



FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
WEDNESDAY, FEBRUARY 21, 2018  
DODD HALL AUDITORIUM  
3:35 P.M.

**I. Regular Session**

The regular session of the 2017-18 Faculty Senate was held on Wednesday, February 21, 2018. Faculty Senate President Todd Adams presided.

**The following members attended the Senate meeting:**

T. Adams, S. Aggarwal, P. Andrei, J. Ang, H. Bass, L. Beitsch, M. Buchler, K. Buhrman, E. Chicken, J. Clark, A. Clarke, R. Coleman, J. Delp, J. Fiorito, S. Fiorito, J. Garibaldi, M. Gawlik, M. Gertz, T. Graban, K. Harper, E. Hilinski, L. Hinnant, C. Hofacker, B. Horack, T. Houpt, K. Huffenberger, E. Hull, E. Jakubowski, K. Jones, I. Junglas, A. Kercheval, A. Kim, E. Kim, S. Lewis, J. Linford, J. Lo, S. Losh, C. Madsen, P. Marty C. Marzen, V. Mesev, R. Miles, C. Moore, D. Moore, J. Ohlin, I. Padavic, E. Peters, D. Poey, A. Rhine, V. Richard Auzenne, N. Rogers, G. Rust, E. Ryan, L. Schelbe, C. Schmertmann, S. Shelton, T. Siegrist, D. Slice, L. Spainhour, J. Standley, N. Stein, U. Sypher, G. Tenenbaum, G. Tyson, A. Vanli, D. Von Glahn

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

T. Albrecht-Smitt, B. Arjmandi, A. Askew, C. Baade (**Amy Huber**), A. Barbu, A. Barrett B. Birmingham, D. Bookwalter, M. Burr, E. Coleman, P. Conway, J. Drake, J. Gomariz, J. Grzywacz (**Melinda Gonzales-Backen**), R. Jackson, D. Kaplan, T. Keller, B. Landing, W. Li, T. Mariano, P. Mason, M. Messersmith, U. Meyer-Baese, R. Morris, Z. Musslimani, J. Palmer, K. Petersen, J. Rayburn, V. Salters, P. Sharpe, O. Steinbock, L. Stepina, O. Vafek, Col. M. Van Wert (**Scott Pohler**), Y. Wang, T. Zhao (**Earle Klay**)

**II. Approval of the Minutes, January 17, 2018 meeting**

The minutes of the January 17, 2018 meeting were approved as distributed with the correction under Old Business from Irene Padavic where the minutes state "...that directly contradicts the wording of the FSU constitution." and this will be changed to say "...that directly contradicts the wording of the Collective Bargaining Agreement."

**III. Approval of the agenda, February 21, 2018 meeting**

The agenda was amended to move announcements by President Thrasher to the next order of business and this was approved as amended.

**IV. Announcements by President Thrasher**

President Thrasher gave the following updates:

- We currently have 268 graduates from the high school in Parkland, FL and the current principal is a two time graduate of FSU. We housed the students who came up for the rally in the Civics Center.
- We just closed out applications for incoming freshmen, and we had 50,000 complete applications. Thank you to John Barnhill, Hege Ferguson and Janice Finney for trying to find pathways for our all of our applicants.
- There are two weeks left of legislative session, and the items that we have asked for are still out in either the House or the Senate. Kathy Mears and Kathleen Daly are doing a great job working with the people down at the legislature.
- We had a great FSU day down at the capitol with a large crowd including Coach Taggart.
- Last Saturday, I went down to see the Seminole Tribe of Florida. Every year they have a field day, which is a celebration of their culture. They have a new leader, and he is very dynamic. Our relationship with the Seminole Tribe is still very strong, and we had Renegade, Osceola, and some of our Marching Chiefs go down to celebrate.
- Dean Fogarty from the College of Medicine has been working to get our residency program across the state, and he has been working with Regional Hospital in the Winter Haven area to start out with six residents.
- This Saturday, I am going down to St. Augustine to be a part of the vesture of the new president of Flagler College. Joe Joyner, the new president of Flagler College, is an FSU graduate.
- The Board of Governors asked us about a year ago to hire more compliance officers. We now have Robyn Jackson as our new compliance officer for our University. She will coordinate with the other compliance officers, HR, athletics, and research on all things compliance. We also hired a new Title IX director, Mandy Hambleton.
- Greek Life was reinstated for the purposes of recruitment and philanthropy. We are still monitoring some things and working on ideas that we have proposed. The alcohol ban is still in effect, and we will not serve alcohol until we are where we need to be.
- The Gateway District, also known as Innovation Park, is what I believe to be the future of Florida State University. Our campus is pretty landlocked now, but we control over 900 acres over at Innovation Park. For us to improve that area, we need a road that will go through and enhance the whole area. Next week, the Board of County Commissioners and City Counsel are going to vote if they will allow the road to go out there. Renisha Gibbs in HR is heading the Advisory Counsel of Names for the road.
- Dean Marcus recently passed away, and on Monday at 2:30 in the Alumni building there will be a celebration of her life.

There was a question from (unknown) about the Gateway construction and if Florida State would have an intentional approach when it comes to hiring contractors so FSU would be able to support low-income neighborhoods. President Thrasher responded by saying that interdisciplinary commercialization of the Innovation Park district would help the local economy because he hopes to break ground on the building this year, (it is a \$90 million project). We also have been authorized to begin the planning and the construction of a primary care facility at Sabal Palm Elementary, which will service the people in that area who do not have a primary care doctors.

## V. Report of the Steering Committee, Dr. Kristine Harper

The Faculty Senate Steering Committee has met four times since our last Faculty Senate meeting – once with President Thrasher. Items discussed include:

\* GPC Policy on the required minimum number of course hours for the master's degree. The GPC Co-Chairs Dr. David Johnson and Dr. Ulla Sypher will address that at today's meeting.

