



FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
APRIL 20, 2016  
DODD HALL AUDITORIUM  
3:35 P.M.

**I. Regular Session**

The regular session of the 2015-16 Faculty Senate was held on Wednesday, April 20, 2016. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, E. Aldrovandi, H. Bass, K. Bearor, L. Beitsch, B. Birmingham, M. Buchler, M. Burr, E. Chicken, R. Coleman, A. Darabi, J. Dawkins, V. DeBrunner, P. Doan, J. Fadool, B. Fennema, J. Fiorito, S. Fiorito, R. Gainsford, J. Geringer, T. Graban, J. Gomariz, J. Grzywacz, K. Harper, J. Hellweg, E. Hilinski, K. Hires, K. Huffenberger, L. Jakubowski, K. Jones, I. Junglas, T. Keller, E. Kim, B. Landing, S. Lewis, J. Linford, J. Lo, S. Losh, C. Madsen, C. Marzen, V. Mesev, M. Messersmith, U. Meyer-Baese, D. Moore, R. Morris, J. Newman, I. Padavic, E. Peters, D. Poey, N. Rogers, D. Rohlinger, E. Ryan, T. Siegrist, D. Slice, J. Standley, N. Stein, L. Stepina, U. Sypher, G. Tyson, Col. M. Vanwert, A. Vanli, D. Von Glahn, E. Walker, C. Wood.

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

T. Abichou, T. Albrecht-Schmitt, A. Askew (**J. Murphy**), C. Bolaños, D. Bookwalter, K. Brummel-Smith, J. Clark (**S. Slaveva-Griffin**), A. Clarke, J. Cougle, B. Cox, J. Delp (**M. Blaber**), K. Erndl, A. Figueroa, H. Flynn, J. Garibaldi, M. Gross (**L. Hinnant**), C. Hofacker (**C. Vaniddekinge**), R. Jackson, T. Mariano, P. Mason, J. McNulty, Z. Musslimani, P. Osteen, K. Peterson (**M. Hurdal**), A. Rhine, V. Richard Auzenne, V. Salters, P. Sharpe, O. Steinbock, N. Stoltzfus (**C. Upchurch**), B. Stults, O. Vafek, Y. Wang, W. Weissert, K. Yang, T. Zuehlke.

**II. Approval of the Minutes**

The minutes of the March 16, 2016 meeting were approved as distributed.

**III. Approval of the Agenda**

The agenda was amended and approved.

**IV. Budget Advisory Committee Report, Cliff Madsen and Kyle Cark**

See addendum 1 for Kyle Clark's presentation.

“Dr. Madsen who has chaired the Budget Committee for a number of years asked me to come and speak today about our operating budget and the legislative session. Our operating budgets is about \$1.6 billion. \$440 million of those funds come directly from State appropriations whether it be general revenue from the State of Florida or whether it be through lottery funds that the State accumulates. Another \$209 million of those funds come from tuition and fees that we collect locally. I like to break these two sections out even though they are both considered education and general funds because that \$209 million has to be generated locally on our campus. Meaning that if we don’t get our enrollment, our tuition targets, our fee targets, the money is not there. If we do not meet our enrollment that \$209 million goes away and that’s something we have to generate on our campus. In terms of auxiliary funds we have about \$152 million budget. We have \$23 million in debt service for things like residence halls, parking garages, and the Wellness Center. Then we have \$227 million in external contracts and grants whether they be from the private sector, from the Federal Government, or from the State. And then we have \$250 million worth of local funds that are either fees or maybe athletic funds. When we produce the operating budget on July 1<sup>st</sup> over the summer, we anticipated spending about \$157 million in capital projects. That number has turned out to be lower than that because we didn’t break ground on the EOAS building last year. On top of that we had about \$114 million from our component units. All together it’s about a \$1.6 billion budget. In terms of our component units, the largest component unit is the Seminole Boosters, followed by the Foundation, followed by International Programs. All of these DSOs have budgets and all of those funds are spent on behalf of the institution and to benefit Florida State University in one fashion or another. Together all of our foundations combined have about \$114 million operating budget. For those of you who like to see things graphically and to see how the wedges break-out, the largest fund group is of course that State support and the tuition and fees. If you add those two together that accounts for about 41% of our operating budget, and the next largest group is the local funds group followed by our contracts and grants. In terms of how our budget translates to our actual expenses, this chart shows what our expenses look like on an annual basis. We just closed out our 2015 annual financial report and the auditor signed off on it. Altogether, just the University’s portion, we spent about \$1.1 billion dollars. The thing I would point your attention to is the first lines there: instruction, research, and academic support. If you look at 2011 and 2015 and you see the years in between, you’ll see there has been a huge uptake in the amount we are spending on instruction, the amount we are spending on research, and the amount we are spending on academic support. So what that shows you is that the funding that we have coming in is being invested in instruction which is very important to our goal of becoming a Top 25 University for *US News and World Report*. You can see graphically with this bar chart, that big increase of almost \$70 million from 2011 to 2015 on our instruction expense and how much more we are spending on faculty and faculty salaries now as compared to where we were in 2011. Our operating budget at \$1.6 billion is larger than 74 foreign countries. It’s a huge impact that Florida State University has on the Florida Panhandle and the entire state of Florida. Depending on what economic study you look at, any of them estimate that the economic impact of higher education is around \$8. For every dollar that the State invests in higher education, \$8 is generated in the state economy. It’s a big return on investment. There hasn’t been a change to our undergraduate tuition and fees. We are still talking about what the next year has in terms of a fee budget, but we don’t expect any change on the tuition budget. Our undergraduate total tuition and fees is \$6,506 for 30 semester credit hours. On the graduate side it’s \$11,543 based on 24 semester credit hours. When we compare that to how we stack up with our peer institutions in the Atlantic Coast Conference, with Boston College being the most expensive, we are at the bottom at \$6,402. The reason why there is a difference between this number

and the previous number you saw on undergraduate education is because this is based on 24 semester credit hours. This chart I take directly from IPEDES which is a national data service and they compare on 24 semester credit hours.

“The legislative session: the State of Florida’s budget increased by five percent. We saw \$75 million in new performance funding. This is important to know because we appreciate the State’s investment in our education, but just so everyone knows and understands, this is less money that they put into performance funding this year than they have in the past. It’s 25% less, \$25 million less, this year than what they put in last year. Last year in 2015-2016, that number was \$100 million and for the upcoming year it’s \$75 million. The reason that’s important is that’s a primary source of money we are using for new faculty and for faculty raises. \$225 million has been invested by the State. That’s over a period of at least three years. Then the institutional investment – they also take a proportion of our base budget away and reallocate it and that’s \$275 million. So across all the SUS, they tied up about \$275 million worth of all 12 institutions’ base budgets. When you add \$225 and \$275 together you get \$500 million and that’s the total allocation available for performance funding. There was \$30 million worth of preeminence funds that got put into this bill. At Florida State we did receive another allocation for preeminence. There were other project monies put in as well. In terms of fixed capital outlay, about \$265 million in total capital projects. \$35 million were in CITF projects and \$61.8 million were in repair and renovation. \$168 million in university specific projects. We got \$10 million in new preeminence money. We received \$12 million for the EOAS building. We received \$8.8 million in new deferred maintenance dollars. We received a million dollars for the College of Law for scholarships and faculty. And we received a million and a half for a new Black Student Union renovation project. That’s the new allocation that we have coming to us. On top of this we have the performance allocation. This year we expect that number to be about 10 million. Last year that number was 16.6 million. Right off the bat we are \$6.6 million less in performance funding this year than last year. Just to put that in comparison, last year we spent about \$8 million on the faculty contracts with our colleagues at the UFF. So 10 million versus 8 million.

“House Bill 7029 basically put into statute performance funding measures and a performance funding model that’s now been codified into law. House Bill 7019: last year during the legislative session, the legislature set that only the Board of Governors could raise the tuition for the University of Florida and for Florida State, the two preeminent institutions. No other institutions could raise the tuition on their undergraduate side. During this legislative session they took away the authority to raise tuition for graduate programs and for professional programs. Then there was some implementing language related to preeminence standards and also distance learning fees. A lot of expansion on veterans and trying to make Florida institutions veteran friendly. We are one of the most veteran-friendly campuses and all of this will help our quest with that. In terms of distance learning, the legislation that was passed in the implementing bill which is good for one year is that the average distance learning fee amount assessed by a state university may not exceed \$30 per semester credit hour. At Florida State we have the highest distance learning fee out of any institutions in the SUS on average. Ours is around \$100 a semester credit hour. Right now the provost, the president, the deans, and I are trying to determine potential options for how to handle this and what options we have available for implementing it, but this will be something that we have to contend with for at least one year. Maintenance and repair – there was 61.8 million. We had the second highest allocation out of anyone in the state with 8.8 million. In terms of preeminence, there was a \$10 million allocation provided to us. You may have seen that there was \$13 million. That’s true, but really that \$3 million that they put in,

we allocated out last year on a permanent basis. So if we were to spend \$13 million this year, we would have a \$3 million budget reduction because last year we allocated that out on a permanent basis, so there is \$10 million worth of new preeminence funds available. We meet all twelve metrics, and with this \$10 million we have a total of \$35 million in preeminence funds. We hired 57 new faculty in STEM and other areas on campus and 23 campus-based entrepreneurs. That's really it in a nut shell. The bottom line is there is about \$10.6 million worth of performance funding. There is about \$10 million in preeminence funding that we spend to enhance the institution and to hire new faculty. The big expenses we have this year outside of just salaries and wages are related to the Fair Labor Standards Act and the pending legislation that could raise the minimum threshold for an exempt position from around \$20,000 or \$24,000 all the way to \$50,000. If that were to be implemented and we had to raise everyone's salary, that would be about a \$60 million cost to the institution. Our graduate student health insurance stipends increased this year and that has a cost associated with it and then we also have costs associated with distance learning courses and trying to decide how we are going to implement \$30 a semester credit hour. That's it in a nut shell. We are going to have a busy summer working on the operating budget. We've already had a call for proposals. We did that in the fall. We have somewhere in the neighborhood of \$50-100 million worth of requests right now. The Provost will talk about that a little bit in her remarks. Fingers crossed, we will have some funding available to allocate to some new faculty positions."

