



FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
WEDNESDAY, APRIL 17, 2019  
DODD HALL AUDITORIUM  
3:35 P.M.

**I. Regular Session**

The regular session of the 2019-20 Faculty Senate was held on Wednesday, April 17, 2019. Faculty Senate President Kristine Harper presided.

The following members attended the Senate meeting:

T. Adams, S. Aggarwal, E. Alvarez, J. Ang, J. Appelbaum, A. Askew, J. Bahorski, A. Barbu, H. Bass, K. Bearor, B. Birmingham, D. Bish, M. Blaber, R. Brower, M. Buchler, G. Chen, E. Chicken, J. Clark, M. Cui, P. Doan, R. Duarte, J. Fiorito, S. Foo, H. Gazelle, M. Gerend, R. Goodman, T. Graban, M. Gross, K. Harper, K. Harris, E. Hilinski, P. Hoeflich, C. Hofacker, P. Hollis, M. Hurdal, P. Iatarola, E. Jakubowski, P. Jean-Pierre, K. Jones, F. He, E. Kim, B. Landing, V. Lewis, J. Lile, J. Lo, L. Lyons, C. Madsen, P. Marty, C. Marzen, C. McClive, C. Moore, J. Munn, G. Okten, I. Padavic, E. Peters, K. Petersen, J. Rayburn, L. Reglero, L. Reina, L. Rinaman, N. Rogers, E. Ryan, G. Salazar, P. Sanyal, A. Semykina, D. Slice, S. Stagg, J. Standley, N. Stein, L. Stepina, R. Stilling, P. Sura, M. Swanbrow Becker, G. Tyson, T. Van Lith, A. Vanli, H. Xue, X. Yang, M. Ye.

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

T. Albrecht-Schmitt, P. Andrei, J. Atkins (**John Mann**), A. Bathke (**David Humphrey**), T. Chiricos, D. Compton, M. Dahl, J. Drake, M. Duncan, S. Ehrlich, A. Huber, C. Kelley, D. Kerr, T. Lee, S. Lewis, H. Li, R. Morris, D. Rokyta, R. Singleton, T. Soldat-Jaffe, G. Taylor, Y. Wang, T. Zuehlke.

**II. Approval of the Minutes, March 13, 2019 meeting**

The minutes of the March 13, 2019 meeting were approved as distributed.

**III. Approval of the agenda, April 17, 2019 meeting**

The agenda was approved as distributed.

**IV. Election of the Faculty Senate President, Dr. Elizabeth Jakubowski, Chair, Elections Committee**

The Faculty Senate President is elected annually. Nominations from the floor were opened. Dr. Kristine Harper was nominated and seconded. No additional nominations were made. **Kristine Harper was unanimously elected as Faculty Senate President for 2019-2020 term.**

**V. Election of the Steering Committee, Dr. Elizabeth Jakubowski, Chair, Elections Committee**

Biographies of the nominees were posted on the Canvas page. There are four vacancies on the Steering Committee. Three for two-year terms (2019-2021) and one for a one-year term (2019-2020).

The election ballot consisted of Todd Adams, Hank Bass, Petra Doan, Amy Huber, Elizabeth Jakubowski, Paul Marty, Jean Munn, Nancy Rogers, Erin Ryan, Jayne Standley, and Arda Vanli.

On the first ballot, no one received enough votes.

Todd Adams, Petra Doan, Paul Marty, Nancy Rogers, Jayne Standley, Elizabeth Jakubowski, Erin Ryan, and Arda Vanli were placed on the second ballot.

On the second ballot, **Todd Adams** was elected.

Petra Doan, Paul Marty, Nancy Rogers, Jayne Standley, Elizabeth Jakubowski, Erin Ryan, and Arda Vanli were placed on the third ballot.

On the third ballot, **Petra Doan, Nancy Rogers, and Erin Ryan** were elected.

The three candidates with the highest number of votes were elected for a two-year term: Todd Adams, Petra Doan, and Erin Ryan. The fourth person was elected for a one-year term: Nancy Rogers.

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

- Welcome to the first meeting of the 2019-2020 Faculty Senate and a special welcome to our new members.
- The Faculty Senate Steering Committee met four times since the last Faculty Senate meeting.
- Visitors included Dr. Douglass Seaton, Chair of the Faculty Senate Honors Advisory Committee; Dr. Annette Schwabe, Director of the Honors Program; and Dr. Karen Laughlin, Dean of Undergraduate Studies, who provided an update on the recent changes to the Honors Program, which is in the midst of a three-year pilot using a new curriculum that is being taught by three specialized faculty members who were hired just to serve the Honors Program. We can expect to get an update about the Honors Program during the fall semester.
- We also met with President Thrasher, Provost McRorie, and Vice President for Faculty Development and Advancement, Dr. Kistner, with whom we discussed FSU admissions policies in light of problems at other institutions, enrollment numbers for the summer and fall, and received a legislative update.
- Associate Vice President for Faculty Development and Advancement, Jennifer Buchanan, discussed changes in the honor policy with us as well.
- In other business, we continued discussions concerning the renewal of online courses. Dr. Stacy Sirmans from the Faculty Senate Distance Learning Committee will discuss that later today, and shared a variety of ideas for keeping the curriculum up-to-date and in accordance with university standards.
- In notes from the University Libraries, messages will be going out to departmental contacts from members of the Faculty Senate Library Committee concerning the withdrawal of materials that will be coordinated with each department. We no longer have access to the Elsevier package, and the replacement interlibrary loan and rapid response system has been working well, so far, as a supplement to the million dollars in journals that we subscribe to now based on faculty needs and uses.
- As a reminder, we are continuing to look for volunteers to serve on Faculty Senate committees. If you have not yet filled out the survey that has been sent out twice, please do

so. We will close out the survey on 3 May and thereafter the Faculty Steering Committee will get to work to fill committee vacancies.

- The proposed dates for the 2019-2020 Faculty Senate Meetings are below. Several dates were adjusted from the 3rd Wednesday of the month to accommodate holidays. **(See Addendum 1)**
  - a. Wednesday, September 18, 2019
  - b. Wednesday, October 16, 2019
  - c. Wednesday, November 20, 2019
  - d. Wednesday, December 4, 2019
  - e. Wednesday, January 15, 2020
  - f. Wednesday, February 19, 2020
  - g. Wednesday, March 25, 2020
  - h. Wednesday, April 22, 2020 (Note: first meeting of the 2020-2021 Faculty Senate)
  - i. **President Kristine Harper made the motion to approve the 2019-2020 Faculty Senate meetings schedule. The motion passed unanimously.**

## VII. Reports of Standing Committees

### a. Technology Committee, Dr. Charles Hofacker

- A monthly meeting policy has been implemented for the committee, where they will now be meeting once a month.
- Joined the FSU community in welcoming the new Chief Information Officer, Jane Livingston.
- Invited faculty to send notes, nominations, and complaints to the committee about how technology is running across campus.

### b. Distance Learning Committee, Dr. Stacy Sirmans (See Addendums 2 & 3)

- The committee met several times throughout the year.
- In summer 2018, the FSSC implemented a one-year delay on all online course reviews. The DLC was charged with creating recommendations and changes in the online course review policy.
- The DLC reviewed the online course review process and created a document about the online course review process. There is a three-year review in place currently that began in 2012, that replaced a five-year review process. The committee found that the online process had changed and matured over the years and that there was no longer a need to review online courses every three years.
- The quality of the courses originate in the department and college. The review does not alter the quality nor the content of the course.
- The proposed policy is:
  - “The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. Online courses will be assessed by faculty on a continual basis to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.”
- Face-to-face courses are evaluated and maintained by the department and college. The new policy for online courses states something similar to the face-to-face version.

- The committee is recommending that online course review be eliminated. Once the course is established and goes through the process to be approved, it should be treated like a face-to-face course. The course would then not receive reviews by the committee.
- A committee report from 2012 stated: “the standards of course review are strictly up to the academic departments. The courses are submitted through the curriculum committees. The curriculum committee does not use a program that will look at the quality of the course before approving it, that should have been vetted through the department and college. The committee is looking mainly to ensure correct documentation for the honor code in the syllabus. We are looking at things to make sure it is clear to the students how they are being evaluated. That is what the university curriculum committee does. You and your departments are responsible for the quality of the courses that you are going to be delivering.”
- The committee therefore recommends the elimination of the periodic review of online courses.
- **Elizabeth Jakubowski, Education** – Spoke in favor of the proposal. Emphasized that it is up to the unit or department to ensure course quality. Since 2012, many of the online courses have been reviewed once or twice already. There is a burden on the department and faculty to repeatedly get the necessary paperwork in order for each review. The initial review is sufficient to give back to the department or unit regarding university policies.
- **Lisa Lyons, Biology** – Expressed concern about the last sentence of the proposed policy. The sentence implies that departments will now have to assess face-to-face course and online courses to ensure comparable quality. Dr. Sirmans commented that the proposed policy is the same language that applies to face-to-face courses. Dr. Harper additionally commented that each department has a curriculum committee that is responsible for the routine review of the departmental courses.
- **Elizabeth Jakubowski, Education** – Commented that part of the Quality Enhancement Review (QER) requires the department to comment on the quality of the curriculum. Presumably, as part of the QER review, there is some level of review in terms of the curriculum.
- **A motion was made to approve the proposed policy on the periodic review of online courses. The motion passed by majority.**
- A separate document shows the committee’s changes to the online Distance Learning manual.

#### VIII. Old Business

There were no old items of business.

#### IX. New Business

There were no new items of business.

#### X. University Welfare

##### a. United Faculty of Florida, Florida State University Chapter, Matthew Lata

- The faculty poll was completed a few weeks ago. The poll results will be published soon.