\* Four dean searches underway: College of Education; College of Fine Arts; Dean of the University Libraries; Graduate School – all of them will have sessions for faculty input. Please attend...in particular, leadership of the University Libraries and Graduate School affects everyone on campus.

\* Interviews for prospective hires for the Honors Program (Dr. Douglass Seaton will report out on the Honors Program today).

\* Proposal to make a by-laws change that would make the Torch Awards Committee a Faculty Senate Committee. Dr. Jayne Standley will introduce this change later today with a vote at our March meeting.

\* The Koch Committee has been meeting and we expect that group to report out during the March meeting.

\* The Faculty Senate Library Committee established an ad hoc committee to examine the skyrocketing prices of article databases, especially Elsevier, which now costs \$2M annually and rises at 4.5% per year, and make recommendations, which could include canceling the Elsevier package and relying on inter-library loan. The report will be forthcoming at the March Faculty Senate meeting. In the meantime, you might want to check in with your colleagues to get their input.

\* Dr. Gary Tyson reported on the IT committee meeting which has given tentative approval to the draft e-mail policy – wordsmithing is underway. The Constitution Revision Committee also met and Dr. Tyson will brief us today about its progress.

\* On 8 February we met with President Thrasher who discussed: 1) interim changes to Greek Life on campus; alcohol ban remains in place for all student organizations; 2) record number of applicants (over 50K) for Fall 18 freshman class; over 5000 applicants for 100 CARE slots; 3) FSU-Day went well at the Capitol; 4) Celebration for the Raise the Torch campaign will be on 21 September...save the date.

\* On 15 February, we met with Assoc. VP for Academic Affairs Ruth Feiock and Assoc. VP for Faculty Development and Advancement Jennifer Buchanan regarding new standards that institutions have to follow for degree hours. The particular concern is about combined bachelors/graduate and joint graduate programs that involve sharing credit hours that may bring the total of graduate hours below the 30-hour minimum. Certificates also came up in the discussion...this is a faculty governance issue and they will be examining extant programs to see which ones might remain with some tweaking and which have so few participants that it might be worthwhile to suspend them.

**Lynne Hinnant** asked if they would start giving out certificates if there was not enough participation in the program that is offered. Dr. Harper answered no, they are looking to see if the certificate programs we have meet SACS requirements or not. She said that the University is not getting rid of programs that do not have enough participation, but if they are not meeting the requirements and they do not have much participation, then we will have to see what do with the program.

**Todd Adams** commented that there are issues with joint programs sharing classes such as a combined two master's program have 54 credit hours, and making a certificate instead of a masters would be a replacement for that.

**Jennifer Buchanan** stated this is a clarification from SACS. This is to make sure that application procedures for joint degree programs truly reflect the standards and the intellectual combination of these two programs, and can be rationalized in terms of the benefit to the student. We are revising the procedures and making sure all of the programs meet the standards.

**Lisa Spainhour** from Civil Engineering wanted to know how long the process is going to take. Jennifer Buchanan responded that they are working on this project diligently, have been meeting on this every week, and they will have this completed as soon as possible. The goal is to be ready for the next SACS review, but at the five-year reaffirmation accreditation, they don't want to have anything they can't justify.

## VI. Report of the Standing Committee

### a. Undergraduate Policy Committee (See Addendum 1)

**Eric Chicken** discussed a new graduation requirement that will be implemented either Fall 2018 or Summer C. Last year, the state legislature said that we need to have a Civics requirement met by all of our undergraduate students. They said that schools within the SUS and Community College system will need to implement this. This requirement can be met in five ways. Students will need a C- or better in POS1041 American Government or AMH2020 History of the United States, CLEP American Government, AP Government and Politics: United States, AP United States History, or a 60 or better on the US Citizenship and Immigration Services Naturalization Test. The Undergraduate Bulletin will need to be updated by April in order to reflect this additional requirement. It is unclear how the university will implement the US Citizenship test, but it could possibly be an online exam students can take when they are registering for classes during orientation.

**Ulla Sypher** (Communication and Information) stated that having taken this test, they give you the 100 questions and the answers. The first time she went through it just to see how she would do, and she got more than 60 of the questions correct without ever taking an American history or American civics course. She is worried that this exam is not equal to all that a student would learn in a 3 credit hour University course.

**Susan Losh** (Educational Psychology): My research is on American Adult Civic Science Literacy. Every two years, representative samples of US adults are surveyed and quizzed through the

National Science Foundation Surveys of Public Understanding of Science and Technology. The average American adult scores under 60% on these quizzes, using questions such as “does the earth go around the sun or does the sun go around the earth?” or “genetically modified tomatoes have genes but regular tomatoes do not.” Given FSU’s interest in civic literacy, which I share, maybe we need a civic literacy class on understanding science for adults.

**Katherine Jones** (Biological Sciences) asked what percentage of the incoming students will have already met this requirement through AP or IB courses taken during high school.

**Eric Chicken** stated that the typical freshman shows up with 30-40 credit hours from AP or IB programs, and these are the kinds of courses they take. If the student is coming in with an A.A. the political science portion is already required at some community colleges.

**Todd Adams** commented that he thought that the US Citizenship test would be the easiest means for a student to meet this requirement without having to take an additional course.

**Provost McRorie** stated that if the student has not taken these courses and they do not want to take these courses when they get here, this is an opportunity to meet the requirement. She believes that they can take this test as often as they need to in order to pass it, and students will probably only need to take the test twice before they reach the passing score. The committee is working to find a way to make this test an easy task for students to accomplish through the testing center or other means. This requirement may also be met through Florida Virtual online courses that may require the students to take the naturalization test. The university would start working with high school advisors to let them know that our students will need to meet this requirement. The goal would be to have all students done with this requirement by the end of their freshman year. This topic can be covered during orientation so that the students and the parents are aware of this requirement.

