



FLORIDA STATE UNIVERSITY
FACULTY SENATE

DRAFT

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

I. Regular Session

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

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, M. Akiba, A. Askew, H. Bass, K. Bearor, B. Berg, B. Birmingham, M. Blaber, K. Brummel-Smith, M. Buchler, E. Chicken, R. Coleman, B. Cox, M. Cui, A. Darabi, J. Dawkins, V. DeBrunner, P. Doan, J. Fadool, B. Fennema, J. Fiorito, S. Fiorito, H. Flynn, R. Gainsford, T. Graban, M. Gross, K. Harper, J. Hellweg, E. Hilinski, K. Hires, C. Hofacker, M. Horner, L. Jakubowski, T. Keller, A. Kercheval, E. Kim, W. Landing, S. Lewis, S. Losh, T. Mariano, C. Marzen, K. McGinnis, J. McNulty, M. Mesterton-Gibbons, U. Meyer-Base, D. Moore, I. Padavic, E. Peters, N. Rogers, D. Rohlinger, V. Salters, J. Schwenkler, J. Standley, N. Stein, L. Stepina, M. Stewart, U. Sypher, J. Telotte, G. Tyson, Col. M. Vanwert, D. Von Glahn, W. Wise, C. Wood, K. Yang,

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

A. Abichou, E. Aldrovandi, E. Alvarez, C. Bolaños, J. Broome, J. Clark (**S. Slaveva-Griffin**), A. Clarke, J. Cogle, K. Erndl, A. Figueroa, J. Gabriel, J. Geringer, K. Goldsby, K. Howard (**R. Leushuis**), D. Humphrey, S. Johnson, J. Kesten, J. Larson, C. Madsen, R. Morris, O. Okoli, P. Osteen, V. Richard Auzenne, R. Rodenberg, P. Rutkovsky, K. Salata (**A. Rhine**), D. Slice, O. Steinbock, N. Stoltzfus (**C. Upchurch**), S. Stults, O. Vafek, S. Valisa, E. Walker, C. Weissert, W. Weissert, D. Wilke, T. Zuehlke.

II. Approval of the Minutes

The minutes of the November 18, 2015 meeting were approved with 1 edit and the minutes of the December 2, 2015 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, Todd Adams

Since the December 2015 Senate meeting, the Steering Committee has met twice. One of those meetings included President Thrasher and Provost McRorie. We discussed the status

of the dean searches and learned that FSU would again host an ACC Distinguished Lecturer this spring.

Two weeks ago it was announced that the State University System (SUS) has decided to enter into a contract to use Canvas as a system wide learning management system (LMS). This would be a potential replacement for Blackboard. It will be an opt-in contract such that universities can decide whether to join once their own contracts expire. Presumably this will save money and ease the transition of students who transfer between SUS schools.

Last week the Steering Committee heard about a new Open Access Policy that was approved by the Library Committee's Task Force on Scholarly Communication. This is a follow-up to a 2011 Faculty Senate resolution endorsing storage of scholarly publications in DigiNole. The policy grants FSU permission to share accepted versions of articles and faculty would submit the accepted version to DigiNole. Faculty would retain copyright ownership and waivers would be available. This policy will increase accessibility of our work, allow for better accounting of our work, and bring us in line with many other institutions such as MIT, Harvard, North Carolina, Duke, and CalTech, among others who have such policies in place. FSU legal is reviewing the language, but it is based on similar policies adopted by many other institutions. The policy will be brought before the Senate in February for discussion with a planned vote in March. You will receive the policy and background information in advance of the February meeting.

Today and tomorrow, the Board of Governors is meeting here at FSU. As part of a recent tradition, tomorrow morning several faculty members will have breakfast with the members of the BOG to give them a chance to learn about some of the creative activity occurring at FSU.

Susan Fiorito: Let me add just a couple things for announcements. One is that the ACFS – what Todd referred to when we heard about Canvas – is the Advisory Council of Faculty Senates. So it's made up of faculty senate presidents and their vice presidents. We meet three times throughout the state. So this is a board, and our president of the Advisory Council of Faculty Senates' presidents is on the Board of Governors. So we have representation there representing all of you, all of the faculty. So we meet on January 8th and Marshall Criser, who is the chancellor of the Board of Governors, spoke with us for almost an hour addressing some issues, primarily the metrics and some details about the metrics and of course some other issues that are important to faculty. I just wanted to let you know that this group of faculty senate presidents does meet. We do share our concerns and ideas and put forth a united front from all twelve universities. We have the chancellor there and go over the Legislature and the results of that. Gary Tyson is going to talk a little more about that as well in his technology committee. Gary, who was our past Faculty Senate president, is the vice chair of ACFS and will be voted on to move to our representative on the BOG. We are very happy to have an FSU person on the BOG.

