal occurred successfully in 2012-2013. Similarly, this committee evaluated and approved the withdrawal policy of Dirac Science Library in October 2012.

Scholarly Communications Task Force and Digital Initiatives

A highlight of the committee's work in 2011-12 centered around the activities of the Scholarly Communications Task Force, a working group that comprises faculty with digital expertise and librarians that provides a forum for faculty input in terms of the on-going implementation of digital initiatives by the library. During 2012-2013 the Task Force did not convene, given that the library was focusing on the expansion of its team of employees who concentrate on digital issues—a clear sign of the library's commitment to this endeavor. We anticipate that, with the relevant library staff now in place, the Task Force will continue its operations in 2013-2014.

The general Library Committee throughout the current academic year discussed and provided feedback to librarians regarding digital issues. Much of this work involves two librarians who had worked extensively on the Task Force last year—Micah Vandegrift (for whom the library created a new position, Scholarly Communications Librarian) and Jordon Andrade (E-Science Librarian). Digital projects to which this committee contributed feedback on include:

- The development of a joint study by Micah Vandegrift and committee member Gary Burnett (Information) on the increase of citations of scholarship that is available on-line as opposed to through traditional media.
- Faculty updates on progress regarding DigiNole Commons, the web repository that has been launched by Strozier but is still in its early stages. For example, a range of university publications, such as *The Owl*, *The Journal of Art for Life* and *HEAL* (Humanism Evolving through Arts and Literature) are now available through this resource.
- Micah Vandegrift briefed the committee about plans to expand and revise the Open Access Policy that the Faculty Senate approved on October 19, 2011. This revision will involve briefing the Faculty Senate on the changes to the existing policy and their rationale. Because he is currently on paternity leave, progress on this front will resume in Fall 2013.
- In April 2013 Jordon Andrade briefed and sought feedback from this committee regarding the library's efforts to redesign their webpages.

Distribution of FRLMG (Faculty Research Library Materials Grant) awards

This committee annually manages the Faculty Research Library Materials Grants. Led by a sub-committee focusing on these awards, we encourage faculty members to apply; establish a deadline for applications; and determine which applications to fund. By being awarded FRLMG, a faculty member can have the library purchase materials, typically costing between five and ten thousand dollars, that will directly relate to his or her research. These grants have proven to be an excellent way for the library to better serve the research needs of the faculty. When a faculty member receives one of these mini-grants, he or she does not also draw on the regular library budget allotted for departmental purchases.

The funding for this grant comes from Strozier, which generously approved \$100,000 for this project in 2012-2013, and this committee approved slightly more than that full amount, recommending that the libraries fund \$102,253.99.

One indication of this program's success during 2012-2013 is the fact that we received more applications than the available funds could possibly cover. We received a total of 32 faculty applications for FRLMG grants, totaling \$192,386.99 in materials for the library to purchase.

We approved 22 of these applications, totaling \$102,253.99 of materials to be purchased by the library that directly support faculty research.

The following faculty members received these 2012-2013 mini-grant:

Name	Dept/college	Amount Requested
Charles Upchurch and Andrew Frank	History	\$ 1,836.00
Silvia Valisa	Modern Languages and Linguistics	\$ 5,381.00
Rafe Blaufarb	History	\$ 2,375.00
Banghao Chen	Chemistry and Biochemistry	\$ 4,200.00
Giray Okten	Mathematics	\$ 1,125.00
David Levenson	Religion	\$ 3,836.28
Peter Garretson & Kurt Piehler	History	\$ 13,500.00
Yanning Wang	Modern Languages and Linguistics	\$ 3,960.00
Yi Zhou	Finance	\$ 8,500.00
Danling Jiang	Finance	\$ 9,460.00
Irena Hutton, Jay Kesten, Manual Utset	Hutton - Finance/Business; Kesten and Utset – Law	\$ 7,500.00
Steve McDowell	School of Communication	\$ 1,705.93
Debra Osborn	Ed Psychology and Learning Systems	\$ 3,804.78
Ayesha Khurshid	Ed Leadership and Policy Studies	\$ 12,000.00
Theo Siegrist	Chemical and Biomedical Engineering	\$ 1,500.00
Charles Brewer	Music	\$ 6,058.80
Cara Pappas	Nursing	\$ 820.00
Xiaojun Yang	Geography	\$ 3,520.00
Sebastian Goerg	Economics	\$ 1,000.00
Stefan Norrbin	Economics	\$ 2,671.20
Stephanie Leitch	Art History	\$ 9,590.00
Denise Bookwalter	Art	\$ 1,300.00

The committee was able to provide full funding for most but not all of these requests.

Patron Services Subcommittee

In addition to the full committee's contribution to library withdrawal policies (see above), the Patron Services subcommittee studied faculty use of DigiNole Commons, in consultation with Micah Vandegrift, Scholarly Communications Librarian. They determined that faculty use of this resource was relatively low and decided to conduct research on the benefits to faculty of using such media (such as making one's scholarship available in the university's web repository), by increasing awareness and use of one's scholarship (see the reference, above, to the study on citation impact that the committee has conducted).

This subcommittee also collaborated with the library in the establishment of "grad boxes," which are boxes of digital media tools such as a camera and a digital recorder that graduate students can check out to use in field work. They currently have four such boxes available to graduate students.