**Kristina Buhrma** (Religion) asked for clarification that if the student passes the naturalization test, does this mean that they will be receiving three credit hours on their transcript.

**Todd Adams** answered no- there is no credit involved in passing the naturalization test.

**Erin Ryan** (Law) stated that the easiest way to satisfy the requirement is by taking the naturalization test, but she believes that civics education is important and we may need to be taken more seriously.

**Eric Chicken** stated he believes that most students are going to choose to take the classes over the naturalization test because American History is already a part of the general liberal studies courses. This is not finalized because we don’t know how we are going to implement the naturalization test.

**Tarez Graban** (Arts and Sciences) asked how the naturalization test was added on this list as an equivalent to taking a course or passing an AP test to meet this requirement.

**Eric Chicken** stated that it's just another avenue for people to get through this requirement, and we are unsure if this will be the final language of the requirement.

**Provost McRorie** stated that there was a large committee put together with faculty representation from Florida State who came up with the plan to have students meet this requirement. We could ask one of the representatives to come speak at the next meeting.

**Susan Shelton** (Nursing) asked how this is going to change the demand on classes and our faculty to student ratio.

**Eric Chicken** answered that since these are courses that are already part of liberal studies and many students come in with the AP credit anyways, he believes that we are able to handle these students and that these are never going to be small classes. The committee will continue to work on finalizing the language of the requirement and hope to have a vote on this sometime in the spring. We will upload this new requirement to the Undergraduate Bulletin by April so that the students are aware of what to expect. This current proposal can be uploaded on the Faculty Senate webpage so everyone can see what this looks like and read it more carefully.

**Tarez Graban** (Arts and Sciences) does not feel that she received a satisfactory response to her question. Is the goal in fact a civics education, or just meeting the standards?

**Eric Chicken** stated that we want is a 60 out of 100 on the naturalization test, and the other means of meeting this requirement go beyond what we expect from the students. We are not giving them credit for their citizenship test- they only get credit if they pass the class or the AP exam.

**Todd Adams** commented that last year the Legislature passed a law that the Board of Governors had to create a standard that would meet civic literacy. He believes that we could say that we are not going to accept the naturalization test as a means of meeting the civic literacy, but doesn't think the university gets to choose what courses do get to be a part of it.

**Eric Chicken** stated that we do not control is the part of the curriculum mandated by the legislature, and this falls under the same category. This will be in addition to the liberal studies requirement, and it is different in that it is much more constrained as to which classes will meet this requirement. We are trying to let the university be as flexible as possible in implementing this requirement.

**b. Liberal Studies Coordinating and Policy Committee (See Addendum 2)**

**James Fadool** reported on formative experience courses which are currently not a requirement of liberal studies. A handout detailed the process and courses will be reviewed and approved. They are looking for volunteers to help with the process. We are working hard to keep track of students' progress through liberal studies, and this is to fill SACS requirements. We rely upon feedback from the faculty to show their students are actually meeting the goals that are stated on

the syllabi. The university needs to keep track of the data for the SACS accreditation, and we also need more participation because we are not reaching the necessary numbers.

**c. Graduate Policy Committee (See Addendum 3)**

**Ulla Sypher-** Presented a proposal on the master's thesis program. The proposal is to change from 32 to 30 credit hours on non-thesis master's program: The handout from the committee highlighted language they want to change. The committee has received inquiries on why the course-work type master's program requires 32 credit hours instead of 30 like thesis programs. Nobody we asked could remember why there is a difference in the minimum credit hour requirement between the two programs. When we looked at other master's programs in the State of Florida, they all required at minimum 30 credit hours for non-thesis master's program. There are at least two units on campus who wish to implement new master's programs with 30 credits for the fall, and when we assessed it, we wanted to bring forth a motion that effective Fall 2018, the minimum number of credit hours required for non-thesis master's programs be reduced from 32 to 30 credit hours. This should not affect any existing programs, because individual programs are more than welcome to continue requiring more than 30 credit hours. The committee does not see any potential negative effect on existing programs. There is a second part to this that we would like to have feedback by email for- we are discussing how many of this 30 credit hour minimum should have to be at the graduate level. There are some programs that allow 4000-level courses to be a part of the master's program. If your department is one of these programs, please discuss how problematic it would be if the requirement was change to have at least 30 graduate credit hours. If a program wanted to accept undergraduate credits, they would need to require more than 30 credit hours so that there are at least 30 hours of graduate level coursework. The committee is tentative to apply this for Fall 2018, because there may be some programs that comply with the rules now, but may not once the requirement changes.

**Unknown** stated that their program somehow already has a 30-hour master's program with a 0 credit hour comprehensive exam. They have a vague constitutional memory that since they have the comprehensive exam, this has allowed them to only require 30 hours for the program.

**Ulla Sypher** answered that someone will have to check that out because right now that program is not in compliance with the University policy.

**Unknown** asked if any changes effect students that are currently in master's programs. Can students currently in a program drop down to 30 hours?

**Ulla Sypher** stated that since all programs right now require more than 30 hours, no program will violate this policy. For the university requirement they would only have to complete 30, but the student still needs to meet the requirements for their program.

**Jennifer Buchanan** commented that the registrar would say that the bulletin you enter under dictates your program requirements, but a student can request to change their bulletin.

**Ulla Sypher** stated again that no program is required to make a change to their hours.

**Todd Adams** commented that if you think your program would want to make a change to their hours, a faculty member would want to get on this sooner rather than later.