- Overall, more than 50% of the Senate and 75% of faculty are happy currently. Ratings for upper-level administrators have plateaued, but the scores are generally in the 70s.
- Bargaining will continue next week and most Wednesdays for the foreseeable future.
- Most of the discussions so far have been about technical changes and use of language. The more difficult parts will come up soon.
- There were three bills in the Florida legislature that were union-busting bills: one to decertify, one to prevent deductions, and one to prevent work releases. So far, none of them have moved in any of the committees. The guns on campus bill has not moved at all.
- The bill that has moved forward is House Bill 839, regarding the mandatory survey of all faculty and students to determine if they feel they are able to speak freely on campus.

#### **XI. Announcements by Provost McRorie**

- Monday, April 22, is the tenured faculty event. Each newly tenured-faculty adds a book or item to the university library collection. The event is followed by a reception at the President's house.
- Tuesday, April 30, is the faculty awards dinner.
- The administration is working with the legislature. Recurring funding was to be cut by \$24 million. We are hopeful that that is no longer on the table. There may still be funding cuts, but likely not of that magnitude. New funding is expected for the upcoming academic year.
- Part of House Bill 839 looks to address our concerns about carry-forward money.
- Acknowledged and expressed appreciation for FSU's shared governance.
- Thanked Todd Adams for serving as Faculty Senate President and congratulated Kristine Harper on becoming the new President.

#### **XII. Announcements by Deans and other Administrative Officers**

##### **a. Dr. Janet Kistner, Vice President for Faculty Development and Advancement**

##### **(See Addendum 4)**

- During spring 2018, Collaborative on Academic Careers in Higher Education (COACHE) administered a survey to FSU faculty. A similar COACHE survey was administered spring 2014.
- The survey addressed faculty satisfaction related to a variety of issues at the workplace. The survey prepared FSU to look at our own faculty compared to a national cohort.
- The report also allows FSU to look at five similar institutions, referred to as "peers," based on the faculty labor market.
- Most of the findings apply to all colleges.
- The primary areas of concern and areas to take action in are advancing and supporting interdisciplinary work and addressing the needs of associate professors.
- Areas of concern for our associate professors include departmental leadership, collegiality, and engagement.
- An invitation to a forum for associate professors was sent out to identify the problem areas. No correlation was found among years and rank for associate professors, as a way to further identify an area of concern.

- The results were shared to make the most use out of the survey and how to better the university and faculty satisfaction.
- Through separate meetings, chairs and deans have seen the survey results.
- For more information, [faculty.fsu.edu/coache-survey-results](http://faculty.fsu.edu/coache-survey-results) lists the COACHE results, including benchmarks and an overview of the general results.

**XIII. Announcements by President Thrasher**

No announcements were given by President Thrasher.

The meeting adjourned at 5:04 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



**FLORIDA STATE UNIVERSITY  
FACULTY SENATE**

**PROPOSED DATES FOR  
FACULTY SENATE MEETINGS  
2019-2020  
DODD HALL AUDITORIUM  
3:35 P.M.**

**FALL SEMESTER 2019**

***CLASSES BEGIN: MONDAY, AUGUST 26, 2019***

***FINALS END: FRIDAY, DECEMBER 13, 2019***

**SENATE MEETINGS**

WEDNESDAY, SEPTEMBER 18, 2019

WEDNESDAY, OCTOBER 16, 2019

WEDNESDAY, NOVEMBER 20, 2019

**(VETERAN'S DAY HOLIDAY, MONDAY, NOVEMBER 11, 2019)**

**(THANKSGIVING HOLIDAY, NOVEMBER 27-29, 2019)**

WEDNESDAY, DECEMBER 4, 2019

**SPRING SEMESTER 2020**

***CLASSES BEGIN: MONDAY, JANUARY 6, 2020***

***FINALS END: FRIDAY, MAY 1, 2020***

**SENATE MEETINGS**

WEDNESDAY, JANUARY 15, 2020

WEDNESDAY, FEBRUARY 19, 2020

WEDNESDAY, MARCH 25, 2020

**(SPRING BREAK: MARCH 16 - MARCH 20, 2020)**

WEDNESDAY, APRIL 22, 2020

**Proposed Policy Change**

**To: FSU Faculty Senate**

**From: FSU Distance Learning Committee**

**Date: April 3, 2019**

**Subject: Proposed Policy Change to Periodic Review of Online Courses**

The FSU Distance Learning Committee proposes the following policy change regarding the periodic review of online courses. With this policy change, online courses would be treated the same as face-to-face courses. The DLC recommends to the faculty senate that the mandatory review for online courses be eliminated. It is generally felt that the development of online courses has evolved and matured such that these courses should be treated the same as in-person courses and that continuous “in-house” review of both in-person and online courses by their respective departments/colleges should be sufficient to maintain the desired quality and effectiveness.

**Current policy as stated in the *The Florida State University Distance Learning Policy and Process* manual (latest version March 2016):**

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses will be assessed at least every three years by the appropriate committee of the Faculty Senate to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

**Proposed new policy wording:**

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. Online courses will be assessed by faculty on a continual basis to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.



## Florida State University Distance Learning Policy and Process Update

The [Florida State University Distance Learning Policy and Process](#) was originally written in 2012 and last updated in March 2016. The Distance Learning Committee and the Office of Distance Learning has included several administrative additions, changes, and updates, as well as grammatical corrections, which should be reflected in the document.

### Additions

**Proctoring Fees.** Federal regulations for accreditation require institutions to notify students of any projected, additional student charges associated with the verification of student identity. This includes notification of proctored testing fees.

Though FSU does not charge its students for testing in the main campus Testing Center, students taking exams outside of Tallahassee, or through an online proctoring service, will likely pay fees to an approved, external testing facility/administrator for the services they provide. The University is obligated to inform students of this additional cost that may be associated with their coursework. ODL provides a notification of proctored testing fees for all online courses in the registration system to ensure the notice is available at the time of course enrollment.

**NC-SARA Compliance and Reporting.** In order to meet federal regulatory requirements, the University is required to track and report out-of-state activity related to program promotion and recruitment, as well as activities related to the program itself. ODL and the department offering the program work together to track and report this information.

ODL, working with the Office of the General Counsel, ensures online distance learning activities and procedures are in compliance with the applicable state and federal laws. ODL assists colleges and departments in tracking and reporting out-of-state clinical placements, field experiences, licensure requirements, and other information required by the National Council for State Authorization Reciprocity Agreements (NC-SARA). This support extends to both distance and face-to-face programs generating out-of-state activities. ODL notifies distance learning students enrolled in programs whether or not their coursework meets their home state's requirements for licensure or certification. (This information is determined and regularly verified by the college or department offering the program.) ODL provides guidance to colleges and departments to ensure they meet regulatory obligations regarding out-of-state marketing and recruiting activities defined by NC-SARA.

### Changes

**Online Course Assessment.** If approved by the Faculty Senate, the proposed changes to the online course review policy will be updated to remove the three-year assessment cycle.

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. Online courses will be assessed by faculty on a continual basis to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

**Class Definitions.** Definitions for different types of classes (e.g., standard, technology enhanced, and distance learning/combined class offering) have been updated to more accurately reflect the delivery methods currently in use by the Faculty Senate’s Curricular Request application.

## Deletions

**Student Completion Rate Tracking.** Currently, the document indicates that student completion rates will be tracked through Blackboard (Bb) Learn. Because there is no requirement to use Bb or Canvas, this information cannot be accurately tracked using the data available in the learning management system.

~~ODL is responsible for tracking student completions rates through Bb™.~~

## Minor Changes, Edits, and Additions

- **Blackboard Learn.** References to Blackboard Learn will be replaced with Instructure Canvas.
- **Secure Apps.** Secure Apps will be replaced with myFSU, and references will be updated.
- **Blackboard Support.** The name of the unit has changed from Blackboard Support to ODL Technical Support. The description will be updated to reflect the name change, remove Secure Apps support, and expand on other academic technologies supported by ODL (lecture capture, web conferencing, etc.)
- **Finance and Administration.** A description of the Finance and Administration unit was added to the ODL Organizational Structure section. The duties of this unit are referenced in the document, but it is not included as an ODL unit.
- **Entity Names.** References to entity names will be checked and updated as needed to reflect current titles (e.g., Florida Distance Learning Consortium is now the Florida Virtual Campus).
- **Appendix A.** Various hyperlinks to resources will be updated or simplified.
- **Grammar.** Several grammatical corrections and clarifications will be made.

# FLORIDA STATE UNIVERSITY 2018 COACHE SURVEY RESULTS AND ACTION PLAN

APRIL 2019



THE FLORIDA STATE UNIVERSITY  
OFFICE OF FACULTY DEVELOPMENT AND ADVANCEMENT

# Our Cohort and Peers

- “Cohort”: 109 COACHE partners identified as generally similar
  - Indiana University - Bloomington (2016)
  - North Carolina State University (2018)
  - Purdue University (2018)
  - University of North Carolina - Chapel Hill (2018)
  - University of Texas at Austin (2017)
- “Peers”: Five institutions most similar to us in the faculty labor market

# Response Rates

	You	Peers	Cohort
<b>Overall</b>	<b>41%</b>	<b>41%</b>	<b>46%</b>
Tenured	43%	42%	48%
Pre-tenure	39%	44%	48%
Non-tenure track	39%	37%	41%
Full	44%	41%	47%
Associate	38%	42%	48%
Men	36%	44%	43%
Women	47%	58%	53%
White	43%	51%	49%
Faculty of color	34%	45%	42%
Asian/Asian-American	27%	39%	38%
Underrepresented minorities	42%	51%	46%

# Our Strengths and Concerns

## COACHE definition

- Area of Strength: Benchmark where FSU scores 1<sup>st</sup> or 2<sup>nd</sup> among our peers and in the top 30 percent (the green section) of the cohort
- Area of Concern: Benchmark where FSU scores 5<sup>th</sup> or 6<sup>th</sup> among our peers and in the bottom 30 percent (the red section) of the cohort