Resources Subcommittee

The resources subcommittee in 2012-2013 initiated several productive discussions about fundraising for library around education services and about how the library can be better and more directly utilized in undergraduate education. The subcommittee chair, Dan Maier-Katkin, has presented his own seminars as a potential model, since he has them meet in the library and gives the students hands-on assignments that force them to learn about library resources and interact with library personnel. The subcommittee has approached the Dean of Libraries, Julia Zimmerman, about these issues, and she was receptive towards them.

Graduate Policy Committee

2012-2013 Annual Report

As in past years, the graduate policy committee conducted work in three main areas this year: (1) the review of graduate programs across campus, (2) the consideration of new graduate program proposals, and (3) the discussion of graduate academic policies that affect university-wide programs.

ad (1): Due in part to the on-going SACS review, only four programs were reviewed by the GPC in 2012/2013: Mathematics and Actuarial Science, Scientific Computing, Statistics and Biostatistics, and Modern Languages and Linguistics. Look for a much heavier season of reviews next year, with twelve programs scheduled for review.

ad (2): Five proposals for new programs were reviewed. The College of Applied Studies at FSU's Panama City campus put forward a proposal for a new MS in Corporate & Public Communication. The College of Social Sciences and Public Policy is working on a full blown proposal for a new MS in Applied Economics; the FSU Panama, Republic of Panama Campus proposed an MS in International Affairs, and at the final GPC meeting of the year considered two new proposals from the College of Law (MSL and 3 + 3).

ad (3):

The GPC conducted extended discussions of a number of policy issues related to graduate programs, some of which were taken up for the first time this year. Four of the latter were subsequently approved by the Faculty Senate, either in full committee or as a Steering Committee action.

1) Policy on Graduate Faculty Membership for colleagues in the College of Law:

Special case of the College of Law

In addition, Graduate Teaching Status (GTS), Co-Doctoral Directive Status (CDDS), and Co-Master's Directive Status (CMDS) are automatically granted to faculty members in the College of Law who hold tenure track appointments and possess an appropriate terminal degree (e.g., J.D.). The rationale for this policy is that these faculty are hired for the purpose of only educating post-baccalaureate students, unlike other segments of the university where faculty are hired to teach undergraduates and must be granted GFS or GTS to teach graduate students and engage in graduate education activities in their disciplines. A tenured faculty member in the College of Law cannot serve as an official University Representative on a doctoral committee unless GFS is awarded to that faculty member by an eligible graduate program. However, since this policy also grants CDDS and CMDS to College of Law faculty they can serve on master's and doctoral committees and co-advise a student in an official capacity though they cannot count towards the minimum number of GFS members required for such committees. (Approved as a Steering Committee action.)

2) Policy pertaining to the residency requirements for the Doctor of Nursing Practice program:

The College of Education and the art education program in the College of Visual Arts and Dance permit Ed.D. students, if they so desire, to complete their residency requirement by registering for thirty credits during a consecutive sixteen-month period. The College of Nursing and the Doctor of Nursing Practice program permit DNP students, if they so desire, to complete their residency requirement by registering for twenty-four credits during a consecutive sixteen-month period. (Approved as a Steering Committee action.)

3) New Language to be added to the section in the General Bulletin pertaining to the Review of Theses, Treatises, and Dissertations for Academic Integrity and Advisement:

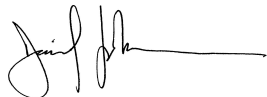
Theses, treatises, and dissertations are expected to reflect original work. The review of academic integrity should be completed prior to the defense. Faculty may choose to use appropriate plagiarism checkers and peer review tools with early drafts of these manuscripts as an instructional aid in advising students on matters relating to plagiarism. The signatures of all committee members appearing on the Manuscript Signature Approval Form constitute testimony from the committee that they are satisfied that the dissertation meets FSU's standards of academic integrity as described in the FSU Academic Honor Code and that appropriate steps have been taken to assure that this is the case. (Approved as a Steering Committee action.)

4) A new transfer policy for the College of Medicine. The College of Medicine has to date never accepted a transfer student, but has no formal, written policy. The latter is required by SACS. In consultation with the College of Medicine and following discussion in the GPC, the following language is proposed:

Transfer credits for a student pursuing the MD degree

In rare cases a student may petition to be accepted to the COM and transfer credits from another institution. Transfer credits will be considered only for the first year or second year courses. Requests for credit will be evaluated on a course-by-course basis, and the College of Medicine reserves the right to determine which credits would be accepted. Transfer credit will be limited to a maximum of the equivalent of two years of coursework. (Approved at the Faculty Senate meeting of 4.24.2013)

For the GPC,



David F. Johnson

Motion:

The Faculty Senate Steering Committee is requesting that the Senate approve this proposal as an experimental program, which will require a yearly update on the development of the curricular changes and a performance evaluation at the end of three years.