**Inaudible comment**

**Sandra Lewis** (Education) stated that she's heard from the graduate school that they are only going to allow students in a master's degree program to take 6 undergraduate classes.

**Ulla Sypher** answered that over the last few years there has been a push from the graduate school to limit the number of undergraduate credits that can count towards a graduate program. Some programs require a lot of undergraduate credits, but they also require a lot of credits overall so it depends on the situation.

**Unknown** (Education) is an example where they are co-listing all of their courses. Graduate students take 4000 level classes at the 5000 level and they receive extra assignments.

**Ulla Sypher** agreed that a quick fix is having your students take a 4000 level class if you cannot afford to teach it at the 5000 level. The graduate credit will be satisfied and all the students will be required to do is an extra assignment at the graduate level.

**Unknown** stated that they don't understand why programs that have more than 30 hours at the graduate level and have met the minimum requirement care about how many undergraduate courses the students take.

**Ulla Sypher** answered that in some units, depending on what their research is and what they offer, it could be an issue where they are unable to provide certain classes, including preparatory courses at the graduate level. These are the kind of concerns she would like to hear by email, so if you have any questions please email them.

**Unknown** stated that the university has records back to the 1970's and were unable to find an explanation as to why we require 32 credit hours.

**Todd Adams** stated that we have a motion from the committee that will need a second since it is a committee motion. We would change the three highlighted spots on the handout from 32 to 30.

**Motion: "Effective Fall, 2018, to reduce course-type master's program requirements from a minimum of 32 semester hours to a minimum of 30 semester hours, and adjust all language as necessary in the Graduate Bulletin and other pertinent documents"**

**Unknown** stated that they are still confused as to why we would put a downward pressure on these students and lower the requirements- is this just to be symmetrical with other universities?



**Ulla Sypher** answered that we are wanting to change it because some units have indicating it is a recruiting problem. Our programs are competing with other universities and other programs in Florida that do not have the same requirement as us, and we are losing these students to shorter programs.

**Unknown** stated that they came here in 1977 and was mentored by people who came here in the 1940's. It was explained that the thesis option was a weightier option and the coursework option ought to require more credits.

**Ulla Sypher** stated that every unit is welcome to still require more credits for their coursework only programs.

**Unknown** stated that her program, Learning and Cognition, started a comprehensive exam program track about 3-4 years ago, and that's why we have a few more hours for them to take because those students do not go through the same roughness that the thesis writers do.

**Ulla Sypher** answered that this is another example of what you can decide in your unit if you would like to require more from your coursework students.

**Josephine Garibaldi** (Dance) asked if reducing programs from 32 to 30 credit hour minimums, would impact the funding from these graduate programs.

**Ulla Sypher** answered that she has thought about that, and her thought is if she has to recruit 10-15 students for a program that's requiring more credits versus recruiting one extra student for a 30-hour program, she believes it's going to be easier to recruit that one extra student with fewer hours than 10-15 with more hours. If we have 10 students take a 3 credit course that equals 30 credits, we would have to recruit one extra student who would not usually come here, and we have made back those 30 credits. By additional recruitment which should be easier now, we should be making up these credit hours no problem.

**Todd Adams called for a vote. Motion passed by majority.**

**d. Honors Program Committee (See Addendum 4)**

**Douglass Seaton** reported on a pilot Honors curriculum that the university is implementing. The Program has been struggling for years and is barely meeting the minimum that the National Collegiate Honors Council suggests we have. The new curriculum will require 22-25 credits and include the Honors in the Major program. Dr. Seaton explained in further detail the program's criteria, including a core of three courses that address an "Essential Question" (EQ) and will satisfy IFS requirements, Ethics, Diversity X and Diversity Y, and Scholarship in Practices. The pilot was envisioned for a cohort of 100 students, who would be offered a menu of 5 different courses, each repeated 3 times – spring, fall and spring. Dr. Seaton explained that the courses initially were to be taught by 5 tenure-track faculty, including a plan for compensation. Again, it was deemed impractical to staff this program, because of the perennial difficulty of recruiting faculty to teach Honors courses, and the decision was made to create a pragmatic solution. The Provost authorized

a staffing plan to create three new lines for Honors specialized teaching faculty, who will teach only the Honors core courses. They will develop the EQ and curriculum. The program has interviewed seven applicants so far for these positions.

**Unknown** from Arts and Sciences stated that they would teach an honors course on overload. Has this opportunity been made available to faculty?

**Douglass Seaton** answered that opportunities have always been available, and he doesn't know if it has been advertised well enough. He has been doing this and so have others. However, this has not spared the honors directors who have been trying to recruit faculty to teach honors courses.

**Katherine Jones** (Biological Sciences) stated that she is confused on how honors courses have developed in unit, particularly in science. She has seen colleagues work hard to develop honors sections of courses in the STEM field, and would these classes be counted as an honors elective?

**Douglass Seaton** answered that the EQ courses will be taken care of by these 3 faculty, so students will still need to take 1 or 2 three credit courses beyond this. Those courses would fall in that category.

**Eric Chicken** asked if it is true that Honors in the Major is the six credit thesis option for the undergraduates. How many students complete Honors in the Major now, and how many will under this new honors program?

**Douglass Seaton** answered that honors in the Major is the six credit thesis option. This would ultimately be an increase in the number of students who complete the Honors in the Major and need to be mentored by faculty. They have traditionally been two entirely separate programs, and Honors in the Major has been very successful. Students have not found it intellectually interesting to be in honors, and students have not found their honors courses to be any different than their regular courses. Honors augmentation usually just means an extra assignment, which would explain why the Honors attrition rate has been about 80%.