Woman: "About the distance learning fees, you said this was only for a one year period?"

Clark: "Yes ma'am. It is implementing language. So the State could either drop it after the next legislative session or they could codify it again. They could adopt it next year and put it into statute and it would be that way going forward or they could drop it all together."

## **V. Announcements by President Thrasher**

"I'm just going to cover some things to bring you up to date on what I've been working on. What Kyle just finished had a lot to do with legislation, and overall I think we did fairly well. There were some areas I wish we could have done better. One of the positive things I wanted to talk about, and you may have read about it in the paper yesterday, we had a visit two days ago from the next senate president, Joe Negron. Joe Negron became designated as a Senate President back several months ago and he will take over in November along with his leadership team. He came to Florida State University with four other members of the Florida Senate. We gave him some background on some of our programs and he meet with some of our students. They wanted to meet with our students. We had a great group of students that they meet with and talked to. The important point of his visit – when you go back several months ago when he was designated, in his designation speech after the vote, he pledged to bring a billion dollars of new money into higher education over the next two years. Senate presidents serve for two years. House speakers serve for two years. You may say, 'That's aspirational. We'll see what happens.' Granted, it is. But his focus, I think his number one priority, will be higher education and that is why he went on this so called listening tour to meet with all 12 public universities in the state of Florida over a four day period. He spent about two hours with us and then went over to Florida A&M. They started at the University of West Florida for their first day. I feel very optimistic about what we can accomplish the next two years with his leadership and the leadership of our friends in the House also. I think if we can even get close to a billion new dollars it would be reflective in preeminence. It would even be reflective in performance funding. You have to remember

that preeminence is what is really holding us together in terms of not having tuition increase. We are not going to have tuition increases the next couple of years. But the preeminence dollars which we started three years ago when I was in the legislature back then. There was a move to create a single preeminent university and you know which one I am talking about. We objected to that because we felt we were as good as they were in the metrics being discussed. You saw from here, the first year we meet 11 of the 12 and the last two years we have meet 12 of the 12 metrics. As a result of that, as Kyle said, the base that we already had and the \$10 million of new money, that's \$35 million that we are very proud of that we are going to be able to use for programs and other things that the University needs. I think with Senator Negron and the Florida Legislature we have a potential to really make a difference for funding in higher education. Thanks to the folks who participated in that. Our senior staff was obviously involved. We picked one program out. We went over to the College of Criminology. Dean Bloomberg had some of his staff and faculty there and some of his incredible students who are doing really amazing things in research. That was a very positive thing. We then had some other students come in. I felt really good about the visit and how we portrayed Florida State University and how our students portrayed it also.

“We will be preparing our legislative agenda for the next year as we get into the summer. You remember this last year the Legislature started in January. This coming year they start in March. They go back to their regular schedule. We have a lot to work on and a lot of things to do in the interim. We've been involved in two dean searches, one for the College of Law and one for the College of Engineering. I think we are getting close on the College of Law. I think all the candidates have been here. Maybe many of you met with them. I think for the College of Engineering we started those visits these last few days. There are five candidates that are chosen to be interviewed extensively. The way that works with the joint college with Florida A&M, by the way, once everybody has gone through it and decided if they want to rank them or not rank them and how many to submit, the President of Florida A&M and I have to agree on the candidate under the existing rules that we operate the joint college under. I feel confident that President Mangum and I will have a good conversation. I have been very impressed. Most people have told me that the group we have interviewing is a top notch group and that we should come out with a highly qualified candidate. By the way, the three individuals that we had interviewed for the dean of the Law School, several national people who follow that sort of thing blogged saying that our three candidates were as good as any school in the country that they had seen recently. That was a very positive thing. I thank the search committee. The search committee did a great job in that regard. Kyle mentioned capital projects, and one of the things that we've been incrementally getting the resources for is the EOAS building. We now have \$42 million in our treasury to begin that building. The building will end up costing out at about \$69 million. It's going to be a fantastic research-oriented, faculty-oriented, student-oriented building. We don't have all the money yet but I had made the decision and we are going to start that building this summer – as soon as we can get the contracts drafted and going on July 1<sup>st</sup> we're going to start on construction of the building which you probably know is on Woodward Street. I am confident we can get the rest of the money from the Legislature when we go back to the session next year. I am confident the building is going to be a world-class building. There is no need to wait another year. I think we are going to do fine there and hopefully get the building hopefully constructed over a two year period. You've probably seen the residence halls over on Jefferson Street. They are coming along. They are ahead of schedule. We are going to be very pleased with that. I think 2017 is when we should open those. I think they have something like 900 places for students to stay. When freshman come on our campus – and this goes back to metrics – and they stay on campus their first year, not only do they do

better scholastically but they also do better in terms of retention at the University. So it's a much better thing for them to come in. Some people out there would say let's require freshman to do that but if the legislature is going to require us to do that, then give us the money for it. They are doing well. It will be good. If you care about Doak, it is on time. It will be ready for September 10<sup>th</sup>. If you have club seats they will be ready. I talked to Coach Fisher the other day and if you hear him he thinks we may win one or two games this year. I said, 'Considering how much we are paying you, you better win a lot more than one or two games.' Anyway, we are going to do well in athletics and I feel good about it.

"I just got back early this afternoon from the Ringling in Sarasota where we broke ground on what is going to be called the Kotler-Coville Glass Pavilion. I assume most of you know about the relationship that we have with the Ringling assets in Sarasota. That relationship has built up over the last 16-17 years and it's growing every single year. I happened to be the Speaker of the House when we were able to get those assets under Florida State University. I think we are flourishing. My idea is that we can grow that so that we can send more of our graduate students down there to really involve themselves in the great assets and some of the great potential research there. This pavilion will be a world class pavilion. It's going to be about \$4 million. If you've been there, when you come into the Ringling it's going to be a really great place. We went down there and had a nice groundbreaking. Many of the community folks came out. We also have some discussions ongoing with the circus museum part of the Ringling to expand that. We have a potential donor in that regard. We just finished opening the Asian Art Museum, which again is a world class facility. If you get down there, you ought to go to the Ringling. It's quite an experience. They had over 400,000 visitors last year. It's a good marketing thing for Florida State University, but it is also just a great asset for people who come down there.

"I think it's important to just mention fundraising. Later today Tom Jennings is having an event to honor the faculty and staff who have been involved in fundraising. The other day we had that 36 hour thing, and he raised over \$200,000. We are currently at \$893 million toward our billion dollar campaign which is supposed to end in July of 2018. I think we'll finish earlier than that. Frankly, if you know anything about fundraising in this area, you pat everyone on the back, you take about a month off, and then you start the next campaign. We'll do that with Dr. Madsen's leadership I'm sure. He's going to have some extra time and we are going to get him involved in that. Truly, fundraising is a big deal for us. When I first got elected to the Legislature in 1992, we had eight public universities in the state of Florida, and the Legislature supported those universities to the extent of about 60% of the general operating funds. Today we have 12 public universities and the Legislature supports us to the extent of about 40% as you saw from Kyle's numbers. So we have to go out and do fundraising. The University of Florida just started a \$3 billion campaign. It shows you how every single university is out there except Harvard, Yale, and places like that already have incredible endowments. We've got to increase our endowment and our fundraising. But we feel very good about it. At the end of last year we raised slightly over \$200 million thanks to the end of the year gift from the Moran Foundation for \$100 million. Susan can tell you all about that because she is intimately involved in all the things going on to implement that incredible gift that the Moran's provided to us. There are 13 members of our Board of Trustees. Two members were just reappointed, and the governor appointed a new member to our Board. Our next meeting is in June and I invite you all to come if you are here. The Board always enjoys having faculty members come especially if you have ideas about things. Kyle also mentioned the ongoing negotiations and discussions with our faculty union. I am told they are progressing well. I'm proud of that. I think we will come out with a good

bargaining situation for the coming year. I couldn't be prouder of everyone's involvement with that and the manner in which everyone approaches that. I'm reminded that last year, the University of Florida, if I can use them as an example, had an impasse with their faculty. I'm not going to let that happen as long as I am here. We are going to find a way to come to solutions to the issues that are out there. I put out this newsletter. If you do read it, there is a picture of me on the front at the ice cream social. The rest of it is devoted to talking about the incredible things our faculty are doing on this campus. Every single day we hear about it and we want to promote it. We try to do that through our communication staff and we are going to continue to do that. In fact, Professor Tang, who was recently involved with the Zika virus and the great research he did on that, was actually noted by Congresswoman Graham in a speech she gave on the floor of the Unites States House of Representatives. That's how our research is being forwarded on and talked about in not just this area but in the country. I couldn't be prouder of that. I mention in here, our College of Criminology and Criminal Justice faculty rank number one in the nation again for productivity in articles published in top criminology journals. It's about that and that's what it ought to be about. I just want you to know how much I appreciate you. I know that we are getting ready to go into the summer time, and many of you will be doing others things and gone but I hope you have a wonderful summer. If you have questions please feel free to call me or stop by Westcott and say hello."