Reshaping the Foundation of Education at Florida State University: Liberal Studies for the 21st Century

Liberal Studies at Florida State University builds an educational foundation that will enable FSU Graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience, helping FSU students to become:

- Critical Analyzers of Quantitative and Logical Claims
- Clear, Creative, and Convincing Communicators; and Critical Readers
- Thoughtful Patrons of and Participants in Cultural Practices
- Critical Appraisers of Theories and the Facts that Support Them
- Culturally Conscious Participants in a Global Community
- Interdisciplinary and Flexible Thinkers
- Lifelong and Independent Learners

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/Transfers
<p>Critical Analyzers of Quantitative and Logical Claims</p>	<p>6 total credit hours: To be completed in first two years of undergraduate study, with course work initiating in the first semester. Students must earn a C or higher.</p> <p>Students must address both outlined competencies through their coursework. This may be achieved by addressing one competency in each course, or by addressing both competencies in a single course.</p> <p>Students must receive credit for one of the following 3-credit-hour courses: MAC 1105 College Algebra* MGF 1106 Liberal Arts Mathematics I* MGF 1107 Topics in Practical Finite Mathematics* (or higher-level courses)</p> <p>3 additional credit hours: Additional coursework must address the indicated competencies as approved by a designated board that reports to the Undergraduate Policy Committee and may include applied logic, statistics and other such computation coursework (e.g., STA 2023 Statistical Methods*).</p>	<ol style="list-style-type: none"> 1) analyze and address problems drawn from real-world scenarios by applying appropriate mathematical, statistical, logical, and/or computational models or principles. 2) interpret and evaluate data and information, using appropriate technology. They will also be able to clearly communicate a summary of their findings to peers. 	<p>AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement.</p> <p>Designated boards that report to the UPC will determine which competencies the credits by exam will address. Transferred credit hours will be assumed to address the same competencies as the exams unless an individual student petitions and provides support for additional competencies</p> <p>Consider elimination of SAT/ACT exemption.</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/Transfers
<p>Clear, Creative, and Convincing Communicators; and Critical Readers</p>	<p>6 total credit hours of English:To be completed in first two years of undergraduate study, with course work initiating in the first semester. Each of these courses will require 6,000 words of writing. Students must earn a C or higher.</p> <p>Selected coursework must address competencies one and two.</p> <p>6 credit hours in English: 3 credits hours in ENC 1101: Composition and Rhetoric* or the equivalent 3 additional credit hours in written communication and reading coursework that meets both competencies one and two, as approved by a designated board that reports to the Undergraduate Policy Committee.</p> <p>*Two E-Series Courses (see below) will fulfill the remainder of the statewide writing requirement (Gordon).</p> <p><u>GENERAL EDUCATION GRADUATION REQUIREMENTS (to be addressed at any point of undergraduate study)</u></p> <p>Oral Competency (competency three): must be completed either by taking approved coursework outside or within a student’s major, or through a demonstration of prior competency, as articulated by the current guidelines.</p> <p>Upper-Division Writing Competency: skill in professional writing is critical to the long-term success of all FSU graduates. As such, all students will be required to demonstrate competency in professional writing by taking upper-division coursework that includes a substantial writing component. Multiple opportunities for feedback and revision are required. This coursework may be completed outside or within a student’s major course of study, but all such coursework will be approved by a designated board that reports to the Undergraduate Policy Committee and coordinated with the University Writing Center, which will provide support for individual undergraduate tutors assigned and trained to work with students in specific courses.</p>	<p>1) convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing.</p> <p>2) read, analyze, and interpret texts in print and other media (including digital texts, images, and graphs).</p> <p>Oral Competency:</p> <p>3) generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication situations.</p>	<p>AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement.</p> <p>Designated boards that report to the UPC will determine which competencies the credits by exam will address. Transferred credit hours will be assumed to address the same competencies as the exams unless an individual student petitions and provides support for additional competencies</p> <p>Consider elimination of SAT/ACT exemption.</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/Transfers
<p>Critical Appraisers of Theories and the Facts that Support Them: History and the Social Sciences</p>	<p>6-9 total credit hours: Students will take at least one approved course in Social Sciences and one approved course in History. The combination of coursework must address all the outlined competencies (as approved by the designated board that reports to the Undergraduate Policy Committee).</p> <p>Student coursework must include at least one of the following 3-credit-hour courses: PSY X012 Introduction to Psychology* SYG X000 Principles of Sociology* WOH X040 20th Century World History* CPO X001 Comparative Politics* ANT X000 Introduction to Anthropology* (or higher level course)</p> <p>3 additional credit hours: Additional coursework must address the indicated competencies as approved by a designated board that reports to the Undergraduate Policy Committee and must be drawn from the area (Social Science or History) that was not explored in the previous coursework.</p>	<ol style="list-style-type: none"> 1. critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shapes both the past and/or the present. 2. gather and analyze data using social science and/or historical methodologies to evaluate causal arguments and analyze assertions, assumptions, and explanatory evidence. 3. evaluate and employ appropriate technology in the collection and analysis of data. 	<p>AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement.</p> <p>Designated boards that report to the UPC will determine which competencies the credits by exam will address. Transferred credit hours will be assumed to address the same competencies as the exams unless an individual student petitions and provides support for additional competencies</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/Transfers
<p>Critical Appraisers of Theories and the Facts that Support Them: Natural Sciences</p>	<p>6-9 total credit hours:Students must address the outlined competencies through their coursework. This may typically be achieved by completing two courses and meeting the laboratory graduation requirement.</p> <p>Student coursework must include at least one of the following 3-credit-hour courses: BSC X005 General Biology* CHM X020 Chemistry for Liberal Studies* PHY X020 Fundamentals of Physics* ESC X000 Introduction to Earth Science* EVR X001 Introduction to Environmental Science* (or higher-level course)</p> <p>3 additional credit hours: Additional coursework must address <i>all</i> competencies through courses approved by a designated board that reports to the Undergraduate Policy Committee.</p> <p>Laboratory Graduation Requirement: Students must address competency two in a laboratory setting sometime prior to graduation.</p>	<p>1) Scientific Method and Reasoning. Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> think critically and cogently about causal relationships with scientific reasoning. assess previous experimentation and published scientific results. critically examine and evaluate scientific observation, hypothesis or model construction, articulate a variety of issues created by the complex interactions among science, technology, and society. use scientific perspectives to evaluate contemporary problems facing society. <p>2) Science in Practice. Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> explain the process of scientific reasoning and apply scientific principles inside and outside of the laboratory or field setting. systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence. design and conduct experiments to make observations and test hypotheses, as well as to analyze and interpret data using quantitative and appropriate technological tools. 	<p>AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement.</p> <p>Designated boards that report to the UPC will determine which competencies the credits by exam will address. Transferred credit hours will be assumed to address the same competencies as the exams unless an individual student petitions and provides support for additional competencies</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/Transfers
Thoughtful Patrons of and Participants in Cultural Practices	<p>6-9 total credit hours: Students will take at least one approved course in Cultural Practice and one approved course in Ethics or Social Responsibility. The combination of coursework must address all the outlined competencies in the two areas (as approved by a designated board that reports to the Undergraduate Policy Committee).</p>	<ol style="list-style-type: none"> 1) compare and interpret intellectual and artistic expressions of a variety of cultures. 2) compare, interpret, and model cultural artifacts that function as widely varied reflections of human perspectives and/or practices. 	<p>AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement.</p>
Ethically Engaged and Socially Responsible Citizens	<p>Student coursework must include at least one of the following 3-credit-hour courses: ARH X000 Art Appreciation* HUM X020 Introduction to Humanities* LIT X100 Introduction to World Literature* MUL X010 Intro. to Music Lit/ Music Appreciation* PHI X010 Introduction to Philosophy* (or higher level course)</p> <p>3 additional credit hours: Additional coursework must address any remaining competencies through courses approved by a designated board that reports to the Undergraduate Policy Committee and must be drawn from the area (Ethics/Social Responsibility or Cultural Practice) that was not explored in the previous in the previous coursework.</p>	<p>Students will examine views of morality and socially responsible behavior by developing and applying historically and culturally sensitive knowledge and skills to real-world ethical problems. In achieving this larger goal, students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1) identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner. 2) recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives. 3) articulate views on the nature of social responsibility and its importance. 4) evaluate ethical positions. 	<p>Designated boards that report to the UPC will determine which competencies the credits by exam will address. Transferred credit hours will be assumed to address the same competencies as the exams unless an individual student petitions and provides support for additional competencies.</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/ Transfers
Additional Competencies and Signature Coursework			
Culturally Conscious Participants in a Global Community	<p>Prior to graduation, students will complete coursework that addresses all three competencies. This will typically be achieved through two courses:</p> <ul style="list-style-type: none"> • one course that addresses competencies one and two (diversity in Western culture or Y); • one course that addresses competencies one and three (cross-culture diversity or X). <p>Diversity courses may be drawn from a student’s major course of study or may fulfill categories and competencies listed above if so approved by a designated board that reports to the Undergraduate Policy Committee.</p> <p>Students may also address competencies through Experiential Learning (see below).</p>	<ol style="list-style-type: none"> 1) recognize, analyze, and respect differences between individuals and groups of people; identify and explain the potential resources and/or conflicts arising from human differences on the current national and international landscape. 2) investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups. 3) examine and compare a variety of perspectives in the global community; distinguish one’s own cultural patterns; and respond flexibly to multiple worldviews. 	<p>Transfer students with 60 or more credit hours when entering FSU will meet either X or Y at FSU through appropriate coursework.</p>