**Katherine Jones** (Biological Sciences) asked if someone were to come in and do science research through the UROP program and then go into Honors in the Major, would they be in a lab for 4 years, and never meet the requirements for a DIS? Would UROP be counted under the new system?

**Douglass Seaton** answered that it would not be under the new system. We would not be under the same situation as we have been with students who could not find enough courses to meet the honors program requirements.

**Unknown** asked how credits would accrue to the unit if they were Honors in the Major instead of just being Honors or Honors Augmentation? Thesis hours show up for credit to the unit and that is the difference between Honors in the Major and Honors Augmentation for faculty.

**Douglass Seaton** answered that he doesn't think there would be a difference between Honors in the Major now and then. In terms of what kind of credit accrues to the unit, they get absolutely no credit for augmentation. He's not sure there is a direct correlation between not getting credit for augmentation and getting credit for Honors in the Major because these two things do not line up together in the curriculum.

**Todd Adams** commented that the meeting was running long so we will ask for one more comment.

**Unknown** asked to clarify these three special faculty and where these people will be housed?

**Douglass Seaton** answered that these faculties will be housed in Honors.

**Unknown** stated the university has tried many different things in the past 4 decades, and when you have an 80% attrition rate, that's a failure. We are just barely doing a less than adequate job. We want our honors program to be great, and to make this program that they have worked so hard to get into worth it. If we use three specialized faculty members who are teaching and are dedicated to this program, this is all for the better.

## VII. Old Business

### a. Constitution Revision Committee

**Gary Tyson** stated that the committee attempted to meet twice since the last meeting, and due to the flu, they were only mildly successful. The committee met last Friday with four of us, we promise to give you data on tenure track and non-tenure track faculty. Dr. Janet Kistner was able to send us this data last month. We have showed it to the committee and will distribute it soon. We are also going to come back with proposals, and given the timing of this it will not be something that we get done during this session. The committee does not want to lose the momentum that we have, so we will continue the discussion in April and then start up in the Fall of passing these changes. We have one specialized faculty who has requested to come give a short statement.

**Steve Bailey** (Business) stated that he is a non-tenure track professor in the College of Business, and is requesting that the Faculty Senate clarify and remedy an unwritten policy that non-tenure track faculty cannot participate in the senate. The FSU Constitution was last revised back in 1989, and in that constitutional document, it states that general faculty are allowed to participate in the senate. It defines general faculty as those who hold academic rank of instructor, assistant professor, associate professor, or professor. The term instructor generally refers to faculty that are non-tenure track, and these general faculty are allowed to be elected to the senate. He is not aware of any written policy that excludes non-tenure track from participating in the senate. There is nothing in the senate by-laws, the FSU collective bargaining agreement provides that faculty members shall serve on committees that formulate and implement academic policies. In summary, he requests that this senate advise the colleges and departments that non-tenure track faculty are indeed allowed to be nominated to be elected to the faculty senate. Any future revision of the FSU

constitution recognizes not only the current ability of the non-tenure track instructors to participate in Faculty Senate, but clarifies the terminology.

### VIII. New Business

#### a. Torch Awards Committee (See Addendum 5)

**Jayne Standley** stated that the committee has given a handout in relation to the Torch Awards Committee. For over 20 years, the Torch Awards committee has been an ad hoc committee of Faculty Senate and has established procedures and identified people for this award given from the faculty. This is one of the most distinctive and prestigious awards that is given. After 20 years, we believe it is time to make it a standing committee of the faculty senate. This is not up for a vote today, and it will be on the agenda for the next meeting.

**Todd Adams** stated that per the bylaws, any changes have to be presented and cannot be voted on until the next meeting. We will have voting and further discussion on this next meeting. If you have any questions, you can present them to the Torch Awards committee chair Jayne Standley or the steering committee members.

### IX. University Welfare

#### a. University Faculty of Florida

**Matthew Latta** reported legislative activity. There was a bill going through that would allow the state to come on to campus to make sure that the university was not infringing on the freedom of speech. This bill would have allowed anyone who felt that they were not being allowed free speech to sue the university. This bill did not pass. We are still working on the higher education bill that would allow more funding, and as we go into bargaining we hope to see good results.

#### b. Road Scholars

**Dennis Moore** (Arts and Sciences) stated that we have asked our speaker who was going to be here in September to please come and present, and Professor Kathy Perkins from UNC Chapel Hill will be here on Friday, March 2<sup>nd</sup>. We also have Professor Nancy MacLean from Duke coming to us on Friday, April 20<sup>th</sup> who will be speaking to us about democracy changes.

**Todd Adams** asked if anyone else had something about University Welfare.

**Michael Buchler** from the College of Music stated that President Thrasher mentioned that we used our facilities to let the students come in from Broward County. He wanted to let everyone know that one of the major sources of funding was the FEA (Florida Education Association), "The parent union of UFF" so this is a great example of union dollars at work for a great cause.

### X. Announcements by Deans and other Administrative Officers

There were no reports made by Deans and other Administrative Officers.

### XI. Announcements Provost McRorie

Provost McRorie gave the following updates: She stated that she is proud that the faculty have all worked hard on student success in this institution. She expects that we will continue to move up in the national rankings because of this. Three years ago, we were third from the bottom of the list of about 300 institutions in terms of our faculty to student ratio, and now we are down to a

22:1. With our new faculty hiring coming on board, this will help to continue lowering our faculty to student ratio. The university received our new retention rates from Freshman to Sophomore year, and we are at 94% which is up a percent from last year. This really says a lot about what we are doing for our students, and that is a top 15 number right there. We also have a 4-year graduation rate of 68%, which is another top 15 number. This percentage is also very evenly spread across all demographics and across all of our academic programs. This means that all of our faculty are working hard to help our students regardless of their major and regardless of their background to do well.