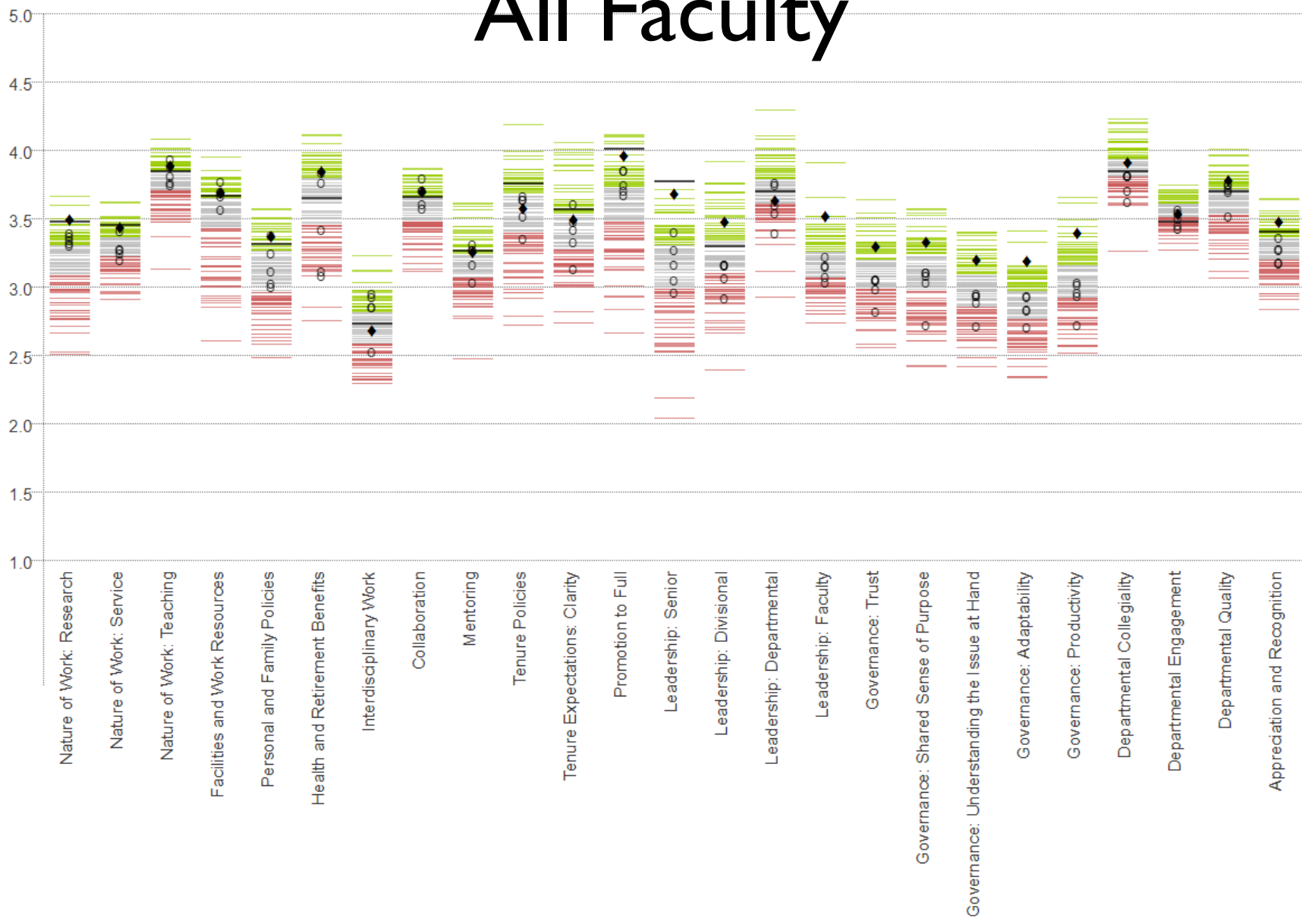
## Areas of strength (all faculty combined)

- *Appreciation and Recognition*
- *Departmental Quality*
- *Governance: Adaptability*
- *Governance: Productivity*
- *Governance: Shared Sense of Purpose*
- *Governance: Trust*
- *Governance: Understanding the Issue at Hand*
- *Health and Retirement Benefits*
- *Leadership: Divisional*
- *Leadership: Faculty*
- *Leadership: Senior*
- *Nature of Work: Research*
- *Nature of Work: Service*
- *Personal and Family Policies*
- *Promotion to Full*

## Areas of concern (all faculty combined)

- *(No areas of concern)*

# All Faculty



# Benchmark Dashboard

## COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

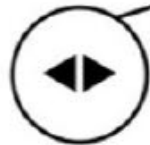
These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Health and retirement benefits	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Interdisciplinary work	3.00	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Collaboration	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Mentoring	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Tenure policies	3.64	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5
Tenure clarity	3.33	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5

Your ranking among peers: Your percentile among your cohort:

- 1st or 2nd ◀▶ Top 30%
- 3rd or 4th ◀▶ Middle 40%
- 5th or 6th ◀▶ Bottom 30%

insufficient data for reporting ◀



What do these triangles mean?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).



This result, for example, shows that your female faculty are less satisfied than are women at your peers (◀), but more satisfied than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.



Your results compared to PEERS ◀  
 Your results compared to COHORT ▶

Areas of strength in **GREEN**  
 Areas of concern in **RED**

	mean	overall	tenured	pre-ten	ntt	full	assoc
Nature of Work: Research	3.49	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Service	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Teaching	3.89	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Facilities and Work Resources	3.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Personal and Family Policies	3.36	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Health and Retirement Benefits	3.85	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Interdisciplinary Work	2.67	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Collaboration	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Mentoring	3.25	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Tenure Policies	3.57	◀▶	N/A	◀▶	N/A	N/A	N/A
Tenure Expectations: Clarity	3.49	◀▶	N/A	◀▶	N/A	N/A	N/A
Promotion to Full	3.96	◀▶	◀▶	N/A	N/A	◀▶	◀▶
Leadership: Senior	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Your results compared to PEERS ◀  
 Your results compared to COHORT ▶

Areas of strength in **GREEN**  
 Areas of concern in **RED**

	mean	overall	tenured	pre-ten	ntt	full	assoc
Leadership: Divisional	3.47	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Departmental	3.63	▶◀	◀▶	▶◀	▶◀	▶◀	◀▶
Leadership: Faculty	3.51	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Trust	3.29	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Shared Sense of Purpose	3.32	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Understanding the Issue at Hand	3.19	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Adaptability	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Productivity	3.39	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Departmental Collegiality	3.91	▶◀	▶◀	▶◀	◀▶	◀▶	◀▶
Departmental Engagement	3.53	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Departmental Quality	3.78	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀
Appreciation and Recognition	3.47	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀

Your results compared to PEERS ◀  
 Your results compared to COHORT ▶

Areas of strength in **GREEN**  
 Areas of concern in **RED**

	mean	men	women	white	foc	asian	urm
Nature of Work: Research	3.49	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Service	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Teaching	3.89	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Facilities and Work Resources	3.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Personal and Family Policies	3.36	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Health and Retirement Benefits	3.85	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Interdisciplinary Work	2.67	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Collaboration	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Mentoring	3.25	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Tenure Policies	3.57	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Tenure Expectations: Clarity	3.49	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Promotion to Full	3.96	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Senior	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Your results compared to PEERS ◀  
 Your results compared to COHORT ▶

Areas of strength in **GREEN**  
 Areas of concern in **RED**

	mean	men	women	white	foc	asian	urm
Leadership: Divisional	3.47	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Departmental	3.63	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Leadership: Faculty	3.51	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Trust	3.29	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶
Governance: Shared Sense of Purpose	3.32	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶
Governance: Understanding the Issue at Hand	3.19	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶
Governance: Adaptability	3.18	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶
Governance: Productivity	3.39	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶
Departmental Collegiality	3.91	▶◀	◀▶	◀▶	▶◀	▶◀	▶◀
Departmental Engagement	3.53	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Departmental Quality	3.78	▶◀	◀▶	◀▶	▶◀	▶◀	◀▶
Appreciation and Recognition	3.47	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶

Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

overall

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## Interdisciplinary Work

Budgets encourage interdiscip. work



Facilities conducive to interdiscip. work



Interdiscip. work is rewarded in merit



Interdiscip. work is rewarded in promotion



Interdiscip. work is rewarded in tenure



Dept. knows how to evaluate interdiscip. work





Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

	overall	pre-ten	ntt	full	assoc
<b>Leadership: Departmental</b>	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Pace of decision making	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Stated priorities	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Communication of priorities	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Ensuring faculty input	◀▶	◀▶	▶◀	▶◀	◀▶
Head/Chair: Fairness in evaluating work	◀▶	◀▶	◀▶	▶◀	◀▶

Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

associate

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### Leadership: Departmental

Head/Chair: Pace of decision making

Head/Chair: Stated priorities

Head/Chair: Communication of priorities

Head/Chair: Ensuring faculty input

Head/Chair: Fairness in evaluating work



Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

associate

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## Collaboration

Opportunities for collab. within dept



Opportunities for collab. outside inst



Opportunities for collab. outside dept





Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

associate

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## Mentoring

Effectiveness of mentoring within dept.



Effectiveness of mentoring outside dept.