## **VI. Announcements by Provost McRorie**

"I did want to thank you, as the President did, for all the accomplishments the faculty did this year. The President didn't mention the record number of Fulbright's we've had among our faculty and also our students. This is a very important honor and a very fine recognition of all the work our faculty are doing. We've had a lot of other important awards too this year and that really helps to bring up our reputation nationally. As you know, reputation plays about a 40% role in our rankings nationally, so we have to continue to do everything we can to improve how people think about us and to let them know how excellent we are. We were very pleased to be able to start to address market equity in the salary package for this year and to be able to do something along those lines in the coming year we hope. As Kyle mentioned, we don't have as much money as we did last year, but the President and I are very committed to making sure that that we do the best we can for all our faculty. We not only like to recruit great faculty, we also like to retain them. The Strategic Planning Committee has been working for a long time on the Strategic Plan. There is a meeting on Friday of that committee, and we think we might come up with the penultimate draft of that plan. There is another meeting in May so maybe not. We are planning to present the plan to the Board of Trustees when they meet in June for their approval. The Strategic Plan for the University will be pretty general. It will only have four or possibly five big strategic goals for the University that we want to work toward. It's a starting point rather than an ending point. It's for five years not ten like we used to do. After its approved, we'll have a lot of work to do in figuring out how to implement and strategize around meeting those goals and again how to brand ourselves to improve our national reputation based on our work toward these strategic initiatives. I'm pretty excited that we are going to get this chance. Certainly by fall things will be very much energized around our new Strategic Plan. Kyle mentioned our issues with distance learning. I'm very concerned about that. The figure I've heard – he mentioned \$100 – is about a \$62 average for undergraduate per credit hour and \$98 or \$96 for graduate. It is high compared to other campuses across Florida. We are working hard to make sure that we try to get this implementing bill to go away after a year. However, I will tell you the BOG is very focused on distance learning. In fact, I have to turn into them by

May 4<sup>th</sup> the points that we want to make about this process. I've been in communication with one of the governors, Governor Lautenbach, who is very keyed in on this, and on May 12<sup>th</sup> the other provosts or representatives from all the institutions will be making presentations at a meeting on distance learning and facilities. We will see how that plays out. We are looking at about a \$15 million hole next year. That's a lot of money that can't be used for something else. We'll find some way around that I hope and be able to limit that liability. It's a real issue for us among many other issues that we are trying to work through. Kyle told you that our budget is not really as generous as it was last year. We do have some new money and we are looking to continue to make strategic investments particularly in faculty. When Senator Negron and his group were here on Monday, he asked me what our number one need was and I said faculty and then Kyle read a long list of buildings. I believe that faculty continues to be our greatest need: getting great faculty and keeping great faculty. That is certainly my commitment. Your deans had a meeting yesterday with myself and some others – just the regular academic deans meeting that we always have. I asked them at that meeting to prepare short presentations on May 17<sup>th</sup> when we meet again. We're going to have a longer meeting that will probably be three and a half or four hours that morning. Every dean will be able to have about five minutes or so to talk about the particular initiatives they are most excited about and their needs in terms of faculty or graduate student support or research around a particular topic or set of topics and what are the real exciting things that they want to do. And one of the reasons I want to do this is not just because I would like to hear their pitches because I already have their requests for funding, but I would like for everyone in the room to hear what other people are doing because I think we do better with interdisciplinary work than we have ever done at this campus but we really need to open up communication. I think there is perhaps a lot of duplication or efforts that could be stronger if combined in other ways. I just would like to make more transparent what all the colleges are really thinking about as we move forward over the next year or two. I hope that that will bring some new ideas of working together collaboratively. I think we are stronger together than with everyone working in separate little silos. Our interdisciplinary initiatives around big research ideas are going very well. The FMRI is, I believe, about to be placed into the College of Medicine. That's really going to be an interesting new equipment for neuroscience, engineers, the folks in medicine, and many other areas. Those are the kinds of things that really energize our faculty and students, and I am hopeful that we will continue to be able to break down some of our disciplinary barriers and really start to work together in the way that the world really works together.”

#### **VII. Election of the Faculty Senate President, Todd Adams**

Todd Adams opened the floor for nominations for the Faculty Senate President. Susan Fiorito was nominated. There was a second. Hearing no other nominations, Adams closed the nominations. **Susan Fiorito was elected unanimously as Faculty Senate President.**

#### **VIII. Election of the Steering Committee, Denise Von Glahn, Chair, Elections Committee**

Elections were held for three new members of the Faculty Senate Steering Committee. Senators could only vote for three candidates. If they voted for more, only their last three votes counted. The nominees were asked to stand and introduce themselves. The nominees were:

Kris Harper, Department of History, College of Arts and Sciences  
Eric Chicken, Department of Statistics, College of Arts and Sciences



Bridgett Birmingham, University Libraries  
Joseph Hellweg, Department of Religion, College of Arts and Sciences  
Jonathan Adams, College of Communication and Information  
Petra Doan, Department of Urban and Regional Planning, College of Social Science and Public Policy  
Gary Tyson, Department of Computer Science, College of Arts and Sciences

The returning members of the Steering Committee were asked to stand and were introduced. The current committee members were:

Todd Adams, Department of Physics, College of Arts and Sciences  
Melissa Gross, College of Communication and Information  
Sandy Lewis, College of Education  
Jayne Standley, College of Music

Von Glahn asked for nominations from the floor. There were no nominations from the floor. The Senators used clickers to vote for three Steering Committee members from the nominees. The voting results, out of 68 voting, were as follows:

Kris Harper, 37 votes  
Eric Chicken, 35 votes  
Bridgett Birmingham, 37 votes  
Joseph Hellweg, 15 votes  
Jonathan Adams, 19 votes  
Petra Doan, 24 votes  
Gary Tyson, 33 votes

Based on these results, Kris Harper, Eric Chicken, and Bridgett Birmingham were elected to the Steering Committee.

## **IX. Report of the Steering Committee, Todd Adams**

### **a. Confirmation of Faculty Senate meeting dates 2016-2017**

**See addendum 8** for meeting dates.

“We have a busy schedule, so we will keep the report short. Since the March 2016 Senate meeting, the Steering Committee has met twice. We met with each of the candidates for the Dean of the College of Law. The steering committee will meet with President Thrasher tomorrow and next week with Provost McRorie and Vice President for Faculty Development and Advancement Kistner. We discussed the final exam policy and possible modifications. For example, it currently says that final exams are discretionary with any given department, leaving the exam policy in the department rather than the instructor’s control. Other topics of discussion included a report from the Athletic Board on the tutoring program, the strategic plan process, and how the open access policy might be published widely. You received the list of proposed dates for the 2016-2017 academic year via email and it was posted on the Senate Blackboard site. We need to vote to approve these. Is there any discussion?”

**The proposed dates for the 2016-2017 Faculty Senate meetings were voted on and passed unanimously.**

**X. Reports of Standing Committees**

**a. Liberal Studies Committee, Annette Schwabe**

See addendum 2 for Annette Schwabe's presentation.

The Faculty Senate voted on proposed changes to the Liberal Studies competencies. The changes were proposed by the Liberal Studies Evaluation and Assessment Committee. The proposed changes have received feedback from several faculty who teach in the competency areas as well as the Liberal Studies Coordinating and Policy Board.

**The motion to accept the proposed changes to the Liberal Studies competencies passed with one negative vote.**

**XI. Special Order: Faculty Athletics Representative, Pam Perrewé**

See addendum 3 for Pam Perrewé's presentation.