XII. **Adjournment**

The meeting adjourned at 5:20 p.m.

A handwritten signature in blue ink that reads "Andrea White". The signature is written in a cursive, flowing style.

Andrea White  
Faculty Senate Coordinator



- In 2017, Florida state legislature amended [Section 1007.25, Florida Statutes](#)
- Students must demonstrate competency in civic literacy
- Starting in fall 2018



- BoG Regulation 8.006 Civic Literacy
- POSX041 American Government or AMHX020 Introductory Survey Since 1877
- U.S. Citizenship and Immigration Services Naturalization Test
- AP: Government and Politics: United States
- AP: United States History
- CLEP: American Government



Update FSU undergraduate bulletin with new text:

## CIVIC LITERACY

Students first entering a Florida College System institution or state university in the 2018-2019 school year and thereafter must demonstrate competency in civic literacy. Students may satisfy the Civic Literacy requirement by:

- (1) completing either POS1041, American Government: National, or AMH2020, History of the United States Since 1877, with a grade of "C-" or higher;
- (2) receiving credit for either POS1041 or AMH2020 through acceleration credit; or
- (3) obtaining a score of 60 out of 100 on the U.S. Citizenship and Immigration Services Naturalization Test administered by a Florida College of University.

Specific means of implementing (3) are in the approval process.



## FSU Liberal Studies Policy on Formative Experiences

### What is a Formative Experience (FE)?

Formative Experiences are a type of high-impact practice (HIP) in which students engage in independent immersive experiential learning in settings outside of the classroom that are relevant to their educational, professional, and life goals. In addition to enhanced academic growth, HIPs promote personal growth and satisfaction with the college experience.

As reported by Kuh (2008) and in a research review by Kinzie (2011) HIPs increase student satisfaction with their education, improve learning, retention, and problem-solving, and are associated with higher graduation rates and other dimensions of student success, particularly among underserved students. **Please see the table on the last page below for additional details about the value of HIPs.**

Unlike Scholarship in Practice (SIP) courses, which require students to apply knowledge and skills within a traditional classroom-based course, Formative Experiences involve applying and strengthening knowledge and skills through “hands-on” experiences outside of the classroom that are evaluated by qualified faculty or staff.

### What are the student requirements for SIP and Formative Experiences?

Undergraduate students must complete two Scholarship-In-Practice (SIP) courses as part of FSU's Liberal Studies university-wide requirements. Students can meet one of their two SIP course requirements through successful completion of a Formative Experience course (including SDS3802, the Career Center's Experiential Recognition Program course) or through the Career Center's Experiential Certificate Program (ECP).

### What kinds of course experiences can count as a Formative Experience?

Qualified Formative Experiences will fall within one of the following five categories: creative/research; international experience; internship; leadership; and service. Examples of specific experiences that might qualify as a FE include:

- Honors in the Major theses
- Lab research
- Curating an art show
- Recital or exhibition of creative works
- Clinical or other practicum
- Fieldwork
- Student teaching
- Structured mentoring
- Global Scholars
- Entrepreneurship or innovation
- Specific program work in Living-Learning Communities (LLCs)
- Counseling children in an after-school or supplemental program
- Other categories (to be determined by academic units)

DIS courses can be approved as Formative Experiences if they are submitted as a new course (which will be assigned a new number) and if they meet the following criteria:

- DIS courses must be approved via the full Liberal Studies review process. The approved course must be sent to the Statewide Course Numbering System (SCNS) to be assigned a new number that is different from the number of the original DIS. All instructors of approved Formative Experience courses must adhere to the general format and requirements of the course submitted for approval. As with all approved Liberal Studies courses, prior approval by the department and college is required before submission for Liberal Studies review.
- FE courses can also be approved for Upper-Division Writing or OCCR, but not for other Liberal Studies areas.

## FSU Liberal Studies Policy on Formative Experiences

### What are the curricular requirements for a course to be approved as a Formative Experience?<sup>1</sup>

- Formative Experiences taken for credit can be variable credit (0 or more hours). Note: A student must take 6 credit hours to receive financial aid.
- The course must require that the student complete an oral or written reflection on the experience that is the focus of the course such as:
  - The relevance of the experience to past course work or disciplinary training or to life and career goals.
  - Lessons learned (i.e., how the student might approach similar projects or settings differently in the future).
  - A journal.
  - A mock graduate school or job application or interview in which the student articulates the value of the experience.
  - Any other reflection appropriate to the discipline and/or experience.

### What does the approval process entail?

1. What instructors or department staff members need to do:
  - a. Obtain department and college approval for the course to be offered as a Formative Experience.
  - b. Submit the request to the CRA portal [<http://campus.fsu.edu/curriculum>] including:
    - A syllabus that:
      - Shows how the course meets the curricular requirements above. Keeping in mind that expectations for engagement will vary across disciplines and experiences, the syllabus should provide qualitative evidence that students will engage in a substantive and meaningful Formative Experience by taking the course.
      - Conveys the means through which student work will be assessed (including a grading scale).
    - Requisite Liberal Studies and University syllabus language (e.g., grade requirements for the course to count as FE, ADA statement, etc.).
    - Completing the following CRA forms: Course Information form, Delivery Method form, and Formative Experiences Competency Certifications form.
2. What Liberal Studies will do:
  - a. Technical review to confirm that all syllabus language and curricular requirements are included in the syllabus.
  - b. Send for review by three Liberal Studies faculty reviewers or by the Liberal Studies review sub-committee for substantive content and appropriateness.
  - c. Final review and approval by the Director of Liberal Studies.
  - d. Send to the State Course Numbering System (SCNS) for a course number as appropriate.
  - e. Send to the Registrar, who will add the course to FSU's Course Catalogue.
  - f. Notify relevant parties that the course was approved as a Formative Experience.