Mentoring of pre-tenure faculty in dept



Mentoring of tenured associate profs in dept



Support for faculty to be good mentors



Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

associate

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### Departmental Collegiality

Colleagues support work/life balance



Meeting times compatible with personal needs



Amount of personal interaction w/Pre-tenure



How well you fit



Amount of personal interaction w/Tenured



Colleagues pitch in when needed



Department is collegial



Colleagues committed to diversity/inclusion



Your results compared to PEERS ◀

Your results compared to COHORT ▶

Areas of strength in **GREEN**

Areas of concern in **RED**

associate

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## Departmental Engagement

Discussions of undergrad student learning



Discussions of grad student learning



Discussions of effective teaching practices



Discussions of effective use of technology



Discussions of current research methods



Amount of professional interaction w/Pre-tenure



Amount of professional interaction w/Tenured



# AREAS IN GREATEST NEED OF ATTENTION

- Advancing and supporting with interdisciplinary work
  - How is interdisciplinary work evaluated by your department? Are faculty members engaged in interdisciplinary work in your department at a disadvantage with respect to promotion, tenure, merit pay?
  - What actions can we take to improve satisfaction among faculty engaged in interdisciplinary work?
- Addressing the needs of our associate professors
  - Are the findings for associate professors consistent with what you observe in your department?
    - Unmet mentoring needs
    - Disengaged from department
    - Negative views of collegiality
    - Concerns about departmental leadership

# Faculty Feedback on Interdisciplinary Work

- **Research/Graduate Programs**
  - Provide financial support for grads in interdisciplinary programs
  - Support interdisciplinary course offerings
  - Work with chairs/supervisors to recognize and reward faculty engaged in interdisciplinary research and graduate programs
- **Undergraduate Majors and Degree Programs**
  - Work with chairs/supervisors to recognize and reward faculty participation in ID programs
  - Facilitate course offerings in service of ID programs
  - Facilitate ID students' registration in courses (e.g., modifying "majors" caps)

# Interdisciplinary Work: Action Plan

- Create Council of Deans' subcommittee on Interdisciplinary Research and Teaching at FSU (or make it a focus of one of the current subcommittees)
- Be explicit about the degree to which interdisciplinary research and teaching is valued and supported in each academic unit
- Create MOAs for ID activities/programs
- Work with chairs/supervisors to appropriately evaluate, recognize and reward faculty contributions to interdisciplinary research and teaching

# Faculty Feedback on Associate Professors

- Clarify criteria for promotion to Full
- Provide mentoring for advancing to Full
- Offer more funding opportunities
- Keep service assignments reasonable
- Limit administrative/leadership responsibilities

# Associate Professors: Action Plan

- Enhance clarity of Full Professor promotion criteria
- Develop mentoring programs that are focused promotion to Full
- Review and, if possible, increase internal funding opportunities in support of faculty seeking promotion to Full



# Faculty Development Opportunities at FSU: FDA

- NCFDD membership
- NCFDD faculty forums
- Weekly writing retreats
- Writing Intensives
- Weekly accountability groups, F2F and virtual
- Award application workshops for NEH Fellowship, ACLS Fellowship, National Humanities Center Fellowship, Fulbright, DAAD
- Individual career development planning
- *Faculty Matters* newsletter:  
<https://fda.fsu.edu/newsletter/2019/issue-8>

# Faculty Development Opportunities at FSU: Office of Research

- Collaborative Collision:

[https://calendar.fsu.edu/event/collaborative\\_collision\\_children\\_and\\_families#.XHWRqpNKhTY](https://calendar.fsu.edu/event/collaborative_collision_children_and_families#.XHWRqpNKhTY)

- CRC Grants:

<https://www.research.fsu.edu/research-offices/opd/crc/>

- Proposal Development:

<https://www.research.fsu.edu/research-offices/opd/proposal-help/>

MEMORANDUM

April 17, 2019

To: Andrea

From: Cliff Madsen, Faculty Chair UBAC

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. However, Vice-President Clark suggested that since the legislators have not come to any “hard decisions” yet about budget it would be better to wait until the fall.

And of course, our big question is always “What about raises?” The Budget Advisory Committee has asked this question at every opportunity and we will continue to do so. And of course any raises must be certified by the UFF. As now there is absolutely no new money and actually a 2% cut in the House version. Things will probably iron-out only at the end of the session.

Our administration does listen to our faculty input—and **the Budget Committee** will continue to give input. Our last scheduled meeting March 19th. Committee Members are: Todd Adams, Anne Barrett, Mike Brady, Liz Hirst, Jeanette Taylor and Carolyn Henne—I’m Cliff Madsen.

**Report to the FSU Faculty Senate  
From the  
FSU Distance Learning Committee  
For the Academic Year 2018-2019**

**The FSU Distance Learning Committee (DLC) consists of the following members (with their terms):**

2013-2019: G. Stacy Sirmans, Business, Chair  
2014-2020: Charles Hinnant, College of Information  
2018-2021: George Williamson, History

**Other Members:**

Eric Chicken, Arts and Sciences, UPC Chair  
Liz Jakubowski, Education, UCC Chair  
David Johnson, Arts & Sciences, GPC Co-Chair  
Ulla Sypher, Communication and Information, GPC Co-Chair

**Ex officio Members:**

Vice President for Academic Affairs or designee (TBA, Associate VP for Academic Affairs)  
Vice President for Faculty Development and Advancement or designee  
Director, Office of Distance Learning

**The Charge of the Distance Learning Committee:**

The Distance Learning Committee shall provide policy development, oversight, and academic advice specific to the design and implementation of Distance Learning courses and degree programs. In particular, the committee will have the following responsibilities.

- i. To propose to the Senate procedures and standards for authorization to offer courses and programs by delivery methods other than standard classroom delivery, and for enduring quality control of such course and program offerings.
- ii. To monitor the effectiveness with which the procedures and standards and standards adopted are being implemented.
- iii. To propose to the Senate modifications to existing standards and procedures as appropriate.  
This committee will supplement, not supplant, the functions of other existing committees.

**The FSU Distance Learning Committee met on December 5, 2018. Two primary issues were discussed.**

- (1) The periodic review of online courses.

In summer 2018 the Faculty Senate Steering Committee decided that the Faculty Senate should review the policy of reviewing online courses every three years. As a result, the Steering Committee decided last summer to suspend the reviews of online courses for a year while the policy was being reviewed. The Faculty Senate Steering Committee asked the FSU Distance Learning Committee to take the lead in reviewing this policy. In general, the Faculty Senate Steering Committee asked the DLC to review/revise the overall distance learning policy manual and, specifically, review/revise the policy for online course review. In its spring 2018 meeting, the DLC had made some manual

revisions; however, these changes in the document were delayed until the decision for renewals was settled.

Regarding the online course review cycle, in this meeting the DLC agreed upon this revision (stated in the first full paragraph on page 7 in the ODL manual):

"The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses will be assessed at least once within their unit's Quality Enhancement Review cycle to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions. In any case, all online courses must be reviewed at least once every seven years."

Also, on page 14 of the ODL manual where the review cycle length is mentioned again, the phrase "every three years" would be replaced with "every seven years."

- (2) The Committee also discussed where in the ODL manual to insert the previously-produced list of contact-hour replacement strategy examples.

The topic is mentioned in the paragraph that spans pages 4-5; it includes a footnote referencing <https://facsenate.fsu.edu/curriculum-resources>, which was one of the recommended places for including the list itself. We recommended inserting the following sentence before the first full sentence on page 5: "...for class discussion. Examples of appropriate contact hour substitutions are posted on the Curriculum Resources page. It is the responsibility....". We also discussed adding the list to other locations I mentioned in an earlier email such as [https://java.odl.fsu.edu/Curriculum\\_Request\\_Form/support.jsp](https://java.odl.fsu.edu/Curriculum_Request_Form/support.jsp) and an appropriate location on the revised ODL website.

**The FSU Distance Learning Committee met again on February 27, 2019. The primary topic of discussion was the periodic review of online courses.**

- (1) After much discussion, the DLC decided that, if there is no prohibition (such as a mandate from the BOG or elsewhere), the Committee would recommend to the faculty senate that the mandatory review for online courses be eliminated. Per this recommendation, the DLC would propose the following policy change (stated below) regarding the periodic review of online courses. With this policy change, online courses would be treated the same as face-to-face courses. It is generally felt that the development of online courses has evolved and matured such that these courses should be treated the same as in-person courses and that "in-house" review of both in-person and online courses by their respective departments should be sufficient to maintain the desired quality and effectiveness.

If this proposal is approved by the Faculty Senate, the following changes would occur in the ODL manual:

**Current policy as stated in the *Florida State University Distance Learning Policy and Process manual (latest version March 2016)***

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses will be assessed at least every three years by the appropriate committee of the Faculty Senate to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

**Proposed policy wording**

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses are subject to the same institutional effectiveness practices as traditional offerings. Online courses will be assessed by faculty on a continual basis to ensure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

- (2) The Committee also decided that, if review of online courses must continue, the DLC would recommend a seven-year review cycle. In this case, the DLC would need to develop a review process to handle the 900 (plus or minus) online courses at the university. It was suggested that we have a policy stated very simply accompanied by a process/schedule by which courses would be reviewed. It was indicated that the DLC has the authority to mandate that a certain number of courses (say for each department) be reviewed each year and that there is value in spreading out the reviews (institutional memory, continuity, etc.). It was also suggested that a dashboard be created and posted online to facilitate/ease the understanding of the schedule by the departments. Each course has its own renewal deadline and to avoid massive congestion, it was suggested that the courses be sorted by department, then by expiration date, then spread over 7 years (21 terms), with the understanding that some strategic staggering may be necessary.

Thanks to all the members of the DLC committee for their willingness to serve.

Respectfully Submitted,

G. Stacy Sirmans

J. Harold and Barbara M. Chastain Eminent Scholar in Real Estate

### GPC Annual Report, 2018-2019

The GPC is currently co-chaired by David Johnson (English) and Ulla Sypher (Communication).

The mission of the Graduate Policy Committee (GPC) is to help units around the university deliver the best possible graduate education. To this end, the GPC conducts graduate-level program reviews as part of the QER process; considers university-wide policy relating to graduate education; and reviews applications for new and joint graduate degree programs.

The GPC met 7 times during Fall semester, and 11 times in Spring semester, reviewing a total of 90 reports or proposals during the academic year 2018/2019.