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/ Transfers
<p>Interdisciplinary Thinkers, Lifelong Learners, and Team Builders</p>	<p>E-Series Signature Courses 6 total credit hours (to be counted within above designations)</p> <p>Students will: <i>Engage, Enquire, Explore, Evaluate, Explain, Extrapolate, Examine, Experiment, Express, Envisage</i> (based on U Maryland's I-Series)</p> <p>E-Series Signature Courses:</p> <ul style="list-style-type: none"> engage students in broad, critical and creative thinking about contemporary problems and the enduring issue of human existence. are framed around a single issue or real-world problem. are taught by tenured faculty or by members of our academic community with a demonstrated record of teaching excellence. include at least 3,000 words of writing, with required feedback, revisions, and reevaluation. include a diverse range of assessments, from essays, to hands-on team or individual projects, to multiple formats of paper or electronic testing. encourage both individual and team-based approaches to projects. should generally be focused on face-to-face instruction. include opportunities for discussion and interaction in every class meeting. are approved by a designated E-Series board that reports to the University Curriculum Committee. have a limited lifespan, with a recommended maximum of 6 to 9 iterations. <p>Each E-series course will be categorized within one or more of the areas above and will fulfill both the E-series requirement as well as the required distribution above. While an E-series course may carry more than one area designation, students may only apply an individual course to one area.</p>	<p>1) analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a variety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats.</p> <p>2) think creatively and flexibly by envisaging new approaches to real-world scenarios.</p> <p>3) learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems.</p> <p>E-series recommendations:</p> <ul style="list-style-type: none"> A maximum enrollment of 120 per course. E-Series Faculty will meet three times per semester for a lunch series that focuses on issues of pedagogy, content, and student engagement. This series will be run by the Dean of Undergraduate Studies and will help to renew a cross-campus community committed to teaching and learning. Summer support for Faculty who prepare an approved E-Series Course Financial support to units based on E-Series seats filled in an individual unit. This support is designed to address the shift from current liberal-studies courses to E-series courses, the smaller enrollments, and the need for additional GA support for grading and discussion. This additional financial support may be phased out over time. Team-taught, interdisciplinary proposals should be encouraged, but a system of faculty/unit credit should be put into place. One such proposal would require multiple sections of a team-taught course, which would divide resources among multiple units and allow faculty to receive full teaching credit for courses taught. 	