Pam chairs the Athletics Board which is composed of three committees: the Academic Committee, the Finance Committee, and the Student Equity and Welfare Committee. The Report on Advising Services within Athletics is meant to provide an assessment of the advising, mentoring, and tutoring services offered at FSU with an emphasis on advising this year. The team leading the assessment did interviews and then offered these recommendations: 1) support for development and promotion within Student Athletic Advising Services, 2) expansion of efforts to include advisors and learning specialists in team travel, 3) review of compensation levels for advisors and learning specialists, 4) continual space and resources for the Summer Bridge program, and 5) support of the Leaders Yearning for Excellence: Beyond the Speak program. The Student Equity and Welfare Committee conducted surveys and interviewed 45 student athletes, 6 coaches, and 21 staff members on student athlete experience and found that the areas of academic experience, athletic experience, career development, and social experience were all a tad down from the previous year but not alarmingly so. According to the Finance Committee report, the total athletics budget for 2015-2016 was \$90 million. Also of note, the NCAA just approved a new cost of attendance policy where student athletes can receive scholarships to pay for the cost of attendance which includes expenses such as food as well as tuition. In order to get the money, however, the student athletes must take an online finance literacy course. According to the Student-Athlete's Academic Grade Report, out of all 20 sports at FSU, all women's sports have an average GPA over 3.0. Football is the biggest concern in this area because the fall average GPA was 2.1, and students need to have at least a 2.0 to be eligible.

**a. Introduction of Ashton Henderson, Seminole Leadership Program**

Ashton Henderson is a former football player at Michigan State and is now the program coordinator for the new Seminole Leadership Program which President Thrasher implemented.

**XII. Old Business**

a. **Special Order: Military Credit Policy**

See addendum 4 for the military credit policy.

There was a motion to adopt the Military Credit Policy. There was a second to the motion. There was no discussion. **The motion to adopt the Military Credit Policy passed unanimously.**

b. **FSU Admissions Committee Report on Possible Third-Party Influence in Admissions Decisions, David Johnson**

See addendum 5 for the proposed language to add to the admissions policy.

In response to an article in the *Chronicle of Higher Education* on third-party influences on college admissions decisions, the FSU Admissions Committee deliberated and came up with language to add to the admissions policy that they have proposed to Provost McRorie. The goal of the language is to serve as a tool for those making admissions decisions to ward off possible attempts to influence their decisions.

**XIII. New Business**

a. **Jim Moran School of Entrepreneurship, Todd Adams**

See addendum 6 for the proposal for the Jim Moran School of Entrepreneurship.

This item was a proposal to create the Jim Moran School of Entrepreneurship. Later there will be a proposal for the curriculum which will be approved by the Board of Trustees but this proposal was just for the creation of the school.

There was a motion to approve the proposal for the creation of the Jim Moran School of Entrepreneurship. There was a second. There was the following discussion:

Man: "First of all, I like a lot of language in this. I have one question about one sentence. At the bottom of page two right before 'program offers.' It says the JMSOE 'will use university faculty evaluation policies and explore the best use of tenure or specialized faculty in conformance with the Faculty Handbook and the Collective Bargaining Agreement.' I see the Collective Bargaining Agreement reference but 'best use' seems a bit vague, and I'm wondering [inaudible] that you'll conform by Article 8.3 of the Collective Bargaining Agreement which states that: 'Commitment to developing and maintaining a tenured faculty. The Board agrees that it is in the best interests of the University, the faculty, and the students to maximize the ratio of tenured and tenure-accruing E&G appointments to the number of specialized (non-tenure-accruing) E&G appointments' blah blah blah?"

Fiorito: "Yes, we will."

**The motion to approve the proposal for the creation of the Jim Moran School of Entrepreneurship passed unanimously.**

#### **XIV. University Welfare**

##### **a. Bradley Grant Announcement**

See addendum 7 for a handout on the Robert B. Bradley Grant.

The Robert B. Bradley Grant is offered to faculty through the University Libraries and information about the grant and the solicitation of applicants for the grant was provided in a handout.

##### **b. United Faculty of Florida Collective Bargaining Update, Matthew Lata**

“The spring, aside from than a very successful baseball game, has mostly been focused on bargaining. As the Provost said, it’s been a pretty cordial process. There’s been some robust discussion along the way. I think it’s been shown by both sides that we don’t subscribe to the view that ‘compromise’ is a dirty word. We didn’t get everything we want, and they didn’t get everything they want. We are close to an agreement on salaries, which is the final article we are negotiating. Crossed fingers that will be done next week and then we can get the final document marked up and out to faculty as soon as possible so we can move on to ratification. It will certainly be earlier than it was last year. Issues we discussed (and I can’t say anything specific since it’s still under discussion): implementation of Title IX, lots of housekeeping issues, sabbaticals, academic freedom, and the big article of course is salaries. As the President, Provost, and Kyle said the Legislature was not quite as generous this year as they have been in the past and that is going to be reflected in the result of salaries. There is a continued commitment to market equity and the likelihood of now including specialized faculty in that initiative. We discussed balancing the various types of merit raises, across the board increases, ADI, and assignment of responsibilities for specialized faculty. Because it was an open book we went all kinds of places. Crossed fingers we will be done next week and we can be a lot more specific at that time. I would love to thank the members of our bargain team: Michael Buchler, Irene Padavic, Robin Goodman, Jack Fiorito, Nancy Kellett, and Scott Hannahs.”

#### **XV. Announcements by Deans and Other Administrative Officers**

##### **a. Dean Jim Clark, College of Social Work**

“I’m glad to be at FSU. I was at the University of Kentucky for 21 years and the University of Cincinnati for three years. I am glad to be here as a dean. I love my faculty and staff and students. It’s a great college. There are about 650,000 social workers in the United States right now. We work in every single sector of the economy: the traditional social service sector, of course, but we also work in industry. Essentially everywhere you go you have a high probability of meeting a professional social worker. Many of our undergraduates train in social work and then migrate to other professions at the graduate level. We have a lot of social workers who migrate into law, medicine, and other professions. The profession is supposed to grow by about 20% by 2022. It’s the third fastest growing profession in the United States right now. That is primarily due to our involvement in healthcare and with Obamacare. We do a lot of work with public sector healthcare as well. FSU is in

good shape. We just had a jump in *US News and World Report* from number 44 to number 38. That puts us in the top 25 public programs in the United States. It's a great move, and I hope to keep moving forward and up. Nick Mazza did a great job with this college and I am very happy to be building on his work. We have about 850 students in the college, 35 faculty, 20 staff, and three major research entities that we are working with. One is the Florida Institute for Child Welfare which is doing major public policy consultation on child welfare reform. We have the Institute for Family Violence Studies, and we have the multidisciplinary clinic that does clinical work for underserved children throughout this part of Florida. We are going to be pulling them together to develop a research center that we hope will be more competitive for federal grants. Our focus in social work is on interdisciplinary and translational research. Our research is about understanding social problems and developing interventions that work on the ground. We are very much part of the evidence-based practice movement in which we are training and educating our students to do assessment interventions that work. They learn how to analyze policy. They learn how to write and work in a cross-disciplinary way with attorneys and people in public policy to develop solid public policy. My main three focuses this year are, number one, getting to know my faculty. Without knowing my faculty and staff, I can't do anything. I had a really great time getting to know them. We're finding ways of helping faculty. I see my job as a dean primarily as helping them be successful. My leadership style is primarily one of coaching. We have great adults in these jobs; they don't need to be told what to do or how to do it. But we do need to communicate more and find ways of helping people to be successful. My second focus is on creating an environment where our students can be tremendously successful. Part of that is building new spaces or renovating spaces so they have places to gather, collaborate, and talk. That's really lacking over in the stadium area. Those of you who have been over there, it has the ambiance of a Greyhound bus station. We are trying to improve that and I've been doing some fundraising and we've been able to raise funds to focus on students and faculty. A big focus as well has been building our doctoral program because we see a strong research and doctoral program going hand-in-hand to attract some of the best and brightest. I'm happy to say we've attracted a lot of students from around the United States. Two of our folks out of the five incoming are from out of state. One of them turned down a fellowship at Virginia Commonwealth University to work with our criminal justice research professor. I think we are on the way up. We appreciate everything the faculty does, and obviously this Faculty Senate is a very hard working body. I am exhausted after this meeting. Thank you for giving me a little time to introduce myself."

## XVI. Adjournment

The meeting adjourned at 5:13 p.m.




Andrea White  
Faculty Senate Coordinator

## MEMORANDUM

April 20, 2016

To: Andrea

From: Cliff Madsen, Faculty, Chair 

The University Budget Advisory Committee (UBAC) considers University budget policies, procedures and practices, with special emphasis on the academic budget. Traditionally, we have asked Westcott administration to give us a report at this meeting and I have asked Kyle Clark to be with us today. Kyle must take a flight very soon this afternoon but he has consented to give us a short report and answer any questions. Additionally, Provost McCorie might choose to address some of these issues as well.

As you know Kyle is the Vice President for Budget, Planning and Financial Services and he is one of only several folks at FSU that truly understands the university budget. The person in his position can get an institution in deep trouble very quickly. Kyle, having been here several years is proving to not only run a tight ship but also to be a friend of the faculty.

Regarding budget issues, most everything faculty are concerned about is in what is called the Education and General part of the budget. To put this in perspective, while the total University budget is well over a billion dollars, only @ 441 million of our total budget comes via our E & G state allocation, plus another 210 million from tuition and fees. The E&G money includes salaries; therefore almost 85% of the total E & G allocation is connected to positions.

As faculty chair of the Budget Committee I can report that after many university-wide cuts and extremely austere years the state has had a surplus for several years. However, as you know our Governor is more concerned in giving tax breaks to businesses than in taking care of other needs. Although there were several individual legislators who worked diligently to give state workers a raise—yet to no avail. And of course, our big question is always “What about raises?” The Budget Advisory Committee has asked this question at every opportunity and in every meeting and we will continue to do so. And of course any raises must be certified by the UFF.