One other thing that I want to mention before we move on to our next agenda item is a press release that the BOG hosted just this afternoon. They are going to start a campaign called Think Florida. You're going to hear more about this. I just wanted to mention it to you so you heard it here first maybe. It is a communication and marketing campaign that will combine all of the twelve in the SUS – Florida's leadership position – to have a relationship with the business community to improve synergy, encourage businesses to hire Florida graduates in the SUS system, and to combine forces and research and explore partnerships.

So from a state-wide perspective, looking at what we can do together as a state to move us all forward. I just wanted to let you know that this started. You'll hear something on the radio and in the paper. I think it's encouraging. I think it's a good thing.

V. Reports of Standing Committees

a. Graduate Policy Committee, Lee Stepina

Leave of Absence Policy (See addendum 1): The first thing is I'd like to congratulate Nancy Marcus on being chair-elect of the Council of Graduate Schools Board of Directions. The issue before us today is the Leave of Absence Policy. This is a new policy that does not currently exist at FSU. The impetus for this policy was the Psychology Department that has a year-long required internship and their students are not required to take any internship hours. So during that time there is a problem in that they are subject to the Continuous Enrollment Policy. This policy would deal with that as well as students with extreme medical or family emergencies. You have a copy of the policy. It discusses who is eligible for, how they apply, limits on elected time, and discusses issues concerning financial aid and assistantships. Any questions? Ok, the Graduate Policy Committee moves that this be approved.

The motion passed.

b. Technology Committee, Gary Tyson

When I saw the agenda, I said, "Please, please move me in front of Lee." I apologize. You were amazingly concise. This is my first time up here as the chair of the Technology Committee. I'll talk a little bit about the function of the committee and then there are a few items I want to mention. As you know, the Technology Committee was created recently – or I guess re-created recently since we had one before – and it consists of faculty from each of the colleges – usually the techy faculty from the various colleges – to serve as an arm of the Senate in studying technology issues that may impact academics or Senate related stuff. I doubt that this committee would ever bring policy items to you to vote on. It's primarily informational for the Senate. I see our goals as to interact with ITS. Michael Barrett is actually on this committee. He comes to the meetings and we spend a lot of time talking about where there plans are so we can report the most significant here. We actually serve as a pool of faculty to serve on administrative committees when they need something done that's technology related. We had one recently; Provost McRorie was asked to find a group of faculty look at the learning management systems because the Board of Governors wanted to get feedback on three of the systems so they could pick a statewide system that we would all have the opportunity to adopt. We selected faculty from this committee and they served on that. They filled out a survey as did select faculty at each of the other state university systems. That was actually used by the Board of Governors to decide on doing a state-wide contract with one of the LMSs. The three they looked at were: Canvas, which is used at five of the universities; Blackboard, which is used at 5 of the universities including FSU. It's hard to say thought because even at FSU, we use Blackboard but some of the faculty in CCI uses Canvas; so there is a mixture of these. They looked at three of them and on January 8th they decided they would go with Canvas. As Susan said, it is an opt-in. They won't require anyone to do it. They believe they have come up

with a financial agreement that is better than the others. I think the expectation of the Board of Governors is if you have a multi-year contract with someone other than Canvas, they are not going to make you break it, but they anticipate that you'll go to Canvas at the end of that. That's why it's opt-in-ish. I think there will be ways in the future that the expectation is that everyone is on same system going forward. We can certainly opt-in. It's not required. I wonder how long we will be able to retain [inaudible]. That's actually going to influence the faculty here. We have done our own in-house development on Blackboard. I've heard that Blackboard itself is going cloud-based, so moving away from universities being able to tweak the system like we've done. Whether we stay with Blackboard or go with Canvas, this is going to impact faculty in their development of courses – perhaps in how they put courses online. Certainly if we go to Canvas but also how you put grades in the system. Because that's one of the things we tweaked with the Blackboard system. Those changes are coming. We originally decided the Technology Committee should exist when we did the PeopleSoft change to the registrar's system and we said, "These are technology issues that are impacting you at the Senate. In that case, they were real policy issues where things we couldn't do before we can now do because of technology and there were a few things we were forced to do a different way. So we created an ad hoc committee to deal with those and we decided these are going to continue cropping up. While we have many subcommittees that deal with parts of this – certainly Distance Learning deals with technology issues. We don't have something to look at things that slide through the cracks. So the goal of this committee is not to take over any other committee's job. It's to fill in the cracks and be the canary in the coal mine, hear what's happening and bring it to the Senate as an information item before we recognize what we just got run over by.