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/ Transfers
<p>Flexible and Productive Members of Society; Independent Learners</p>	<p>Scholarship in Practice Signature Courses 6 total credit hours (which may be counted within above designations, with <i>at least one course outside of a student's major</i>)</p> <p>Scholarship in Practice Signature Courses:</p> <ul style="list-style-type: none"> • engage students in the authentic work of a particular field of study, participating in the process of applying knowledge, critical thinking, and creative approaches to the pursuit of a tangible project or outcome. • offer students an opportunity to experience the work process of multiple disciplines (with at least one course outside the student's major). • offer students an opportunity for a Capstone Project in their own field of study. • encourage collaboration with faculty and/or peers. <ul style="list-style-type: none"> • offer units that typically fall outside of the Liberal Studies curriculum an opportunity to share disciplinary skills with non-majors. • have no or minimal pre-requisites (only pre-requisites within the liberal-studies curriculum) when taken outside of a student's field of study. • may often include <i>Experiential Learning Coursework</i> (see below). • are approved by a Scholarship in Practice Board that reports to the University Curriculum Committee. <p>Scholarship in Practice courses <i>may</i> be categorized within one of the areas above or <i>may</i> be designed as a majors-only course.</p>	<ol style="list-style-type: none"> 1) select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course. 2) articulate the process of producing a work, from initial plan, to critique, revision, and completion. 3) critique existing applications of scholarship in order to learn from past success and failures. 	

FSU Graduates will be:	Course Requirements *indicates courses from pending statewide core	Competencies: Students will demonstrate the ability to:	Exemptions/ Transfers
OPTIONAL:	<p>Experiential Learning (Optional) up to 3 credit hours</p> <ul style="list-style-type: none"> • Experiential Learning offers the students the opportunity to participate in independent studies fulfilled through internships, research, study abroad, or community-service learning. • Students may count up to 3 credit hours of an approved outside-the-classroom learning experience towards a specified designation above. • Approvals of Experiential Learning Credit will be addressed by a designated board that reports to the University Curriculum Committee. 		
<p>Important additional recommendations:</p> <ul style="list-style-type: none"> • All liberal-studies courses should go through a <i>streamlined</i> approval process in order to address the attainment of specific competencies. A simplified process is described below. • Course approval procedures may be done via simple online submission process, and reviewed by 4-8 member board that reports to the Undergraduate Policy Committee or, in the case of the E-series and Scholarship in Practice boards, to the University Curriculum Committee. The review process will somewhat replicate the journal submission process, with the online submission directing submission for approvals and commentary to unit designees, then directly to the appropriate board. Board chairs may assign course reviews to a subset of board members with relevant expertise and will summarize feedback in a response to the course designer. The online submission/review process used by Research for faculty grants may be adapted to this purpose. • A slate of boards that report to the Undergraduate Policy Committee or the University Curriculum Committee should be created in order to facilitate the approval process and to include faculty with appropriate areas of expertise. Board chairs will sit on the UPC or UCC, as appropriate. Boards that report to the UPC could include (1) Writing/Communications Board; (2) Quantitative and Logic Board; (3) Natural Sciences Board; (4) Social Science and Humanities Board. Boards that report to the UCC (since they would deal primarily with the creation of new courses) would be (5) E-Series Board; (6) Scholarship in Practice Board. • The computer competency requirement could be incorporated into the above competencies (as is currently suggested). • A gradual implementation plan should be adopted as follows: <ul style="list-style-type: none"> ○ Fall 2013: Call for E-Courses and Scholarship-in-Practice Courses; Begin review of other liberal-studies courses. ○ Spring 2014: Complete review of liberal-studies courses ○ Fall 2014: Implementation of six newly-defined distribution areas; retain current W-courses to meet Gordon Rule requirements; offer approved E-Courses and Scholarship-in-Practice Courses as options within the distribution areas and, for E-Courses, as W-courses. ○ Fall 2015: full implementation of Liberal Studies for the 21st Century. 			

Sample E-Courses (from U. Maryland's 2013 Offerings)