#### **The GPC reviewed the following 13 units or programs as part of the QER during the 2018/2019 academic year:**

- Chemical/Biomedical Engineering
- Civil Engineering
- Classics
- Electrical and Computer Engineering
- English
- History
- History and Philosophy of Science
- Industrial Engineering
- Master's in Science Teaching (now: Master's in STEM Teaching)
- Materials Science and Engineering
- Mechanical Engineering
- Philosophy
- Religion

#### **The GPC reviewed the following 77 other proposals during the 2018/2019 academic year:**

- GRE (or comparable) Waiver Request:
  - College of Applied Studies – Professional Communication
  - College of Social Work – Master's in Social Work
  - College of Social Sciences and Public Policy – Master's in Public Administration
  - College of Communication and Information – Communication
  - College of Fine Arts – Art Education
  - College of Education
    - School of Teacher Education
    - Online EdD Program in Educational Leadership & Policy
  - College of Business (GMAT waiver)
  - College of Engineering
- Combined Pathway Proposals:
  - College of Education – BS/MS in Sport Management (new)

- Approval of all combined pathway proposals re-submitted to meet new criteria (36 proposals)
- Joint Degree Proposals:
  - Approval of all joint degree proposals re-submitted to meet new criteria (24 proposals)
- Proposal to Explore:
  - Jim Moran School of Entrepreneurship – MS in Entrepreneurship
  - College of Nursing – DNAP Nurse Anesthesia Program
- Proposal to Offer an Existing On-Campus Graduate Degree in an Online Format
  - College of Nursing – Doctor of Nursing
  - College of Social Sciences and Public Policy – Master’s in Public Administration
- Other items:
  - College of Education – Exception request for doctoral students and practitioners to teach a graduate course
  - Memo concerning financial aid and degree applicable hours for graduate students
  - College of Law – Grading scale change





**THE FLORIDA STATE UNIVERSITY**  
COLLEGE OF MUSIC

From: Faculty Senate Grievance Committee 2017-2018 (Frank Gunderson, Chair)

Date: May 5, 2019

Re: Year-End Committee Report

The Faculty Senate Grievance Committee did not meet during the 2018-2019 academic year. The Committee Chair responded to requests for information as needed from faculty-at-large and from the Faculty Senate President. The committee members stood ready and willing to assist if they were called upon.

Sincerely,

Dr. Frank Gunderson  
Associate Professor, Ethnomusicology  
College of Music  
Florida State University  
PH: (850) 894-0181  
E-mail: [fgunderson@fsu.edu](mailto:fgunderson@fsu.edu)



*Douglass Seaton, Ph.D.*  
*Warren D. Allen Professor of Music*

## MEMORANDUM

**DATE:** 3 May 2019

**TO:** Faculty Senate

**SUBJECT:** Honors Program Policy Committee report for 2018–2019

It is a pleasure to report that the Honors Program has made major steps forward this year. The first year of the new Honors Experience Program (HEP) has developed along the lines that we laid out in our proposal in 2016-2017 and organized in 2017-2018. From all that we can see, this HEP curriculum has succeeded extremely well

To launch the HEP the University invested in hiring three new faculty members at the rank of Teaching Faculty I, whose specific assignment was to create the common theme and then design and teach the courses for the first iteration of the HEP core curriculum, as well as to mentor HEP students individually. The theme they chose was Freedom and (In)Equality. The faculty and courses were

Azat Gundogan (Sociology)

- Social (In)Equalities (fulfills E-Series, Social Sciences, and Cross-Cultural Studies [X] requirements)
- Utopias/Dystopias: An Homage to “Social Dreaming” (fulfills E-Series, Humanities and Cultural Practice, and Scholarship in Practice requirements)

Ross Moret (Religion)

- Freedom and Religion: Liberal, Christian, and Muslim Perspectives (fulfills E-Series, Ethics and Social Responsibility, and Cross-Cultural Studies [X] requirements)
- Truth, Justice, and the American Way? Ethics, Religion, and Superheroes (fulfills Ethics and Social Responsibility, Diversity in Western Experience [Y], and Scholarship in Practice requirements)

Christina Owens (Interdisciplinary Humanities)

- Radical Visions of Freedom: Imagining Queer and Black Liberation (fulfills E-Series, Humanities and Cultural Practice, Diversity in Western Experience [Y], and Scholarship in Practice requirements)

- Domestic, Factory, and Sex Work: Feminist Perspectives on Globalization (fulfills E-Series, Social Science, Ethics and Social Responsibility, and Cross-Cultural Studies [X] requirements)

In addition to these course offerings the Program arranged several different kinds of related opportunities:

- Speaker Series – five guest lectures
- Equali-Teas – chances to engage issues of equality and cultural diversity in discussion-based and participatory settings (with refreshments)
- Freedom Ride Field Trip to Montgomery and Selma
- Tallahassee Field Trip to the John G. Riley Museum, Heritage Walk, and Meek-Eaton Black Archives
- Movie Nights – with discussion
- Leon Tutoring – a community service initiative organized by Robert Cotter, student member of the HPPC
- Honors Colloquium Leaders and mentorship training course for Honors students

The HEP cohort has four student committees for extra- and co-curricular activities:

- 3-D: Discuss, Debate, and Deliberate (for Speaker Series and Equali-Teas)
- Excursions
- Community Engagement
- Social

Currently 36 students serve in leadership roles and about another 15 are trained for the tutoring program.

An extraordinary success was the recognition of HEP students with two of the three awards in the writing competition of the Florida Collegiate Honors Council.

At the same time, the University Honors Program and Honors in the Major have continued. As of Spring 2019 there were 2523 student altogether enrolled in Honors. This year we had a bumper crop of Honors finishers. At the Spring Honors Medallion Ceremony we recognized

- 226 students who completed the University Honors Program
- 89 students who completed Honors in the Major
- 71 students who completed both University Honors and Honors in the Major
- 26 Outstanding Senior Scholars, completing both University Honors and Honors in the Major, as well as graduating *summa cum laude*

Another pleasant success was in the University's Great Give campaign. The goal for HEP was set at \$1500, and the gifts received totaled \$4023 (268% of the goal).

Now we need to look ahead to the 2019-2020 academic year and beyond. The first concern must be the scaling up of HEP to introduce a second cohort of students while the first completes the core curriculum courses next year. In terms of staffing this means adding new faculty to teach more students. As we pointed out in last year's report, "It is important to stress that *Honors will not be fully staffed by our*

*three new Honors faculty colleagues.* We will still need faculty to teach Honors courses beyond the EQ [i.e., HEP] core, as well as to mentor Honors in the Major theses. We hope that deans, chairs, and the Faculty Senate will assist us to find new, creative ways to facilitate and encourage more of the existing faculty—especially those in tenure-track, research faculty positions—to offer Honors courses.” To move in that direction:

- We have hired a new Teaching Faculty I colleague for the HEP program, Dr. Arianne Johnson Quinn (departmental affiliation in Musicology). This will bring the total number of seats in courses taught by Honors faculty to 516 for the 2019-2020 academic year.
- Two more faculty members from departments will join the HEP faculty next year, each teaching one course with a capacity of 19 students per section.
- With a substantial commitment from Dean Karen Laughlin, Undergraduate Studies will provide funding to support staffing of Honors courses by members of the regular faculty, which has always been an ongoing need. Director of Honors Annette Schwabe has been identifying and negotiating for those colleagues, but *this is perennially a difficult challenge and can always use more support from the Faculty Senate and the University Administration, including the Deans and Chairs.*

For Summer 2020 Annette Schwabe and Christina Owens have planned Honors courses to be offered in London. This will allow students to take advantage of FSU International Programs while continuing to make progress in their Honors work.

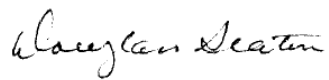
In conjunction with the new HEP pilot and with the expert guidance of Annette Schwabe and Honors Associate Director Jeff Badger, the HPPC has spent considerable time and effort considering evaluation benchmarks and planning to gather data on the success of the HEP curriculum and the students in that program. Since we have only this year’s information and no students yet completing the HEP, what information we will compile at the end of this year can probably serve only to establish a base line. Nevertheless, we did discover after the first semester, for example, that students participating in the continuing University Honors program had completed on average 6 credits toward Honors, while those in the enhanced HEP averaged 8 credit hours, which we take as an indicator that the HEP has at least initially encouraged a higher level of student achievement. In addition to data that can be gathered from University research, there will be a first iteration this year of a student questionnaire to collect information in the following categories:

- Student background
- Academic and intellectual skills and dispositions
- Health
- Current satisfaction
- Social integration and belonging
- Social support
- Expectations and goals

HPPC members also have other responsibilities for the Honors Program. One of the most rewarding and encouraging of these is reviewing proposals for funding for students’ Honors in the Major thesis research. This constantly reminds us of our students’ high level of aspiration and achievement.

Finally, and importantly, I know that the Senate will join me in thanking this year's members of the Honors Program Policy Committee—Bridgett Birmingham, Tarez Graban, Lynn Jones, Ed Hilinski, Jane Lo, Daniel Maier-Katkin, Paul Marty, Chad Marzen, and student members Robert Cotter and Madison Scarcella. We also appreciate the leadership and service of Honors Program Director Annette Schwabe and all the Honors staff.