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<sup>1</sup> As of January 4, 2018.

The following table shows the effects of HIPs, including theses and field experiences similar to Formative Experiences at FSU.

**Table 6: Relationships between Selected Culminating Activities and Gains**

	Regression Model Results <sup>a</sup>				
	Comp. Exam	Project/Thesis	Capstone Course in Major	Field Exp.	Presentation/Demo
Tolerating ambiguity		*		***	
Working effectively with others				***	**
Understanding how knowledge is created				***	
Acquiring job- or work-related skills				***	*
Solving complex, real-world problems	**			***	*
Taking intellectual risks	*	*		**	*
Speaking clearly and effectively				***	***
Writing clearly and effectively	*	***			
Thinking imaginatively	***	*		**	*
Applying theory to practice	**	*		***	*
Making judgments about info. quality	**	**		***	*
Learning effectively on my own		*		**	*
Understanding key concepts in major			*	*	
Thinking critically and analytically	*	***		**	
Synthesizing and organizing ideas	***	***		***	

<sup>a</sup> Models control for student gender, parental education, age, living on-campus, transfer, international, full-time, Greek, athlete, ethnicity, major, and institutional type and sector.  
\*p<.05, \*\*p<.01, \*\*\* p<.001

**Sources**

Kuh, George. D. 2008. *High-impact Educational Practices: What they Are, Who has Access to them, and Why they Matter*. Washington, DC: Association of American Colleges and Universities.

*National Survey of Student Engagement*. 2007. Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Kinzie Jillian. 2011. "High Impact Practices: Promoting Engagement and Student and Academic Affairs Collaboration." ACPA Annual Conference.

### From the Graduate Policy Committee (GPC)

- Currently, at FSU, thesis-type master's programs require a minimum of 30 semester hours, but course-type master's programs require a minimum of 32 semester hours.
- Today's motion: Effective Fall, 2018, to reduce course-type master's program requirements from a minimum of 32 semester hours to a minimum of 30 semester hours, and adjust all language as necessary in the Graduate Bulletin and other pertinent documents
  - Note that departments/units are able to set their own minimum requirements *higher* than this overall policy, but not lower
  - Other Florida universities who have a 30-hour minimum requirement for course-type master's programs: University of Florida (UF), University of South Florida (USF), University of Central Florida (UCF), Florida International University (FIU).
- Still under discussion: How many of the 30 or 32 semester hours should be at the graduate level, at a minimum? Please send feedback to your GPC rep, or directly to David Johnson (djohnson@fsu.edu) or Ulla Sypher (usypher@fsu.edu)

### Types of Programs (Graduate Bulletin, p. 76)

There are two types of programs by which a student may secure a master's degree: the thesis type and the course type. It is optional with any department whether it requires all majors to proceed under one or the other type, or whether it permits individual students to choose between them. For specific information, consult the appropriate departmental section of this *Graduate Bulletin*.

**Thesis-Type Program.** To qualify for a master's degree under this program, the student must complete a minimum of thirty semester hours of credit including thesis credit. At least eighteen of these hours must be taken on a letter-grade basis (A, B, C). The minimum number of thesis hours for completion of a master's degree shall be six hours.

**Course-Type Program.** To qualify for a master's degree under this program, the student must complete **a minimum of thirty-two semester hours** of coursework. At least twenty-one of these hours must be taken on a letter-grade basis (A, B, C).

### Transfer Credit (Graduate Bulletin, p. 78)

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school (or comparable international institution) is limited to six semester hours and transfer of courses not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the **thirty-two hour** University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortial institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the Records Audit and Analysis in the Office of the University Registrar at Florida State University; and 3) have been completed with grades of 3.0 ("B") or better.

Grades earned at another institution cannot be used to improve a grade point average or eliminate a quality point deficiency at Florida State University. The University does not accept experiential learning or award credit for experiential learning. Transfer credit based on experiential learning from another institution will not be accepted.

### Master's Degree Requirements (Graduate Bulletin, p. 101)

Master's degree students must complete their program of study within seven calendar years from the time of initial registration; master's students do not, however, have to meet a specific residency requirement. A thesis-type master's program requires a minimum of thirty semester hours, six of which must be thesis credits. **A course-type master's program requires a minimum of thirty-two semester hours.** A student who enrolls in thesis hours need not be enrolled continuously thereafter in thesis hours if they meet the minimum University requirement for full-time or part-time enrollment through other coursework. The minimum number of thesis hours required for the master's degree is six. Students who have left the campus must register for at least two semester hours of thesis credit per term as long as they are receiving faculty supervision. Master's students should consult regularly with their supervising professor about progress toward the degree.



# *Honors for the Future*

*A Pilot Program*

## FSU Strategic Plan 2017–2022:

“Redesign and support a distinctive honors program that emphasizes academic excellence, collegiality, and collaboration. Our goal is to create a powerful sense of community that will encourage students to raise their academic aspirations to the highest levels.”



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# Context for a new Honors proposal—FSU Strategic Plan

## **Faculty of the Future initiative**

Interdisciplinarity

Collaboration

Professional development

Innovation

## **Distinctive Honors Program**

Academic excellence

Collegiality and cooperation

THE  
**FUTURE**  
IS **FLORIDA STATE**

— STRATEGIC PLAN **2017-2022** —



# National Collegiate Honors Council

## **Characteristics of Fully Developed Honors Program**

- distinctive learning environment
- measurably broader, deeper, and more complex learning
- carefully selected teachers
- faculty feel welcome to experiment with new pedagogies
- regularly assesses and evaluates
- program constitutes no less than 15% of UG work

# Current University Honors Curriculum

## 18 Total Points

Requirements	Points
Colloquium	1
ENC 2135 (English)	3
IFS XXXX (E-series)	3
Elective	3
Elective	3
Total required courses	13

Final 5 Points
Electives
Grad Courses
FIG Leader
UROP Leader
UROP Participant
Honors in the Major
Garnet & Gold
Community Service



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## Difficulties in existing Honors curriculum

### Student comments:

[There was] no intellectual benefit from being in Honors.