ANSC225	Love Me, Hate Me, Use Me, Save Me: Our Conflicting Views of Animals
AOSC200	Weather and Climate
ASTR230	The Science and Fiction of Planetary Systems
BMGT289D	Frauds, Scams, and Thefts: What, How and Why?
BMGT289E	Entrepreneurial Thinking for Non-Business Majors: How Not to Miss Great Opportunities Your Life Throws at You
BMGT289F	Is America Destined to Fall by 2076?
BSCI126	Pollinators in Crisis
BSCI135	Amazing Green: Plants that Transformed the World
BSCI189I	Beyond Race: Human Biological Diversity
CLAS289A	Are We Rome?
CCJS325	Slavery in the Twenty First Century: Combating Human Trafficking
EDCI246	Good Stories: Teaching Narratives for Peace and Justice
ENGL289B	The Rites of Discovery: Science, Law, and Literature 1492-1992
ENMA289A	Bigger, Faster, Better: The Quest for Absolute Technology
ENME242	Building Products that Last - Failure is NOT an Option!
GEO200	Earth's Fury: Earthquakes, Volcanoes, and Tsunami
HIST289R	Pocketbook Politics: A History of American Buying and Selling
HONR289L	Honors Seminar: Biofuels: Fact or Fiction?
MUSC289I	Exploring the Power of Musical Performance in Social Engagement
PHIL209J	Philosophical Issues: The Rights and Wrongs of Killing People
PHYS105	Physics for Decision Makers: Global Energy Crisis
PLSC115	How Safe is Your Salad? The Microbiological Safety of Fresh produce
PUAF201	Leadership for the Common Good
RELS289D	God Wills It! The Crusades in Medieval and Modern Perspective

Sample Scholarship in Practice Courses (from U. Maryland's 2013 Offerings)

BIOE289A	Designing a Sustainable World
BMGT289B	How Do Innovators Think?
BSCI416	Human Genetics
CMSC122	Introduction to Computer Programming via the Web
DANC200	Introduction to Dance
ENES210	Entrepreneurial Opportunity Analysis and Decision-Making in 21st C. Technology Ventures
ENGL274	Creative Writing Through The Eyes of African Americans: A Beginning Workshop
ENGL293	Writing in the Wireless World
FMSC341	Personal and Family Finance
GREK301	Scenes from Athenian Life
HONR288P	Honors Seminar: Why Do Things Burn?
MUED472	Choral Methods
MUSC140	Music Fundamentals For Non Majors: Song-Writing
OUR289I	Information 3.0: Exploring Technological Tools
URSP289A	Livable Communities: Planning for an Aging Society

Sample Schedule: Music Education

Term 1	Hrs.
ENC1101 or higher English	3
LS Math (College Algebra)	3
Cultural Mainstreams and Margins in the U.S.	3
MUN2XXX	1
MUS1010	0
MUT1111	3
MUT1241	1
MV_131X	2
Total hours	16

TERM 2	Hrs.
ENC1102 or other second English	3
Quantitative course	3
PSY 2012	3
MUN2XXX	1
MUS1010	0
MUT1112	3
MUT1242	1
MVS1116	1
MV_131X	2
Total hours	17

Term 3	Hrs.
PHYX020 Fund. of Physics* w/Lab	4
MUE2040	3
MUL2110 or MUH2512	2
MUN2XXX	0
MUS1010	0
MUT2116	3
MUT2246	1
MVK2121A	1
MV_232X	2
Total hours	16

TERM 4	Hrs.
BIOE289A Designing a Sustainable World	3
RELS289M Jesus, Mani, and Muhammad: The Dynamics of New Religious Movements	3
MUL2110 or MUH2512	2
MUN2XXX	0
MUS1010	0
MUT2117	3
MUT2247	1
MVK2121B	1
FTCE - General Knowledge	0
MVS2126	1
MV_232X	2
Total hours	16

Liberal Studies

TERM 1
Complete ENC1101(3)
Complete statewide quantitative (3)
First E-series (and Gordon) + History + Diversity Y (3)

TERM 2
Complete second English (3)
Complete second quantitative (3)
Complete social science + statewide (3)

Term 3
Statewide Science Course/Lab comp. (3)
Possible diversity (X)
Statewide Cultural pract. (3)

TERM 4
Complete Science + Scholar. In Practice (3)
Complete Ethics/Social Responsibility + E-Series #2 (Gordon) + Diversity (X) (3)

UPPER LEVEL
Scholarship in Pract. / Experiential Learning
Upper-level Writing, as incorporated into MUE requirements
Oral Competency as incorporated into MUE requirements

Sample Schedule: Civil Engineering

Term 1	Hrs.
ENC1101 or higher English	3
CHM 1045	4
MAC 2311	4
EGN 1004L	1
ECON155 Economics & the College Affordability Crisis: E-Series	3
Total hours	15

TERM 2	Hrs.
ENC1102 or other second English	3
MAC 2312	4
PHY 2048C	5
ARTT100 Two-Dimen. Design (SIP)	3
Total hours	15

Summer	Hrs.
WOH X040 20th C. World History*	3
Philosophy*	3
Disability: From Stigma and Sideshow to Mainstream and Main Street (E-s.)	3
Science Elective *	3
Total hours	12

TERM 3	Hrs.
MAC 2313	5
PHY 2049C	5
EGN 2212 or STA2023	3
EGN 2123	2
Total hours	15

TERM 4	Hrs.
CEG 2202	4
EGM 3512	4
CGN 2327L	1
MAP 3305	3
EGN 3613	2
ANT 2460 Anthropology of Food (3)	3
Total hours	17

UPPER LEVEL	Hrs.
CGN 4802=Scholarship in Practice	3
Upper-level Writing, as incorporated into ENG requirements	3
Oral Competency as incorporated into ENG requirements	3

Liberal Studies

TERM 1
Complete ENC1101(3)
Complete first science + lab competency
Complete statewide quantitative (3)
First E-series (and Gordon) + Social Sciences (3)

TERM 2
Complete second English (3)
Complete second science (3)
1st scholarship in pract./cultural pract. (3)

Summer
Complete social science + statewide (3)
Complete Ethics/Philosophy + statewide
2nd E-series (and Gordon) + Diversity Y (3)
Possibility for E-series or Sch. in Prac.