The things that we expect this committee to do is interact with ITS on a regular basis. I think we will do a meeting of the committee once a semester at a minimum and more if there is an item that really pops us. We had a meeting in November of last year where we talked about LMS and introduced everyone on the committee. We'll do another one either late this month or early next month focusing on ITS or some issue related to that. We need to do the Research Computing Center. There are a couple of these big items. The primary thing is to inform the Senate. And the last item I want is to be the sounding board for senators or faculty in general who are running into an issue so that we can actually look at it rather than each of you having to go out an research this fairly complex organization we have with technology. If you have questions related to technology that you'd like answered, come to me or another member of the committee and we will look into it. I have actually gone longer than Lee so I have to stop. Questions?

Charles [?]: Just a quick one. The switchover from Blackboard to Canvas, when do we think this could happen? This could potentially involve a lot of work especially if you are developing fully online courses. [Inaudible]

Tyson: There is not a fixed time for it since it's opt-in. We can resist if we want. We had discussions with Marshall Criser and said it's the faculty that use the system the most. They are going to be most annoyed by changes if they don't have resource to help out. We made the case.

Tyson: How long is the contract for?

McRorie: At least several years.

Tyson: And they are not looking for anyone to jump on quickly. They realize it's going to take time to do this. I think the pressure will increase but probably not for a few years.

McRorie: I am not an expert in technology by any means, but my understanding is that they are working towards making it easier to transfer something that's built in one system to a different system. So it won't be quite as horrible as it sounds.

Tyson: And as I said, even Blackboard is going to cloud-based Blackboard so some of the institutions changes we've made will go away as well. Change is coming either way.

Lewis: I'm Sandy Lewis. I'm on the University Budget Committee. We meet just before this meeting where this issue was discussed. From that meeting, it does not appear that there is a current plan. This just happened within the last several weeks, so they don't have a plan. Michael Barrett didn't even know when the contract with Blackboard expires. So it's not anything that is going to happen quickly from what I gathered. I do have a question about Blackboard running in emergency mode for the first couple of weeks of the semester. Do you have an explanation for that? Is that something we are going to see happen at the end of the semester when it's even more critical that Blackboard be working well?

McRorie: I can tell you what I was told. Again, I don't really know. What I was told is that there was a fix or a bolt on or something like that done in the Blackboard system sometime back that was to address a particular issue, and it was neglected to be taken off. So when all the work hit at the beginning of the semester that caused it to go to emergency mode. They have fixed that now and are looking more carefully, I am told, at the whole system to make sure there is not another thing like that. So I don't anticipate that based on what I've been told.

Woman: In the School of Information, for those who don't know, our master's program is completely online. So when I hear this I go, "Oh!" We not only use Blackboard as a content manager but we use the collaborate function to teach our courses. My concern is that Canvas does not currently have a collaborate component. Is that on somebody's radar? Because it needs to be.

Tyson: It has been recognized as an issue. I think what happens is that all of these say, "We're getting to it" if they don't already have it. Fortunately we are not on the leading edge of this. I suspect we, FSU, will be one of the later ones to move over.

[Inaudible comment from woman].

Man: How will the decision be made?

Tyson: It's an administrative decision.

McRorie: I suspect that when we get close to the end of our Blackboard contract, we will be looking at what's available on Blackboard and what's available on Canvas at that point. It will not solely be a budgetary issue, but it will be partly that. No matter how easy it is to transfer from one system to another, it's going to cost money. I doubt we are going to get a lot of new money from the State to help us do that. There are a lot of factors in play. I will just repeat that I don't think anything is going to happen for a few years at the least. All they've done so far is say that this is the system that the State has added to their list of contracts and everyone in the state can buy it if they want to.

Woman: And that's not a bad thing. Canvas is actually quite user-friendly.

McRorie: University of Florida is going to Canvas right now.

Fiorito: So we'll see how they do. If they have a lot of problems, we'll back out.

Blaber: Michael Blaber, College of Medicine. So is the idea or advice that if you're developing new materials, do it on Canvas?

Tyson: I don't think you can do that. We do not have an agreement with Canvas. I wonder if FERPA might be an issue there. You guys may know.

Woman: Right. So we designed our course content in Canvas. You can order it on the site. We just try not to do grades in Canvas. We refer them to Blackboard. We still have a Blackboard site but we disseminate our content through Canvas. So if you are designing a new course, it might be worth it to put it in Canvas. [Inaudible].

Tyson: I think for a lot of the courses I see out in Blackboard or Canvas, it's not a big challenge to move one to the other. It's when they become real heavy users of advanced features that it becomes a challenge. I think for the vast majority of courses put on these, it's not actually that hard.