Honors classes were nearly identical to other classes; different forms of pedagogy were in general missing.

Honors Augmentation was just a bunch of busy work.

### High attrition rate

### Administrative problems:

Difficult to recruit faculty

# Proposed University Honors Curriculum

Requirements	Points
Colloquium	1
ENC 2135 (English)	3
EQ courses (IFS)	9
Elective(s)	3 or 6
HITM	6
Total	22 or 25

plus Garnet & Gold Scholar Society



# Curriculum—comparison of existing and proposed plans

Existing	Points	Proposed	Points
ENC 2135	3	ENC 2135	3
Colloquium	1	Colloquium	1
IFS (E-series)	3	IFS/Ethics	3
Elective	3	IFS/Cross-cultural X/Y	3
Elective	3	Scholarship in Practice	3
Extra-curricular/Electives	5	Honors Elective/s	3/6
		Honors in the Major	6
		Garnet and Gold Scholar Society	
<b>TOTAL</b>	<b>18</b>	<b>TOTAL</b>	<b>22/25</b>



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## Honors core based on Essential Question (EQ)

- Offer 5 courses based on a shared Essential Question
- Goal: Satisfy IFS, ethics, Diversity X, Diversity Y, Scholarship-in-Practice

### Example EQs

- The Environment: Nature and Culture
- Living in a (Dis)Connected World: Social Media and Reality



## Pilot Program

- 100 students (20 students/course)
- 5 different faculty teach 5 different courses, each repeated 3 semesters (spring, fall, spring)

Fall 1	Spring 1
Colloquium	EQ (5 options, students take 1)
Fall 2	Spring 2
EQ (5 options; each student will have 4 remaining from which to select)	EQ (5 options; each student will have 3 remaining from which to select 1)



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## Faculty for the Future: Faculty development for proposed Honors curriculum

- Collegial planning of curriculum
- collaborative selection of Essential Question
- construction of syllabi
- pedagogical innovation
  
- Five faculty members each to teach one class for three semesters – spring of Year 1, fall and spring of Year 2
  
- Summer course development before Year 1 of two-year cycle
- summer salary—\$10,000 for each of 5 faculty
  
- Faculty featured in Honors Colloquium in fall of Year 1





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# Examples of EQ Courses

## Living in a (Dis)Concerted World: Social Media and Reality

- Hard Science: Science and the Media
- Social Science: How Humans Relate To One Another
- Humanities: Social Media: Bringing Us Together or Tearing Us Apart?
- Arts: How is Art Used and Mis-used in the Online World
- Business/Econ: Online Entrepreneurship in Social Media



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## Examples of Honors Elective Courses

- Chemistry of Cancer/Drugs/Beer and Wine
- Green Engineering and Sustainable Design
- Biomimetic and Bio-inspired Smart Materials
- How to be a CEO
- Shakespeare and Music
- Music and Nature
- Hunger Games: Social Movements
- Unintended Consequences of IT
- Role of the Public Intellectual



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## Cost estimate for teaching revised curriculum

- 5 faculty to teach three sections each over 2 years
- Summer salary—\$10,000 per faculty at start of program
- Course buyouts—three per faculty over two-year period

Cost/course	Courses (2 years)	Summer stipends	Total
\$12,000	15	\$10,000	\$230,000



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## Current staffing plan

- Three newly created faculty positions – Specialized Teaching Faculty for Honors teaching only
- Develop EQ and courses
- Each faculty member to teach 3 EQ classes per semester
- Mentoring Honors students
- On-campus interviews completed 6–15 February 2018



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# Thanks to the Honors Program Policy Committee

- Bridgett Birmingham
- Ravindran Chella
- Ed Hilinski
- Jane Lo
- Daniel Maier-Katkin
- Paul Marty
- Chad Marzen
- Lynn Panton

and to Mark Kearley, Director of Honors

### **Motion to Add the Torch Awards Committee as a standing committee of the FSU Faculty Senate:**

1. Add to Faculty Senate Bylaws, Section F Standing Committees, the following language:

#### 15. Torch Awards Committee

The Torch Awards Committee shall consider and recommend recipients for the Torch Awards: VIRES, symbolizing moral, physical, and intellectual strength; ARTES, symbolizing appreciation of beauty; MORES, symbolizing respect for customs, character, and tradition. These awards are presented annually by the Faculty Senate on behalf of the Faculty to recognize those persons who have made significant and sustained contributions to the University's ability to fulfill its academic mission.

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

The chair of the committee shall be appointed by the Faculty Senate Steering Committee from recommendations provided by the Torch Awards Committee membership. If possible, any new chair shall be appointed the Spring preceding the Award selection process.

The committee will accept nominations for the awards and shall recommend recipients for the awards to the Steering Committee, which shall have final confirmation. The letter of nomination should document the nominee's accomplishments and contributions to the University's ability to fulfill its academic mission. There may be multiple recipients for any or all 3 of the awards in any given year; it is also possible that not all 3 categories of award will be given each year. A Torch Award shall not be awarded to current employees of the university.

The Committee may adopt additional procedures and standards as appropriate for fulfilling its charge.

2. Further, to renumber subsequent sections to conform to the insertion of the Torch Awards Committee as a standing committee of the Faculty Senate.