TERM 3
Complete second quantitative (3)

TERM 4
Diversity X (possibility for E-series) (3)

Other Year-End Reports

UPC

UCC

SARC

Teaching Evaluation Committee

Distance Learning Committee

Undergraduate Policy Committee,

April 24, 2013

The Undergraduate Policy Committee, met eight times in the 2012, 2013 academic year.

In preparing for the SACS Reaffirmation, which is a renewal of the University's accreditation with SACS, the UPC and Dean Laughlin determined that we needed to have stronger and clearer learning outcomes for all of the areas of liberal studies, not just the competency areas. Over the summer, a subcommittee of the UPC and staff worked on this issue. At the September meeting, UPC members were presented with the amalgam document. Members voted to approve the *Learning Outcomes for the Liberal Studies Program and Required Competencies*.

During the course of the year, members voted to approve five courses for Multicultural "X" credit and denied approval to two courses. Members voted to approve one course for Multicultural "Y" credit. Members voted to approve one course for Liberal Studies Area III credit. Members voted to approve five courses for Liberal Studies Area IV credit. Two of those courses were also approved for Literature credits. Members voted to approve two courses for the writing requirement. Upon request, members also voted to remove Liberal Studies Area IV/Writing Requirement credit for one course.

UPC members completed a five-year review of classes approved for meeting the OCCR requirement. Although the UPC approved two new courses this year, the University actually experienced a net loss of one OCCR course.

Lastly, the UPC, as an arm of the Faculty Senate, was asked to craft clarification of the final exam policy for on-line courses that is consistent with overall University policies. Dr. Beaumont and Dr. Koslow presented a draft policy statement governing final exams for on-line courses. Members voted to approve the clarification as presented. Dean Beaumont then presented the clarification to CAAD and Dr. Koslow brought the suggestion to the Faculty Steering Committee.

**Report to the Faculty Senate
From the
University Curriculum Committee
For the Academic Year 2012-2013**

The University Curriculum Committee (UCC) consists of the following members:

Pam Coats, Finance
Susan Fiorito, Management, UCC Chair
Dianne Gregory, Music Therapy
Kristine Harper, History
Elizabeth Jakubowski, School of Teacher Education
Laura R. Keller, Biological Science
Bob Pekurny, Communications
Greg Turner, Medicine
Robert Van Engelen, Computer Science

Non-voting members include:

Melissa Crawford, Faculty Senate Coordinator
Sheila M. Mitchell, Enrollment Management Officer
Freya Rudder, Academic Program Specialist
William Modrow, Library

- The purpose of the UCC is to consider curricular policies and procedures at both the undergraduate and graduate levels.
- All new courses to be taught at the University, for credit, must be approved by the UCC before being offered.
- The UCC carefully reviews each curricular request form (cc153 and cc179) and each syllabus that is submitted to make sure the content is appropriate for the level, type and credit hours of the course, but also to make sure the course objectives are measurable, the attendance policy is in accordance with FSU attendance policy and that the evaluation for the course is clear and unambiguous for the student.
- If a unit intends to offer a new course by an alternative mode of instruction, such as distance learning or a hybrid, the course proposal must first get approved by the full UCC then it goes to the chair of the UCC for alternative mode approval.
- All courses must enter the University's curriculum system having completed the traditional curricular request forms which can be found at: <http://facsenate.fsu.edu/Curriculum-Forms>.
- If requesting a change in course hours or objectives from a previously approved course, the old syllabus and the new/proposed syllabus must be submitted.
- Faculty must submit a syllabus to the registrar every time a special topics course is offered. A regular course number for the special topics course must be submitted after the third time the course is taught.

Since our last report to the Faculty Senate in April 2012 the UCC has met eight times: June, September, October, December, and January, February, March and April. During these eight meetings, we reviewed:

143 New courses and
29 Course changes
172 Courses Reviewed

In addition to reviewing, meeting, discussing and making recommendations for courses the UCC also:

- Has been working on the development of an online form for all curriculum requests, both face to face and alternative forms of delivery.
- Would like to strongly encourage faculty to distribute these minutes among the faculty in their departments and colleges and read General Suggestions for Curriculum Submissions and Revisions that are attached to this report.

Thank you to all the members of this committee for their hard work, attention to details and constructive comments.
Respectfully Submitted, Susan S. Fiorito

General Suggestions for Curriculum Submissions and Revisions

- Course objectives must be measurable, suggestions for action verbs according to Bloom's Taxonomy, can be found on the faculty senate website: <http://facsenate.fsu.edu/Curriculum-Forms>.
- There must be a significant difference between dual enrolled undergraduate and graduate courses with graduate courses having more in-depth assignments, readings and/or meetings.
- The University Attendance Policy, the Academic Honor Policy and the Americans with Disabilities Act (ADA) (<http://facsenate.fsu.edu/Curriculum-Forms/Policies>) must appear on every syllabus. It is understood that all faculty follow these policies. If faculty count attendance as part of their evaluation for their course, the attendance policy must be on the syllabus and the process explained to the student regarding **unexcused absences** and how these will be counted.
- All sections of a course must have the same topics, objectives, and evaluation criteria as stated in the file syllabus that was submitted to the UCC when the course was approved. If any of these three items (topics, objectives, and evaluation criteria) change on the syllabus, a request form for curriculum changes (<http://facsenate.fsu.edu/Curriculum-Forms>) must be submitted.