Our administration does listen to our faculty input—and **the Budget Committee** will continue to give input. Our last scheduled meeting was on April 20th. Committee Members are: Allan Clarke, Susan Fiorito, Alma Littles, Tim Logan and Sandy Lewis—I’m Cliff Madsen.

**PROPOSED LIBERAL STUDIES COMPETENCY REVISIONS, 4/13/16  
for Faculty Senate Review on 4/20/16\***

**General Education****A. Quantitative and Logical Thinking**

- 1) Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
- 2) Use a variety of forms to represent problems and their solutions.

**B. English Composition**

- 1) Compose for a specific purpose, occasion, and audience.
- 2) Compose as a process, including drafts, revision, and editing.
- 3) Incorporate sources from a variety of text types.
- 4) Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

**C. Social Sciences/History**

- 1) Discuss the role of social or historical factors in contemporary problems or personal experiences.
- 2) Analyze claims about social or historical phenomena.

**D. Humanities and Cultural Practice**

- 1) Interpret intellectual or artistic works within a cultural context.
- 2) Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

**E. Ethics**

- 1) Evaluate various ethical positions.
- 2) Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

**F. Natural Sciences**

- 1) Pose questions or hypotheses based on scientific principles.
- 2) Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
- 3) Analyze and interpret research results using appropriate methods.

**G. E-Series**

- 1) Analyze the major questions or problems in the course using various intellectual perspectives.
- 2) Demonstrate the relevance of ideas or findings from the course.
- 3) Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English.
- 4) Discuss relevant ideas from the course using sources from a variety of text types.

**PROPOSED LIBERAL STUDIES COMPETENCY REVISIONS, 4/13/16  
for Faculty Senate Review on 4/20/16\***

**University-Wide Graduation Requirements**

- H. “W” (State-Mandated Writing)**
- 1) Compose for a specific purpose, occasion, and audience.
  - 2) Compose as a process, including drafts, revision, and editing.
  - 3) Convey ideas in clear, coherent prose that utilizes the conventions of a standard language.
- I. Scholarship-in-Practice (SIP):**
- 1) Apply relevant areas of scholarship to produce an original project.
- J. Diversity (for both X & Y courses):**
- 1) Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
  - 2) Explore one's own cultural norms or values in relation those of a different cultural group.
- K. Upper-Division Writing (“UDW”)**
- 1) Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
  - 2) Employ different resources such as words, graphs, charts, and images to compose in the field.
  - 3) Compose as a process, including drafts, revision, and editing.
  - 4) Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience as appropriate for the field.

Note: Instead of the “Utilizes the conventions of a standard language,” within the definition of college-level writing UDW is defined by “Writing appropriate to the discipline.”

**L. Oral Communication (OCCR)\***

**M. Computer Competency\***

\*Approval requirements for these courses are established by the Undergraduate Policy Committee (UPC) at present.



Proposed Revisions to Requirements in Undergraduate Writing Courses (since 3/16/16) by Rhetoric and Composition Faculty.

V. Requirements for all required undergraduate writing courses at FSU.\*

A. Meets definition of college-level writing, which is writing that:

- ~~1) requires time for reflection and revision.~~
- ~~2) has a clearly defined central idea or thesis.~~
- ~~3) provides adequate support for that idea.~~
- ~~4) is organized clearly and logically.~~
- ~~5) is presented in a format appropriate to the assignment.~~
- ~~6) utilizes the conventions of a standard language.\*\*~~

- 1) presents a clearly defined central idea or thesis
- 2) provides adequate support for that idea
- 3) is organized clearly and logically
- 4) is presented in a format appropriate to purpose, occasion, and audience
- 5) utilizes standard conventions appropriate for study in English

B. Specific substantive requirements

- 1) Two or more substantial writing assignments or the equivalent.
- 2) A ~~detailed rubric~~ set of criteria for ~~grading~~ assessing student performance on writing ~~components~~.
- 3) Feedback on student writing. (Feedback may be from ~~the instructor, course TA, and/or peers in the course~~ various reviewers, but must include instructor response and does not have to be given on the complete assignment. ~~Note: peer feedback must be supplemented by feedback from the instructor or TA.~~)
- 4) Opportunities for revision.

**Proposed Revisions to Requirements in Undergraduate Writing Courses (since 3/16/16) by Rhetoric and Composition Faculty.**

*Final version based on input and edits above.*

Requirements for all required undergraduate writing courses at FSU:\*

A. Meets definition of college-level writing, which is writing that:

- 1) presents a clearly defined central idea or thesis.
- 2) provides adequate support for that idea.
- 3) is organized clearly and logically.
- 4) is presented in a format appropriate to purpose, occasion, and audience.
- 5) utilizes standard conventions appropriate for a standard language. [ALT: "study in English"]

B. Specific substantive requirements

- 1) Two or more substantial writing assignments or the equivalent.
- 2) A set of criteria for assessing student performance on writing.
- 3) Feedback on student writing. (Feedback may be from various reviewers, but must include instructor response and does not have to be given on the complete assignment.)
- 4) Opportunities for revision.

**PROPOSED MINOR REVISIONS TO  
REQUIREMENTS FOR UNDERGRADUATE  
WRITING COURSES**

(Since 3/16/16)

&

**PROPOSED COMPETENCY REVISIONS FOR  
LIBERAL STUDIES COURSES**

V. Requirements for all required undergraduate writing courses at FSU:\*

A. Meets definition of college-level writing, which is writing that:

- ~~1) requires time for reflection and revision.~~
- ~~2) has a clearly defined central idea or thesis.~~
- ~~3) provides adequate support for that idea.~~
- ~~4) is organized clearly and logically.~~
- ~~5) is presented in a format appropriate to the assignment.~~
- ~~6) utilizes the conventions of a standard language.\*\*~~

- 1) presents a clearly defined central idea or thesis -----
- 2) provides adequate support for that idea
- 3) is organized clearly and logically
- 4) is presented in a format appropriate to purpose, occasion, and audience
- 5) utilizes standard conventions appropriate for study in English

*Final version based on input and edits above.*

Requirements for all required undergraduate writing courses at FSU:\*

A. Meets definition of college-level writing, which is writing that:

- 1) presents a clearly defined central idea or thesis.
- 2) provides adequate support for that idea.
- 3) is organized clearly and logically.
- 4) is presented in a format appropriate to purpose, occasion, and audience.
- 5) utilizes standard conventions appropriate for **a standard language**. [ALT: "study in English"]

B. Specific substantive requirements

- 1) Two or more substantial writing assignments or the equivalent.
- 2) A detailed rubric set of criteria for grading/assessing student performance on writing components.
- 3) Feedback on student writing. (Feedback may be from the instructor, course TA, and/or peers in the course various reviewers, but must include instructor response and does not have to be given on the complete assignment. Note: peer feedback must be supplemented by feedback from the instructor or TA.)
- 4) Opportunities for revision.

*Final Version*

Specific substantive requirements

- 1) Two or more substantial writing assignments or the equivalent.
- 2) A set of criteria for assessing student performance on writing.
- 3) Feedback on student writing.
  - Feedback may be from various reviewers, but must include instructor response.
  - Feedback does not have to be given on the complete assignment.
- 4) Opportunities for revision.

## PROPOSED LIBERAL STUDIES COMPETENCY REVISIONS

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**Faculty Senate Review  
4/20/16**

## GENERAL EDUCATION COURSES

For each competency within each area below, the pre-amble is: "Students will be able to:"

### • Quantitative and Logical Thinking

1. Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2. Use a variety of forms to represent problems and their solutions.

### • English Composition

1. Compose for a specific purpose, occasion, and audience.
2. Compose as a process, including drafts, revision, and editing.
3. Incorporate sources from a variety of text types.
4. Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

- **Social Sciences/History**

1. Discuss the role of social or historical factors in contemporary problems or personal experiences.
2. Analyze claims about social or historical phenomena.

- **Humanities and Cultural Practice**

1. Interpret intellectual or artistic works within a cultural context.
2. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

- **Ethics**

1. Evaluate various ethical positions.
2. Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

- **Natural Sciences**

1. Pose questions or hypotheses based on scientific principles.
2. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
3. Analyze and interpret research results using appropriate methods.

**• E-Series**

1. Analyze the major questions or problems in the course using various intellectual perspectives.
2. Demonstrate the relevance of ideas or findings from the course.
3. Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English.
4. Discuss relevant ideas from the course using sources from a variety of text types.

**UNIVERSITY-WIDE GRADUATION  
REQUIREMENTS****• “W” (State-Mandated Writing)**

1. Compose for a specific purpose, occasion, and audience.
2. Compose as a process, including drafts, revision, and editing.
3. Convey ideas in clear, coherent prose that utilizes the conventions of a standard language.

- **Scholarship-in-Practice (SIP)**

1. Apply relevant areas of scholarship to produce an original project.

- **Diversity (for both X & Y courses)**

1. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
2. Explore one's own cultural norms or values in relation to those of a different cultural group.