Respectfully submitted,



Douglass Seaton, Chair  
Honors Program Policy Committee

#### **APPENDIX—HONORS COURSE SECTIONS OFFERED IN 2018-2019**

##### Fall 2018

- 84 courses
- 1469 seats available
- 1349 enrolled

##### Spring 2019

- 68 courses
- 1273 seats available
- 1069 enrolled

##### Total AY 2018-2019

- 152 Honors courses
- 2742 seats available
- 2418 enrolled

**Report to the Faculty Senate  
From the Liberal Studies Coordinating and Policy Committee (LSCPC)  
Academic Year 2018-19**

**Membership**

George Boggs, Education  
James Fadool, Arts and Sciences, Chair  
Kris Harper, Arts and Sciences (UCC)  
Lisa Tripp, Motion Picture Arts (UPC)  
Michelle Rambo-Roddenberry, Engineering  
Piers Rawling, Arts and Sciences  
Douglass Seaton, Music (Honors)  
Michelle Therrien, Social Sciences & Public Policy

Ex officio:

Lynn Hogan – Director of Liberal Studies, Dean of Undergraduate Studies designee  
Joseph O’Shea - Vice President for Academic Affairs designee

Guest Participant:

Allison Peters – Office of Liberal Studies

The role of the Liberal Studies Coordinating and Policy Committee is to promote liberal education and provide oversight for the liberal studies curriculum and University-wide undergraduate requirements. The LSCPC also develops and oversees course approval criteria and processes as well as the development of policies and processes related to assessment of student learning and outcomes.

The committee met three times in each the spring and fall semesters.

1. The LSCPC discussed a modification of the Liberal Studies Scholarship in Practice requirement. Previously, students were required to complete two Scholarship in Practice (SIP) courses prior to graduation. Students could meet one SIP requirement by completing a Formative Experience course. Under the proposed modification students will be required to complete one SIP and one Formative Experience prior to graduation. Students may meet the Formative Experience requirement by substituting a second SIP course. The proposal was reviewed by the Division of Undergraduate Studies. Discussions also included staff from Career Services Center.

The proposal was approved by the LSCPC on 11/05/2019, and approved by the Faculty Senate on 02/20/2019.

2. The LSCPC formulated an addition to the policy for approval of courses for the Upper Division Writing requirement. The addition to the policy states:

Florida State University may grant Upper-Division Writing credit for courses transferred from institutions with which Florida State University has a cooperative agreement provided that the courses meet all the criteria (including assessment expectations) established for Upper-Division Writing and are approved by the Liberal Studies Review Committee prior to students receiving course credit. The proposal was approved by the LSCPC on 02/11/2019, and approved by the Faculty Senate on 02/20/2019.

3. The LSCPC has been engaged with and providing advice to the Liberal Studies office in the development, implementation and analysis of data to measure student learning outcomes in General Education courses that are part of Liberal Studies requirements. The overall goal is to track how well the Liberal Studies program contributes to the development of students based upon an assessment of students meeting Learning Objectives. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that we assess General Education courses.

Analysis of the data from the 2017-18 academic year shows a high degree of proficiency in meeting the learning outcomes in all areas of assessment. The reporting of data by faculty members instructing the various General Education areas was consistent across subject areas. In the coming year, emphasis will be placed on ensuring that the assessment process and data analysis meet the SACSCOC requirements. Furthermore, the information may be beneficial as a guide for departments wishing to evaluate and/or make improvements in their general education and liberal studies courses. The committee is also cognizant of the need to develop assessment and communication processes that minimize faculty burden. We plan to provide an update to the Faculty Senate in the Fall of 2019.

Thank you to the committee members and others for their hard work, insight and significant input. We want to acknowledge the many members of the Liberal Studies Course Review Panel for the reviews and constructive feedback they provide to instructors on course development and design.

Respectfully submitted for the LSCPC,  
James M. Fadool

**Summary of Accomplishments**  
**Faculty Senate Library Committee, 2018-2018**  
**Prepared by Alysia Roehrig (Education)**  
**May 2019**

The 2018-19 academic year has been successful and productive for the Faculty Senate Library Committee. The accomplishments of the committee can be summarized as follows:

- Facilitation of communication between librarians and faculty
- Dissemination of information and updates to the Faculty Senate about leaving the big deal journal package with Elsevier
- Successful distribution of Bradley grants to support faculty scholarship
- Communication and coordination with faculty about removal of materials from Strozier to make more workspace

### **Leadership**

In 2018-19 the Faculty Senate Library Committee was chaired by Alysia Roehrig (Education). In addition, the committee has the following subcommittees and their respective chairs:

- Jimmy Yu, chair, Bradley Grants subcommittee
- Richard Morris, chair, Patron Services subcommittee and Library Materials Removal Task Force
- Denise Von Glahn & Dennis Moore, co-chairs, Resources subcommittee

### **Meetings**

The Library Committee convened six meetings in 2018-19, on the following dates:

September 5, 2018 (314 Strozier)  
 (October meeting cancelled due to Hurricane Michael)  
 November 7, 2018 (314 Strozier)  
 January 9, 2019 (314 Strozier)  
 February 13, 2019 (Heritage Museum)  
 March 6, 2019 (314 Strozier)  
 April 10, 2019 (314 Strozier)

The minutes for all of these meetings are available on the Faculty Senate's OneDrive folder for the Library Committee. The Bradley Grants subcommittee completed its work via email and during one in-person meeting of the subcommittee.

### **A Forum for Faculty and Librarian Communication**

At the core, the Faculty Senate Library Committee provides a forum at which librarians and faculty interact and engage ideas. It is the main vehicle by which the library informs faculty about their affairs. Librarians can seek faculty input on projects that impact faculty and faculty can bring up



concerns or suggestions regarding the library and its work. To this end, a major component of each meeting is the Dean's report, typically presented by the Dean of the Libraries, Gale Etschmaier. Her reports update faculty on issues relating to the collections, technology, key additions and changes in staffing and operations and lectures and other events to which faculty are invited.

Following are the most significant accomplishments of the Faculty Senate Library Committee during this academic year.

### **Informed the Faculty Senate about Leaving the Big Deal with Elsevier**

Many of the items that the library pays for each year (particularly subscriptions to STEM-related journal packages) have an inflation rate of 4-5%. As a consequence, the library faced a serious budget problem in 2017-18 and 2018-19, with at least a \$500,000 budget shortfall. FSU is charged a disproportionate amount for Elsevier compared to other SUS universities, which combined with inflation in rates each year, makes subscription unsustainable.

Thus, negotiations with Elsevier were held, and when they would not reduce the price to FSU to part of the big deal package with the FSUS, FSU broke the deal. This saved the FSU libraries a million dollars, as the big deal cost \$2 million and only \$1 million in subscriptions to the most used/needed journals were repurchased. Updates about this issue, the process, and plans were routinely made to the Faculty Senate. Notably, other universities around the world have continued to follow suit, also canceling their deals with Elsevier.

The plan—for the library to work with each FSU department to decide which important and highly used Elsevier journals to resubscribe to—was implemented smoothly. The plan to provide access to Elsevier articles to which FSU no longer subscribes—immediately at a cost of approximately \$30 to the library or within 24 hours for free via interlibrary loan (ILL)—also went smoothly. To date, Elsevier Journal cancellations have not resulted in significant increase in Elsevier ILL requests.

### **Distribution of Bradley Grants**

It is the responsibility of the Faculty Senate Library Committee to prepare documents that inform faculty about the annual Bradley Grants (formerly named the Faculty Research Library Materials Grants) and requisite deadlines, solicit applications from them, and decide which proposals to fund. Led by the Bradley Grants subcommittee (Chair: Jimmy Yu, Religion; Members: Kris Harper, History; Amy Huber, Fine Arts; Irene Alexandraki, Medicine; Brian Stults, Criminology; Jeff Lacasse, Social Work; Roy Ziegler, Libraries), we encouraged faculty members to apply and determined which applications to fund. By being awarded a Bradley, a faculty member can have the library purchase materials, typically costing between five and ten thousand dollars, that will directly relate to his or her research.

These grants are a good way for the library to better serve the research needs of the faculty. The funding for this grant comes from Strozier, which generously approved \$50,000 for this project in 2018-19. The Office of Research also contributed an additional \$50,000, which it promised in spring 2018 to provide for five years, to help support the libraries since they don't receive any overhead from grant awards. The full \$100,000 allocated was distributed to these grants. It should also be noted that by purchasing materials through this grant, the faculty member does not use the regular budget of the library allotted for purchases for his/her department.

The Bradley Grants program was successful in 2018-19. We had 14 applications requesting \$85,000, of which 12 were approved for funding. Two applications were rejected because either they would not be accessible to the FSU community or FSU could not comply with required licensing and technology logistics. The other applications were funded for \$90,000; two applications were funded at a level higher than requested in order to complete the collection/installment, which would be valuable to others at FSU. The following faculty members were recipients of this grant in 2018-19:

Name	Department	Amount funded
1. Cecil	Religion	\$3,000
2. Eckert	English	\$10,000.00
3. Graban	English	\$21,083.00
4. Jones	Art History	\$10,000
5. Kern	Political Science	\$5,560
6. Large	Music	\$1,085
7. Levenson	Religion	\$646
8. Porter	Music	\$520
9. Quinn	Music	\$6,679
10. Shatruk	Chemistry and Biochemistry	\$2,100
11. Valisa	Modern Languages and Linguistics	\$26,191
12. High	Ringling Museum of Art	\$3,315

Additionally, other applications underestimated the amounts required for shipping, binding or other costs related to acquisition, which brought us to the total \$100,000 being awarded. In order to increase the number of applications and to prevent the underestimation of costs for procurement, the following changes will be made for the 2019-2020 implementation of the Bradley Grants:

- Post the Bradley Grant webpage on the new hires website
- Have the deans and chairs send the information to all their new hires
- Require applicants to determine costs to the library for shipping, binding, etc. to be detailed in letter of support from librarian

### **Coordination with Faculty about Removal of Library Materials**

A task force comprised of the Resources and Patron Services subcommittees, chaired by Richard Morris was convened to address issues regarding impending removal of physical materials from the FSU library collection. The goal of the task force was to determine how to best communicate with faculty the need and process for the withdrawals, as well as to identify materials to be kept. The purpose of removing physical materials is to create more space for students to study, for faculty to use for symposiums as well as research forums, and for special collections and new materials. Items are being identified for potential removal based on (lack of) usage, age, and availability from other sources.