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

May 2, 2013

Dr. Gary Tyson
Faculty Senate President

Dear President Tyson,

Three complaints were submitted to the Student Academic Relations Committee (SARC) during the 2012-2013 school year.

The first complaint (November 2012) could not proceed because the student neither provided any supporting evidence nor came to the required fact-gathering interview we had scheduled for a mutually convenient time. The student never contacted me to reschedule the interview, and the case appears to have been abandoned.

The second complaint (February 2013) did not proceed as far as a hearing, but for entirely different reasons. The student provided considerable evidence, met with me in person, and also communicated with me by phone and by e-mail. The case was accepted. I interviewed six faculty members named in the complaint and wrote a case summary, but before the hearing itself was convened the student and her college were able to reach a satisfactory agreement that settled the case without further intervention by SARC. I believe the agreement was the best possible outcome for this complaint, and I would like to express my sincere appreciation to Dr. Jennifer Buchanan for facilitating the resolution.

The third complaint (April 2013) is still in progress. I will be happy to update the committee's report once this complaint is resolved.

Respectfully submitted,

Nancy Rogers
SARC Chair

Teaching Evaluation Committee 2012-2013 Report to the Faculty Senate

The committee met on a number of occasions this academic year and had productive discussions. The primary task in the Fall 2012 semester was to refine and finish the updated student perception of teaching form (to replace the SUSSAI/SPOT questions), a process begun in 2011. Pilot tests of an updated form were conducted in the spring and summer terms of 2012.

We presented the proposed revisions to the Faculty Senate at the October 17, 2012 meeting. A lengthy discussion ensued among senators concerning: the purposes of teaching evaluations, whether such summaries should be publicly accessible, differences between forms for online courses and face-to-face courses (form would be the same for all courses), responses to the open-ended questions should only go to instructor, mid-term or earlier course evaluations can be conducted for instructor feedback, changes in the rating (point) system, and other questions. A straw poll was taken of senators' view whether course ratings should be publicly available or not. Results appeared to be approximately evenly split. The committee was asked to review questions that were raised about the form.

The committee solicited additional comments through email from senators and interested faculty. We received a number of helpful suggestions and we met several times to address these and the questions raised at the October Senate meeting. We revised the form following consideration of the suggestions, and presented the updated form at the November 14 meeting of the Senate. The minutes of that meeting present a detailed summary of the changes made by the committee, including changes in name to SPCI (Student Perception of Courses and Instructors), graphics, location of sections on form, wording changes, and two additional questions. Following a brief discussion, during which no new amendments to the form were proposed, the motion passed.

The new form was used for the first time in spring semester, 2013, for all courses and was used in both paper and electronic forms. These final versions of the SPCI can be found linked on the page:
<http://distance.fsu.edu/instructors/course-evaluations>
<http://distance.fsu.edu/docs/assessment/SPCI.pdf>
<http://distance.fsu.edu/docs/assessment/eSPCI.pdf>

In the spring term, the committee addressed several procedural problems arising from the use of paper forms in individual departments. These included: the instructor of record (which is derived from the Registrar's listing) and matching evaluations to the correct instructors, and delivery delays (or missing forms) such that forms are not able to be processed.

Appreciation should be expressed to the members of the committee for their contributions this year: Russell Almond, Kay Grise, Charles Hofacker, Elizabeth Jakubowski, Tom Keller, Robert Reiser, Susan Ward, & Mark Zeigler.

Ex officio members: Jean Marc Wise, Nancy Guidry.
Other attendees: Connie Eudy, Marshall Kapp

John M. Geringer, Chair, Teaching Evaluation Committee

Distance Learning Committee – Completed Action Items 2012/13

- 1) Defined and developed uniform procedures to facilitate development of online courses and programs. Those procedures available at:
<http://distance.fsu.edu/instructors/developing-and-managing-online-program>
- 2) Reviewed and supported the submission of the FSU Distance Learning Policy for Faculty Senate approval. The document was unanimously approved by the Faculty Senate on September 19, 2012 and was published for SACS review September 20, 2012.
- 3) Discussed and supported ODL testing and evaluation of multiple options for delivery of online courses using new applications such as Tegrity Lecture Capture, Turnitin, SafeAssign, and Kaltura.
- 4) Supported the selection of the Quality Matters Rubric for measuring online course quality and made that tool available to the FS Curriculum Committee.
- 5) Requested and received survey results of a comparison of the SafeAssign anti-plagiarism tool as compared to the Turnitin application used for the same purpose. Made recommendations to administrators and the Technology Committee to support the renewal of both tools.
- 6) Reviewed the comparison of online successful course completion rates as compared to on-campus courses. Discussed ongoing comparisons and developing additional survey tools.
- 7) Participated in the development of the Curriculum Request Application and database being developed by ODL for the FS Curriculum Committee to replace the paper-based Form 2 used to request alternative modes of instruction.

Ongoing Projects and Concerns

- 1) Ongoing discussions regarding student evaluation of online instructors and online courses.
- 2) Development of an online Certification Program for Online Instructors.
- 3) Requests submitted for technology fee funding for the expansion of distance learning technology for faculty development and online course delivery.
- 4) Requests submitted to the Provost's Office for the expansion of the Testing and Assessment Unit for proctored testing and scanning.