- **Upper-Division Writing (“UDW”)**

1. Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
2. Employ different resources such as words, graphs, charts, and images to compose in the field.
3. Compose as a process, including drafts, revision, and editing.
4. Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience as appropriate for the field.

Note: In the definition of college-level writing UDW includes “Writing appropriate to the discipline” instead of “Utilizes the conventions of a standard language.”



**Oral Communication (OCCR)\***

The student must demonstrate competence in the following:

1. Generation of an original oral message which clearly presents ideas and/or information;
2. Making effective use of both vocal and physical delivery in the presentation;
3. Adapting the presentation to the particular audience; and,
4. Being receptive to questions and/or criticism.

\*Requirements for this course are established by the Undergraduate Policy Committee (UPC) at present.

**Computer Competency\***

To satisfy the Florida State University's Computer Competency Requirement, a course must require the student to

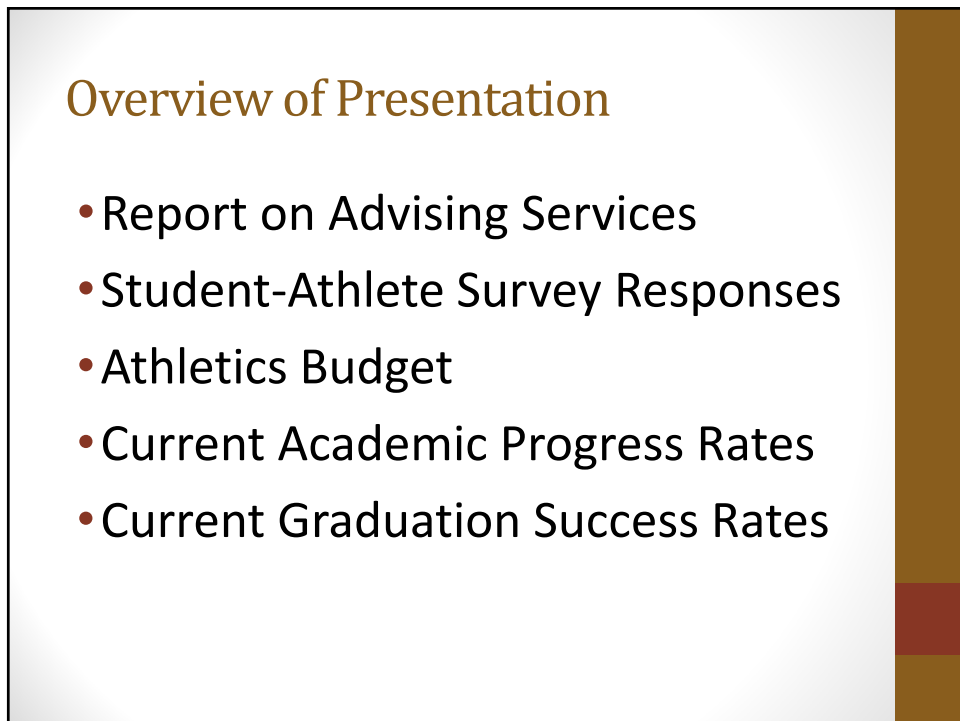
1. demonstrate competent use of a discipline-useful software package.

\*Requirements for this course are established by the Undergraduate Policy Committee (UPC) at present.



**Report on Florida State University  
Athletics Program**

Pamela Perrewe  
Faculty Athletics Representative  
Florida State University Faculty Senate  
April 20, 2016



**Overview of Presentation**

- Report on Advising Services
- Student-Athlete Survey Responses
- Athletics Budget
- Current Academic Progress Rates
- Current Graduation Success Rates

## Athletics Board Committees

- Academic Committee (Chair, Steve McDowell)
- Finance Committee (Chair, Joe Icerman)
- Student Equity and Welfare Committee (Chair, Lynn Panton)

## Academic Committee Report

## Student-Athletes' Academic Committee

- **Steve McDowell, Chair**
- Mike Brady
- Carolyn Egan
- Susan Fiorito
- Karen Laughlin
- Katherine Plessy
- Kathy Stahl
- Mark Zeigler
- *Greg Beaumont – Athletics Department Liaison*

## Report on Advising Services Within Athletics

- The purpose of this evaluation is to provide a periodic assessment of the advising services offered of the Student-Athlete Academic Services (hereafter SAAS) at Florida State University.
- The ultimate goal for this report is to offer the Florida State University Director of Athletics and the Dean of Undergraduate Studies an overview of SAAS academic advising services and to provide recommendations intended to improve the effectiveness of the program.
- The Academic Committee of the Athletics Board reviews tutoring, **academic advising** and the organizational structure of SAAS on a rotating basis.

## Overview of Academic Advising

### **Advising Services:**

The academic advising role and programs in SAAS support students in their academic progress and graduation goals, but also in developing their professional aspirations and career goals. Academically, they help build a path and individualized degree plan, as well as monitor eligibility. They help build career goals and expectations, and work to develop the whole student as counsellors in their unique situation. Advisors try to assist students in looking at the big picture holistically. In some ways advisors are in-between campus and coaches.

## Overview of Learning Specialists

### **Learning Specialist Services:**

- Learning specialists seek to enhance student academic performance so they can make progress toward graduation, but support overall learning processes rather than focusing only on one course. Learning specialists also advocate for students in working with other university units. They tend to work with a smaller number of students, getting to know the students well, serving as a life coach and teacher addressing a range of things on a daily basis, filling in the gaps in meeting a student's academic needs.

## General Recommendations and Conclusions

- The SAAS leadership should be supported in their work to develop more defined promotion categories and criteria for advancement to different levels, and career tracks, for advisors and learning specialists within FSU.
- More efforts have been made since the last review of advising in 2011 to include advisors and learning specialists in team travel and equip them with necessary team gear, but these forms of support and connections should be further explored and expanded.
- Compensation levels for advisors and learning specialists should be reviewed in light of the standards of peer universities and athletic-academic programs. FSU is lower than most in the ACC.

## General Recommendations and Conclusions (cont.)

- The Summer Bridge program has demonstrated a long term success in helping prepare students with a weaker academic background for university life and academics, and the need for space and resources for its continued support and possible expansion should be explored.
- Leaders Yearning for Excellence (**LYFE**): **Beyond the Spear** is a development program intended for all student athletes, but specifically caters to the social, intellectual, and academic well-being of Black/African American male student-athletes that attend Florida State University.

# Equity and Welfare Committee Report

## Equity and Welfare Committee

**EQUITY AND STUDENT WELFARE COMMITTEE:**

***Lynn Panton, Chair***

Matthew Boone

Billy Close

Mary Coburn

Kathleen Daly

Wayne Hochwarter

Alma Littles

David Perry

Eric Stewart

Jean Tabares

*Vanessa Fuchs – Athletics Department Liaison*

## Student Athletes' Overall Experience

All questions were rated on a 1 (poor) to 5 (excellent) scale

1. Academic Experience = 4.24  
(2014 = 4.36; 2013 = 4.20)
2. Athletic Experience = 4.03  
(2014 = 4.30; 2013 = 4.24)
3. Career Development = 4.04  
(2014 = 4.11; 2013 = 4.04)
4. Social Experience = 4.22  
(2014 = 4.35; 2013 = 4.31)

## Overview of Student-Athlete Survey and Interviews Procedures

- Interviews were conducted and surveys were made available in March and April, 2015.
- Of the potential 451 student athletes 357 students opened the survey and 295 completed some portion of the survey. This was a response rate of 65%. This was the highest response rate that we have had over the last six years.
- During this time we interviewed 45 student athletes, 6 coaches, and 21 staff members.



# Finance Committee Report

## Finance Committee

- **Finance Committee:**
- *Joe Icerman, Chair*
- Kathy Atkins-Gunter
- Peter Boulware
- Ken Cashin
- Kirsten Crowley
- Reba Essary
- Dano Fiore
- Ken Hart
- Sally McRorie
- Larry Pendleton
- David Rancourt
- Bill Smith
- Jim Smith
- *Matt Behnke – Athletics Department Liaison*

## Athletics Budget

1. Cost of Attendance impact - \$2 Million
2. All departments and individual sports had to cut over 2% out of their annual budget to help with the new Cost of Attendance (COA).
3. Total budget for 2015-16 was approximately \$90 Million
4. You can see the current year budget and current year audited financial statements for the Department of Athletics on the web at **Seminoles.com**

## Student-Athletes' Academic Grade Report

## Grade Point Averages by Sport

- Cumulative GPAs

Baseball (35)	2.802
W Basketball (12)	3.151
M Basketball (15)	2.612
Beach Volleyball (18)	3.229
W Cross Country (34)	3.290
M Cross Country (20)	2.962
Football (114)	2.428
W Golf (10)	3.423
M Golf (11)	2.935
Soccer (20)	3.335
Softball (24)	3.007
W Swim/Dive (29)	3.220
M Swim/Dive (32)	3.134
W Tennis (9)	3.324
M Tennis (9)	3.114
W Track/Field (38)	3.139
M Track/Field (26)	2.862
Volleyball (18)	3.394

## Semester and Cumulative GPAs

Sport	Team Semester GPA	Team Cumulative GPA
Baseball (35)	2.849	2.802
W Basketball (12)	3.142	3.151
M Basketball (15)	2.445	2.612
Beach Volleyball (18)	3.306	3.229
W Cross Country (34)	3.373	3.290
M Cross Country (20)	2.864	2.962
Football (114)	2.110	2.428
W Golf (10)	3.484	3.423
M Golf (11)	2.945	2.935
Soccer (20)	3.561	3.335
Softball (24)	3.049	3.007
W Swim/Dive (29)	3.260	3.220
M Swim/Dive (32)	3.095	3.134
W Tennis (9)	3.454	3.324
M Tennis (9)	3.147	3.114
W Track/Field (38)	3.164	3.139
M Track/Field (26)	2.808	2.862
Volleyball (18)	3.508	3.394
Total Student Athletes (474)	2.904	2.934

## Academic Progress Rate

- Tracks academic achievement of each Division I team during each academic term.
- Based on whether a student-athlete remains in school and remains academically eligible.