A report was created by the task force and librarians, which Faculty Senate Library Committee representatives shared with faculty in their academic units at the end of the school year. Communication with faculty will continue in the fall when the removal process will begin.

May 21, 2019

Faculty Senate  
Florida State University  
222 South Copeland Street  
115 Wescott Building  
Tallahassee, FL 32301

RE: Student Academic Relations Committee (SARC) Report, (2018-2019 School Year

During the 2018-2019 school year, The Student Academic Relations Committee (SARC) received one complaint. The office of Faculty Development and Advancement forwarded a complaint to me on October 2, 2018. As Chair of the committee, part of my review process included speaking with the Associate Dean, two other faculty members with knowledge of the situation, the faculty member involved, as well as the student who launched the complaint. The purpose of my conversation with the faculty members as well as the Associate Dean was to discuss in more detail the concerns put forth by the student. The student raised 3 concerns that were necessary for me to clarify with the faculty member involved. After carefully reviewing university policy as well as the policy and procedures of the College, on November 28, 2018, I notified the student that I could not find any evidence to substantiate the identified claims. As a result, I decided that the full Student Academic Relations Committee will not hear the case. Despite my decision, all students have a right to appeal and ask the full SARC committee to review his/her complaint. In order to do so, they must submit their appeal within five working days to Dr. Jennifer Buchanan, Associate Vice President of Faculty Development ([jbuchanan@admin.fsu.edu](mailto:jbuchanan@admin.fsu.edu)), and Ms. Andrea White ([awhite2@fsu.edu](mailto:awhite2@fsu.edu)), who will forward it to the members of the full committee. If the student fails to submit their appeal within five working days, my decision represents the final action of the university. In this case, the student was notified in writing of my decision and the right to appeal. The student did not submit an appeal within 5 working days, therefore the case was closed.

There were no other complaints submitted during the 2018-2019 school year. If the faculty senate has any additional questions, please feel free to contact me.

Sincerely,

*Patricia Y. Warren*

Patricia Y. Warren, PhD  
Student Academic Relations Committee (SARC)

## Report of the FSU Teaching Evaluation Committee 19 April 2019

### Members for 2018–2019, as posted at

<http://facsenate.fsu.edu/standing-faculty-senate-committees/teaching-evaluation-committee>

#### 2015-2018

Elizabeth Jakubowski, Education

Rhea Lathan, Arts and Sciences

Candace Ward, Arts and Sciences

#### 2016-2019

*Jon Ahlquist, Arts and Sciences, Chair*

Lynne Hinnant, Communication and Information

Tom Keller, Arts and Sciences

#### 2017-2020

Christine Andreas-Larsen, Education

TBC, Music

Ashok Srinivasan, Arts and Sciences

#### Ex officio:

Janet Kistner, Vice President for Faculty Development and Advancement

Robby Fuselier, Coordinator of Instructional Development

Mike Straszewski, Coordinator of Assessment Services

We did not meet this academic year, because no business was directed to us.

On 14 February, Prof. Carl Wieman visited FSU to discuss his research on undergraduate science teaching. He is the author of "Improving How Universities Teach Science," published by Harvard University Press in 2017, and a 1990 Nobel laureate in physics. See

<https://news.fsu.edu/news/science-technology/2019/01/25/fsu-to-host-nobel-winner-for-lecture-on-science-education/>

This was a busy spring for me, so I have only skimmed his book, but I plan to study it over the summer. I am aware that Dr. Wieman has also considered course evaluations. He says that traditional course evaluations:

(\*) ask students whether they like the course without measuring the quality of teaching, and

(\*) are biased against women and minorities.

He expects that traditional course evaluations will be discontinued before too many years. He proposes teaching evaluations based on the extent to which instructors incorporate research-based teaching methods in their courses. His two publications regarding teaching evaluations are:

Wieman, C., and S. Gilbert, 2014: The teaching practices inventory: A new tool for characterizing college and university teaching in mathematics and science. *CBE—Life Sciences Education*, Vol. 13, 552–569. Downloadable from <https://www.lifescied.org/doi/full/10.1187/cbe.14-02-0023>

Wieman, C., 2015: A better way to evaluate undergraduate teaching. *Change: The Magazine of Higher Learning*, Vol. 47, 2015, issue 1. Downloadable from <https://www.tandfonline.com/doi/abs/10.1080/00091383.2015.996077>

I suggest that we assemble a group of interested parties to look at teaching evaluation from the perspective of Dr. Wieman and other education experts. This may or may not be the same committee assigned to consider our traditional course evaluations, or it may be a group of people more attuned with educational research. We could use the summer to identify:

(\*) people at FSU who could be involved and

(\*) published resources on teaching evaluation.

I copied Dr. Harper on a version of this report, because she knows much more about these things than I, and she is the incoming Faculty Senate President. Important resources already at FSU are the faculty associated with FSU Teach and FSU's MS in Science Teaching. While I have been exposed only to issues regarding teaching of science, Dr. Harper has a broader perspective through her position in the History Dept.

In Spring 2019, I was elected as a representative to the Arts & Sciences Dean's Advisory Board. Within that body, I want to bring up Dr. Wieman's Science Education Initiative. Dr. Wieman's path to updating undergraduate science teaching at the University of Colorado and the University of British Columbia was expensive, and I expect it would be difficult to mobilize similar resources at FSU. Nonetheless, I think we need to be informed about his major effort regarding science teaching and evaluation.

Jon Ahlquist



FLORIDA STATE UNIVERSITY  
FACULTY SENATE  
TECHNOLOGY COMMITTEE

ANNUAL REPORT  
FSU FACULTY SENATE TECHNOLOGY COMMITTEE  
MAY 7, 2019

The Technology Committee is currently chaired by Charles Hofacker (Marketing).

The mission of the Technology Committee is to consider the ways in which University-wide technology infrastructure may impact the academic life of the institution.

The Committee met three times in the Spring Semester.

At our first meeting we got to know each other and began the work of establishing our agenda for Spring 2019 and Fall 2019.

At our second meeting we got to know the new CIO, Jane Livingston.

At our third meeting our main topic was data and privacy governance. We also talked about the need to survey Faculty Senators as well as the general faculty.

The committee will be routinely inviting the head of ODL to our meetings. He has attended all the meetings during this past academic year. We would ask that the Faculty Senate consider adding the head of ODL as an ex officio member of our committee.

*Submitted by Charles Hofacker*

June 2, 2019

Dear Members of the Faculty Senate Steering Committee,

This is the report of the Torch Awards Committee, now a Standing Committee of the Faculty Senate.

The Torch Awards Committee was Co-chaired by Dr. Valliere Richard Auzenne, Dr. Jayne Standley and Dr. Marilyn Young. The Committee met on October 4, 2018, to choose the 2018 Torch Awardees. Dr. Marilyn Young and Dr. Jayne Standley chaired the meeting. After nominees were discussed, a vote was taken and the following were chosen as awardees:

Mores  
Nan and Mark Hillis

Vires  
Dr. Melvin Stith  
Charlie Ward

Artes  
Dr. Don Gibson  
Barry Jenkins

These names were sent to the Faculty Senate President, Dr. Todd Adams, for confirmation by the Faculty Senate Steering Committee. After confirmation by the Faculty Senate Steering Committee, Dr. Valliere Richard Auzenne and Dr. Jayne Standley contacted the recipients by phone. Dr. Auzenne also notified President Thrasher and Provost Sally McRorie. The names were then sent to Carol Deloach to send out the formal letters and to Paula Moyer who plans the Torch Awards Dinner.

Dr. Sally McRorie hosted the annual Torch Awards Dinner which took place on November 28, 2018.

This report of the 2018 Torch Awards Committee is respectfully submitted.

Sincerely,  
Dr. Valliere Richard Auzenne

**Undergraduate Policy Committee – 2018 / 2019**

The Undergraduate Policy Committee (UPC) considers University-wide policies on undergraduate academic affairs. This includes approving new degree programs and majors, reviewing existing programs as part of their regular Quality Enhancement Review (QER) cycles, creating and modifying general policies that affect the undergraduate curriculum, and considering requests from undergraduate programs for exceptions to existing policies.

The UPC normally meets every two weeks during the fall and spring semesters. This year, however, additional scheduled meetings were necessary in the spring to effectively handle this year's heavy workload.

Additional details and supporting documents for the items described in this end-of-year report may be found at the UPC's web page: <https://upc.undergrad.fsu.edu/>

**QER**

There were eleven QER reviews done this year:

- Classics
- English
- History
- Philosophy
- Religion
- Chemical and Biomedical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Industrial and Manufacturing Engineering
- Mechanical Engineering
- Library (2 year review)

Common issues noted across multiple programs include insufficient physical space for program needs, concerns with library collections, and faculty size. All programs will report back to the UPC on individual recommendations made this year during their next QER cycle.

**Degree Review**

A new policy regarding combined bachelor's / master's degrees was published on August 15, 2018. The UPC reviewed all 37 of the university's existing combined bachelor's / master's programs between December 2018 and March 2019 to ensure their conformance to the new policy. Additionally, the UPC approved a new, 38<sup>th</sup> combined BS / MS in Sport Management.

The UPC approved two new majors: a BS in Retail Entrepreneurship and a BA in Computer Science / FSU Teach. A proposal to explore a new BA degree in Linguistics was also approved.



## **Policies**

The UPC approved a two-year pilot program to mandate SLS3140 *Academic Success Strategies for Transfer Students* for all transfer students who do not earn at least a 2.0 GPA during the first term of enrollment at FSU for the academic years.

The UPC approved a new policy which established guidelines for designating degree applicable courses within FSU.

## **Final Exams**

Adjustments were made to the block exam schedule at the request of the College of Engineering and the College of Arts and Sciences.