## APR calculation

- Each student-athlete receiving athletic aid earns one retention point for staying in school and one point for being academically eligible each academic term.
- A team's total points are divided by the number of points possible multiplied by 1000.

## APR Example

- A Division I Football team awards 85 scholarships.
- 80 remain in school and academically eligible ( $80 \times 2 = 160$  points), 3 remain in school but are academically ineligible ( $3 \times 1 = 3$  points) and 2 drop out and are academically ineligible (0).
- The team earns 163 of 170 possible points for that term. 163 divided by 170 and multiplied by 1000 (959) is the team's APR for that term

## APR Enforcement

- The APR rate is a rolling, four-year figure.
- Teams that score below 930 face penalties ranging from scholarship reductions to more severe sanctions (e.g., no postseason play).

## Academic Progress Rate for Key Sports

- Baseball – 971 (NCAA average 967)
- Football – 945 (NCAA average 951)
- Men’s Basketball – 978 (NCAA average 957)
- Women’s Basketball – 975 (NCAA average 973)

## FSU’s Current Academic Status

- Our lowest 4-year APR for any team is 945 and our highest is 1000. FSU has never had a team penalized by the NCAA for APR points.

## **Graduation Success Rate (GSR)**

- The GSR is designed to show the proportion of Student Athletes who earn a college degree; no NCAA penalties attached.
- NCAA reported a GSR for Division I schools; 84%.

## **Graduation Success Rate for FSU**

- Overall GSR for FSU is 85%, up from 84% last year.
- Lowest GSR scores are in football and men's baseball (73% and 72%, respectively).
- Highest GSR scores are in women's golf and women's volleyball (100%).

## Graduate Success Rates for Key Sports

- Baseball – 72 (NCAA average 77)
- Football – 73 (NCAA average 71)
  - African Americans – 67 – up from 57 last year (NCAA average 57)
- Men's Basketball – 90 – up from 83 last year (NCAA average 70)
- Women's Basketball – 85 – up from 83 last year (NCAA average 86)

## New Initiatives

- Due to the Time Demands initiative, we are not surveying our SAs this year. Interviews and certain survey questions will be asked during the voluntary interviews.
- Club seating at the football stadium will be ready for the 2016-17 season.
- Seminole Leadership Program (new this spring).



# Seminole Leadership Program

**Instructor: Ashton J. Henderson**

**Program Description:**

- This program will provide student-athletes with the tools to cultivate meaningful relationships, enhance character development, and ensure student-athletes are maximizing their full potential.

**General Principles:**

- Character Development
- Leadership
- Time Management/Social Pressures
- Effective Communication
- Social Responsibility
- Financial Literacy

## THANK YOU!

If you have questions, please email me at:

[pperrewe@fsu.edu](mailto:pperrewe@fsu.edu)

## **Proposed procedures for rewarding credit for military experiences, training and coursework acquired while in the military**

Students who are or were eligible members of the United States Armed Forces may earn college credit based upon their military experiences, training and coursework acquired while in the military. Academic credit will only be awarded for military experiences, training and coursework that are recognized by the American Council on Education (ACE) in their *Guide to the Evaluation of Educational Experiences in the Armed Services*. (ACE recommendations for vocational or technical credit are not accepted as transfer credit.) For more than a half century, the ACE *Guide* has been the standard reference work for recognizing learning acquired in the military.

Credit earned for military experiences, training and coursework will be applied to a student's academic program in the same manner as any other form of transfer credit: (1) applied as a major/minor requirement replacing the equivalent required or optional course taught by the University; (2) applied as a general education requirement replacing the equivalent required or optional course taught by the University; or (3) applied as a general elective.

Credit earned for military experiences, training and coursework will be evaluated after the admissions application process has been completed and admission has been granted. The Records Auditing and Analysis Section of Admissions/Records will post all credit earned for military experiences, training and coursework to the student's permanent record as recommended in the ACE *Guide*. Credit will not be posted until determination of specific course equivalency and applicability towards general education, major coursework, or degree program requirements are determined after review by the appropriate academic departments: the Office of Undergraduate Studies for general education equivalency and the major department for major coursework and degree program requirements.

Credit earned for military experiences, training and coursework evaluated and awarded by another State University System of Florida (SUS) school will transfer as previously evaluated if appropriate to the transfer student's major and subject to institution limits on the amount and level of transfer credit allowed for a given degree.

Students who have concerns that credit earned for military experiences, training and coursework was improperly evaluated and applied may have their concerns addressed through the Director of Admissions for initial posting of general elective credit, the academic Dean of their selected major for major coursework and degree program requirements, or through the Dean of Undergraduate Studies for general education equivalency.

### **Posting of Military Credit**

At the time of admission, all military credit that has been received by the Office of Admissions/Records will be added to the JST INBOX workflow folder in Nolij. An email will be generated to the Student Veterans Center assistant director. The Student Veterans Center will work with the student to determine what will be in the best interest of the student since it is likely that most military credit will remain in the elective credit category. The student will need to be aware of the consequences of adding additional elective credit with regards to the veteran benefit process.

Once the student has signed an authorization to move forward with the evaluation process the military transcripts will be moved to the JST ADVISING workflow folder. An email will be generated addressed to the ROTC Department, attention Military Instructor Group, for a detailed evaluation and recommendation.

After evaluation a recommendation will be sent back to the Student Veterans Center assistant director who will in turn address the individual student's Dean to obtain approval of the recommendation for official posting.

Once approval is obtained, the Student Veterans Center assistant director will move the transcripts into the JST POSTING workflow folder. Upon posting of the recommended credit by the Records Auditing and Analysis Section the transcripts will be removed from the workflow and held permanently in the student's Nolji document folder.

If there is no approval from the Dean the Student Veterans Center will notify the student and remove the transcripts from the workflow. The transcripts will be removed from the workflow and held permanently in the student's Nolji document folder.

**Proposed ~~policy on credit~~ procedures for rewarding credit for military experiences, training and coursework acquired while in the military**

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Credit earned for military experiences, training and coursework will be applied to a student's academic program in the same manner as any other form of transfer credit: (1) applied as a major/minor requirement replacing the equivalent required or optional course taught by the University; (2) applied as a general ~~core~~ education requirement replacing the equivalent required or optional course taught by the University; or (3) applied as a general elective. ~~that may or may not satisfy degree requirements.~~

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Credit earned for military experiences, training and coursework evaluated and awarded by another State University System of Florida (SUS) school will transfer as previously evaluated if appropriate to the transfer student's major and subject to institution limits on the amount and level of transfer credit allowed for a given degree.

Students who ~~allege~~ **have concerns** that credit earned for military experiences, training and coursework was improperly evaluated and applied may have their grievances addressed through the Director of Admissions for initial posting of general elective credit, the academic Dean of their selected major for major coursework and degree program requirements, or through the Dean of Undergraduate Studies for general education equivalency. ~~If no resolution is reached, the student may file a grievance with the University. The University grievance policy is outlined in the "Academic Integrity and Grievances" section of the undergraduate and graduate *Bulletins*.~~

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#### ~~Procedure for the~~ **posting-Posting of Military Credit**

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## Memorandum

To: Sally McRorie, Provost  
From: David Johnson, Chair, FSU Admissions Committee  
Re: Recent Chronicle story on Admissions  
Date: December 16, 2015

At our Admissions Committee meeting of December 2, we began a discussion prompted by an article published in the November 29 issue of *The Chronicle of Higher Education*. Many committee members expressed dismay over the allegations and insinuations leveled against FSU and felt that the article gave a disturbing but in large part distorted view of the admissions process. John Barnhill provided the committee with a thorough and illuminating account of the story behind the article.

A major theme in the *Chronicle* article is the pernicious effect of direct involvement by university trustees and presidents in the admissions process. While the motives of such people need not as a matter of course be called into question, it was felt that such officials can, by virtue of their position, have a much greater influence on the resolution of individual admissions inquiries or appeals than they or others are willing to acknowledge. Admitting less-qualified applicants simply because they are connected to persons of influence becomes a sort of “affirmative action for the advantaged.” As the *Chronicle* article describes, other institutions have sought to counter this problem by various means, all of which seek to establish some distance between trustees and decision-makers in the Admissions office, and thus insulate admissions staff from non-pertinent outside influence. When those who have the final authority over university actions contact employees with a recommendation for an individual who has applied for admission to FSU, it cannot help but be perceived as having a negative effect on the process.

The committee feels that some form of action is needed to counter, at the very least, the appearance of inappropriate influence. To this end the University should establish a process for responding to admissions-related inquiries from prominent individuals.

Our committee will be considering this issue again in the Spring term, with the intention of drafting our recommendations for such a policy. At this juncture we welcome the Provost’s input on any appropriate behavioral guideline options that might help us in our deliberations.

Sincerely,

David Johnson, Chair, FSU Admissions Committee

Memorandum

To: Sally McRorie, Provost  
From: David Johnson, Chair, FSU Admissions Committee  
Re: Follow-up on Chronicle story on Admissions  
Date: April 12, 2016

Following our discussions as detailed in my memo to you dated December 16, 2015, the Admissions Committee has drafted language that we recommend be added, with your approval, to the admissions policy found at: <http://regulations.fsu.edu/Policies/Policy-Offices/Provost-and-Academic-Affairs>

The language approved by the Committee is as follows:

To preserve the integrity of the admissions review and decision process, it is important that third parties refrain from influencing or appearing to influence individual admissions decisions. Third parties include, but are not limited to, officers of the University, legislators, representatives of direct support organizations, faculty, and alumni.

We believe that this addition to our admissions policy will assist decision-makers in the Admissions office in deflecting non-pertinent outside influence.

John Barnhill informs me that following your review of this recommendation, the new language would need to be noticed on the policy website for 21 days, after which it becomes part of the permanent policy.

Sincerely,

David Johnson, Chair, FSU Admissions Committee

Creation of the  
Jim Moran School of Entrepreneurship  
At Florida State University

### **Rationale**

Jan Moran, individually and The Jim Moran Foundation, Inc. (collectively) have given to Florida State University a gift of \$100,000,000.00 to establish the Jim Moran School of Entrepreneurship at Florida State University. The **Jim Moran School of Entrepreneurship** shall serve as a lasting tribute to the vision and commitment of Jim Moran and his legacy and to the study, support and advancement of entrepreneurship and entrepreneurs. The creation of the **Jim Moran School of Entrepreneurship** will encourage the growth of interdisciplinary entrepreneurship at FSU. It also will greatly broaden the educational reach of the curriculum, as well as JMI's outreach efforts around the state. At the same time, the creation of the School will extend the reach and impact of Jim Moran to a national level. No other university in the country teaches entrepreneurship from a truly interdisciplinary perspective. In addition, no other university ties its entrepreneurship curriculum to a set of broad-based outreach programs designed to help entrepreneurs and small businesses. This approach will ensure that the Jim Moran name becomes synonymous with entrepreneurial education throughout the state, region and nation.

### **Name**

The name of the school will be The Jim Moran School of Entrepreneurship (JMSOE) at Florida State University

### **Operation and Governance**

The JMSOE will coordinate all Entrepreneur-in-Residence (EIR) campus activities and work with deans to build bridges and promote an understanding about the Entrepreneurial University Initiative (EUI) across campus and beyond. The JMSOE will work closely with the campus community, the local/regional communities, and alumni to advocate for the Entrepreneurial University Initiative. The JMSOE also will ensure cross-campus branding of the EUI by marketing its potential to the entire campus and providing classes, workshops, events, and other offerings that support its interdisciplinary premise. Since the EUI is a university-wide effort "co-owned" by all colleges, the administrative structure is best accomplished through a formal school of entrepreneurship, which will allow all things entrepreneurial to coalesce across campus. By establishing the JMSOE, Florida State University takes a bold step in ensuring the longevity of entrepreneurship as a unifying theme on campus and one that provides a common thread of opportunity for all students and faculty regardless of discipline.

The JMSOE will reside under the Provost. All undergraduate entrepreneurship curricula will move from the College of Business to the School (see the separate document on the proposed



curriculum structure). All issues related to curriculum, admission requirements, faculty appointments, and other academic issues shall reside solely with the faculty, School Director, and the Provost, as with other academic units. The JMSOE Director will be vested with the same authority exercised by the Deans of other academic colleges over the academic departments within their colleges. The Director will serve at the pleasure of the Provost and Executive Vice President. The Director will be responsible for advancing the University's academic mission in teaching, research and service. The Director will be responsible for working with the University Foundation to develop opportunities to enhance academic programs through private donations; administering the unit's academic programs and policies pertaining to admissions; and, in consultation with faculty, determining requirements for majors, requirements for graduation, and the nature, content and scheduling of courses. The Director will meet with and participate as a member of the Council of Deans.

The JMSOE will develop bylaws consistent with the FSU Constitution and will ensure a copy is on file with the Vice President for Faculty Development and Advancement. The JMSOE will work with that office and the committees of the Faculty Senate to develop faculty and curricula for the programs under its authority. If needed, the JMSOE will develop and submit in timely fashion a justification and plan, in compliance with the Southern Association of College and Schools/Commission on College substantive change criteria.

In conjunction with the Office of the Vice President for Faculty Development and Advancement, the Office of the Provost and other relevant entities, the JMSOE, when appropriate, will establish curricular areas to administer degree programs. Each of the areas will be headed by a faculty member and each program by a program coordinator. Area heads and coordinators will report to the Director and serve at the pleasure of the Director and the Provost. Units are expected to have written procedures for consultation of faculty in the unit prior to appointment of their area head or coordinator.

The JMSOE will develop policies and procedures for the admission, advisement and tracking of students. It will formulate degree maps in conformance with University policy and initiate the appropriate procedures to ensure use of and articulation within the common course numbering system. It will use university faculty evaluation policies and explore the best use of tenure or specialized faculty in conformance with the Faculty Handbook and the Collective Bargaining Agreement. The JMSOE will maintain information on faculty and students that allows its departments to comply with SACS accreditation guidelines and state statutes and regulations.

### **Program Offerings**

The Jim Moran School of Entrepreneurship Director will have oversight of five major focus areas of entrepreneurship across the entire campus. Each of these focus areas will have a curricular area program leader from their own educational specialty who will have the responsibility of overseeing his or her own entrepreneurial program. As it stands at this time, these specialty areas within the entrepreneurship school would be as follows:

- The Arts (to include studio art, theatre, dance, music and film)

- The Sciences (to include Chemistry, Biology, Environmental Sciences, Earth, Ocean and Atmospheric Studies)
- Commercial Management ( to include retail, sales, services, management, finance)
- Health (exercise science, physical therapy, pharmaceuticals)
- Applied (Engineering, computer science)

Each of these sections would oversee their own specialized entrepreneurship program and would award undergraduate students with either a Bachelor of Science degree (BS) or a Bachelor of Art degree (BA), depending on their specialty area.

The faculty (EIRs) who will be affected by this change have voted unanimously to approve this proposal in a secret ballot. Those EIRs from the College of Business, who will be full-time in the JMSOE, will report to the Director of the JMSOE.

From: Faculty Senate Library Committee (FSLC)

To: Faculty Senators

Re: Soliciting Applications for Robert B. Bradley Library Research Grants

Date: April 11, 2016

*You and your colleagues will soon be receiving the memo below inviting you to apply for a Bradley grant. The FSLC encourages you to apply. We also would appreciate your assistance in reminding your colleagues about this valuable opportunity and encouraging them to apply.*

This announcement is an invitation to faculty to apply for the annual **Robert B. Bradley Library Research Grants**, which support the research and creative endeavors of our faculty while developing our library's world class collections. Bob Bradley (retired VP for Planning and Programs at FSU) has been a longtime supporter of the University Libraries, and has advocated consistently for resources to support the centrality of the libraries that play such an important role in the scholarly work of our faculty. Naming the former Faculty Research Library Materials Grant (FRLMG) program after him is especially appropriate given the goal of the mini-grants to support the research and creative work of faculty with new library acquisitions.

In 2016-2017 the Faculty Senate Library Committee will have at least \$50,000 to share among faculty colleagues to support research and creative endeavors. Funds permitting, secondary consideration will be given to applications focused solely on materials for instructional purposes or collection development. Please consider preparing your application materials soon, as all application materials are due in October.

The deadline to submit applications for 2016-2017 Bradleys is **October 14, 2016**.

For more information, including further details about eligible items and application instructions please see the materials posted to the Bradley Grant webpage at

<http://facsenate.fsu.edu/Robert-B.-Bradley-Library-Research-Grants/>.

Questions? Please contact Bradley Grant sub-committee chair, Matthew Goff at [mgoff@fsu.edu](mailto:mgoff@fsu.edu).



THE FLORIDA STATE UNIVERSITY  
FACULTY SENATE

**2016-2017 Faculty Senate Proposed Meetings**

**Location:** Dodd Hall 103

**Times:** 3:35PM-5:00PM

**Days:** Wednesdays

**Fall 2016**

- 9/21/2016
- 10/19/2016
- 11/16/2016
- 12/7/2016

**Spring 2017**

- 1/18/2017
- 2/15/2017
- 3/22/2017
- 4/26/2017