A proposal was brought to the UPC to adjust the final exam schedule to align more closely the meeting days and times for courses with the final exam time. This proposal is still under consideration and review and will be addressed more fully in the fall of 2019.

## **Summer and Beyond**

The UPC is considering the issue of programs specifying an exit GPA requirement for their students. The university requires a minimum GPA of 2.0, but at least one program has set a higher requirement for its students to obtain a degree. The UPC will consider crafting a policy update to determine retention requirements for its students.

For more details on any of the information provided above, please reference the meeting minutes and supporting documents found at the UPC's web page: <https://upc.undergrad.fsu.edu/>

Eric Chicken  
Chair, UPC  
[chicken@fsu.edu](mailto:chicken@fsu.edu)

## **UPC Members, 2018 / 2019**

Ella-Mae Daniel	Jim Dawkins	Elizabeth Foster	Patrick Hollis
Irena Hutton	Lisa Tripp	Tingting Zhao	Bahram Arjmandi
Andrew Askew	Katarzyna Bugaj	Henry Fuelberg	Daniel Mears
Lisa Munson	Rosemary Prince	Besiki Stvilia	Laura Ballard
Colleen Ganley	Lydia Hanks	Karen McGinnis	Sherry Schofield
Susan Shelton	Xinlin Tang	Dina Wilke	

## **Report to the Faculty Senate From the University Curriculum Committee For the Academic Year 2018-19**

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

Steve Bailey, Business  
Amy Burdette, Social Sciences and Public Policy  
Bryant Chase, Arts & Sciences  
Dianne Gregory, Music  
Kristine Harper, Arts & Sciences  
Elizabeth Jakubowski, Education, UCC Chair  
Piyush Kumar, Arts & Sciences  
Don Latham, Communication and Information  
Greg Turner, Medicine

Non-voting members included:

Andrea White, Faculty Senate Coordinator  
Josh Mills, Liberal Studies  
Allison Peters, Liberal Studies  
Leslie Richardson, Center for Teaching Excellence

- The purpose of the UCC is to consider curricular policies and procedures at both the undergraduate and graduate levels.
- All new courses to be taught at the University, for credit, must be approved by either the UCC or the Liberal Studies Board before being offered.
- The UCC carefully reviews each curricular request and each file syllabus that is submitted to make sure the content is appropriate for the level, type and credit hours of the course, but also to make sure the course objectives are measurable, the attendance policy and ADA policy are in accordance with FSU policy and that the evaluation for the course is clear and unambiguous for the student.
- New courses by an alternative method of delivery (tech enhanced, partially online, mostly online and fully online) must be approved by the UCC or Liberal Studies Board.
- All new courses and course changes must enter the University's curriculum request application at: <https://campus.fsu.edu/curriculum>.
- If requesting a change in course hours or objectives from a previously approved course, the old syllabus must be sent to the Faculty Senate Coordinator and the new/proposed syllabus must be uploaded on to the curriculum request application.
- Faculty should submit a syllabus to the registrar every time a special topics course is offered. A permanent course number for the special topics course must be submitted after the third time the course is taught.
- Any special topics course to be taught through a delivery mode other than traditional MUST be approved by the UCC prior to scheduling. Approval is given for offering only one time under the alternate mode of delivery.
- Any syllabus submitted through the CRA is considered a file syllabus and should not include specific instructor information nor dates specific to any one semester.

Since our last report to the Faculty Senate in April 2018 the UCC met eight times: June, September, October, November, January, February, March, and April. Over the period from 5/1/2018 to 4/30/2019 there were 405 courses reviewed and approved by members of the UCC. In addition to reviewing courses the following are activities the UCC engaged in during the academic year:

- Reviewed the difference between a file syllabus and student course syllabus and identified what committee members would expect in the file syllabus.

- UCC chair met with faculty and/or unit curriculum committee chairs from the College of Law, Jim Moran School of Entrepreneurship, College of Communication and Information, and College of Arts & Science (Humanities side) to discuss the curriculum review process.
- Developed a policy statement on Awarding Credit Hours (approved by Faculty Senate 3/13/19) for SACS accreditation.
- Supported the policy change of eliminating a review of courses approved under alternate modes every three years (initiated by the Distance Learning Committee).

In addition to reviewing, meeting, discussing and making recommendations for courses, the UCC also would like to strongly encourage faculty to distribute these minutes among the faculty in their departments and colleges and read the General Suggestions for Curriculum Submissions and Revisions that are attached to this report.

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

Respectfully Submitted,  
Elizabeth Jakubowski  
UCC Chair

## General Suggestions for Curriculum Submissions and Revisions

- Course objectives must be measurable, suggestions for action verbs according to Bloom's Taxonomy, can be found on the faculty senate website: <http://facsenate.fsu.edu/Curriculum-Resources>
- There must be a significant difference between dual enrolled undergraduate and graduate courses with graduate courses having more in-depth objectives, assignments, readings and/or meetings.
- One semester hour of credit is granted for a minimum 750 minutes of Direct Instruction and a minimum 1500 minutes of outside-of-class student work (the Carnegie collegiate student hour) or the equivalent thereof. In traditional face-to-face courses, this equates to one 50-minute class meeting, 15 times during the course of a semester. This minimum ratio is the same for all course formats (see Awarding Credit Hour Policy approved 3/13/19 by FSU Faculty Senate).
- The University Attendance Policy, the Academic Honor Policy and the Americans with Disabilities Act (ADA) (<http://facsenate.fsu.edu/Curriculum-Resources/Syllabus-Language>) must appear on every syllabus. It is understood that all faculty follow these policies. If faculty count attendance as part of their evaluation for their course, the attendance policy must be on the syllabus and the process explained to the student regarding **unexcused absences** and how these will be counted.
- Courses approved for a fully online delivery mode must have evidence of contact with students—equivalent to the hours of contact in a traditional (i.e., face-to-face) course. The contact hours have to be beyond office hours and reflect expected instructor-student interactions.
- Courses (all delivery modes) which include graded participation in the student evaluation must describe in clear and unambiguous language the method of evaluating the participation.
- Any course syllabi submitted for review **should not include** specific information, such as, instructor name/email/contact, days/times being offered, etc. The mode of delivery **should be** indicated. Any new syllabus is considered to be the file syllabus and not the specific student syllabus.



**Course Components**  
**Submitted to Office of Registrar 12/4/17**

**NOTE:** *All of these components are predicated on the premise that as a university that values active engagement of students in learning there will be multiple opportunities, as appropriate for the component, to engage students. Course components are intended for the coding of courses for data reporting to the appropriate SUS entities.*

**Activity-**A course of study devoted to participation in or performance of some form of physical activity. Knowledge associated with the proper performance of, along with appropriate strategies and tactics for, the activity is presented and discussed. Examples include physical fitness courses and Lifetime Activities courses.

**Colloquium-** A more interactive course forum concentrating on various topics within a broad field of study allowing for an exchange of ideas. Courses of this type are typically led by a different instructor each class session who is an expert on the topic being discussed for that session.

**Directed Independent Study-** A course where students complete individualized and often self-paced plans of study or research that is more in-depth than what is offered within the curriculum and independent of the classroom setting. The instructor and students negotiate the details of the plan of study. Preliminary Exams would be categorized as this component.

**Discussion-**Interactive type classes where both instructor and students lead and participate in the planned discussion. Lecture is not the dominant pedagogical activity of the course. Enrollment is generally limited to allow for greater focus on students' critical reflection and exchange of ideas. Examples would include (but not limited to) graduate seminar, honors seminar, capstone senior seminars, colloquium, topics in.

**Integrated Lecture/Lab & Integrated Lab/Lecture-**A class that has some lecture and some hands-on component but does not require a separate time like a traditional lab. When more than 50% of the class time is lecture then Integrated Lecture/Lab is used. When more than 50% of the time is lab then Integrated Lab/Lecture is used.

**Internship/Externship-** Courses are designed to give students supervised and practical application of previously studied theory in a setting outside the classrooms and is related to a students' major or career goal. The internship usually involves a student working in a professional setting under the supervision and monitoring of practicing professionals.

**Lab-**A course in which students do activities (e.g., experiments) for the purpose of the application of methods and procedures of the discipline.

**Lecture-**Standard non-variable/fixed credit course where course content is delivered primarily through direct instruction (over 50% of the class) and consists of the use of straightforward, explicit teaching techniques (e.g., teacher-directed method of instruction) but may include some other pedagogies (discussion, class presentation). Lectures almost always have larger class sizes than seminar. If a course is more discussion or non-lecture dominated, then discussion may be a more applicable course component. Lectures do not preclude the use of active learning strategies.

**Performance-** Courses that involve individual or small and large group demonstration and application of design and theory in a defined physical setting (i.e., music studio); students explore and experiment under guidance of an instructor. Courses typically focus on the development or creation of artistic work or the mastery of an art form itself (i.e. music, dance, theater, etc).

**Practicum-**Credit bearing courses designed to give students supervised and practical application of previously studied theory in a setting outside the classrooms and is related to a students' major or career goal (e.g, field experience and practicum). Students are typically under the supervision of the course instructor. This component does not include internships, externships, or courses used for clinical experiences in the medical curriculum.

**Special Topics-**A course offered as an experimental course in order to evaluate and determine if a course should be incorporated into the regular curriculum of a program. Once the same course has been offered three times as a Special Topic it cannot be offered again until it moves through the curriculum approval process and is approved with a unique course number from the Statewide Course Numbering System. Due to the experimental, variable, and temporary nature of the content of Special Topics courses, these courses are explicitly omitted from certain external reports/metrics.

**Studio-**A course that involves the creation of a product based on information provided in the course and the instructor may be coaching throughout the class. (e.g., drawing, design, writing, digital art, scene design, etc.). Courses typically focus on the development or creation of artistically static work or the mastery of an art form itself.