Clark: Joe Clark, Office of Distance Learning. I'm an advisor to the BOG committee that made the selection. One of the issues that was brought up was that even though the Blackboard price isn't competitive at the State level, because FSU was an early adopter of Blackboard, I understand we got a special price from them. So that weighs towards keeping Blackboard longer. I don't know how long the contract is.

Man: I'd like to second this thing that was said about collaborate. It's that kind of synchronous ability in Blackboard [inaudible]. It really changes the nature of what you can do with an online class. I personally wasn't developing until that came, so I don't want to lose that for online courses that are contingent upon being able to discuss in real time with the students.

Tyson: I think what would be valuable is to have instances of use that would not translate over well so we can take that to them and say, "What do we do in this case?" I suspect that Canvas understands this as well and they are trying to make it easy to transfer over.

Woman: I should probably know this, but I don't. Do you have a member of the high school on your committee?

Tyson: Yes. We have someone from every college. I'm trying to remember who it is.

Fiorito: All the committee members are on the Faculty Senate committee website under technology. It too awhile to get representation from every college, but we did it.

Man: When you say "make the systems easy to transition between," do you mean an automated process where PDFs that are stored in Blackboard in folders --

Tyson: Canvas does have the ability to load from the other systems. For those courses that are simple, where it's files that you are bringing over and normal things. I suspect it's completely automated. I haven't done my course that way. I create a new one from scratch. I was in there sandbox. Those tools are there.

Fiorito: Seeing the interest in this committee, we will ask Gary to come back again after their next committee meeting so that he can not only report to us about what they did but also any updates that they may have.

VI. Old Business

There were no items of old business.

VII. New Business

a. CCI, Jonathan Adams **i. First Day Attendance After Drop/Add**

Hi. I'm Jonathan Adams from the College of Communication and Information. From the first time we started the First Day Attendance Policy, my first class came on the day after drop/add. So I came aware of the amount of paperwork that was subsequently needed in order to make corrections to the class I was in. As I asked around with my colleagues, other issues came up that are sort of related to that. I just wanted to raise this to the Senate to see if there was any way, by our ties, to deal with a couple of these problems. The first one being, from my point of view, the number of days that are allotted to drop/add is one short. I just talked to other colleagues and I realized I am not unique. This affects many people in that their first class comes after drop/add so the department has to do a lot of paperwork. So that's one issue. The other one is about that the first day attendance recording during drop/add. From my point of view, it doesn't meet the requirements of what it should do., which is if you enroll in a class and don't show up on the first day, you are dropped. And in cases where classes are popular and over-enrolled or there is a waiting list, those students on the waiting list sometimes don't get a chance to enroll at all because the student who drops, immediately re-registers. I don't know exactly what the solutions are, but it seems to me that drop/add is one day short and that students who are dropped from the class – I don't know if this could be done electronically with a waiting list so that if students drop electronically, the next person on the waiting list is added to

the roster, and the class remains full, preventing a student from being dropped and then immediately adding. Or if a student's record in the database can be flagged in such a way as to prevent them from re-registering until drop/add has ended.

Sypher: Yah, I'd like to add to that. I'm Ulla Sypher also from CCI. I'm John's colleague and the person who deals with drop/add requests after drop/add is over. I'm very familiar with the issues he's describing. What my recommendation would be is that the Student Central workgroup that still exists prioritizes the waitlist function that exists within Student Central but has not been implemented yet. That workgroup, as I said, still exists and whatever funding they have. They have to decide what they are going to implement first, second, and third, and I think if they prioritize the waitlist functionality that would solve many of the drop/add as well as financial aid issues that we run into and thereby reduce the staff, faculty, and student time and anxiety all across the university.

Fiortio: I will get someone from that group to come speak with us, and I'll ask you after class rather than saying their name out loud who that might be. We'll get the right person to be here and address any other issues you have at the February Faculty Senate meeting, hopefully.

VIII. University Welfare

a. United Faculty of Florida, Matthew Lata

On behalf of UFF, we're wrapping up the semester. The two main issues in front of us right now will be contract negotiations and what's happening across town with our friends at the Legislature. Bargaining for any contract will begin on February the 27th, and in a couple weeks we will be meeting with the administration to confirm which articles they are opening and which articles we are opening. We are anticipating that the administration will be able to continue addressing issues of market equity as we develop a formula for how salaries might be adjusted next fall. What portion is market equity? What portion is dean's merit? And so on. We also hope to keep focusing on compensation for specialized faculty. Some information we gleaned from the faculty poll that went out at the end of last semester: a lot of people are interested in how sabbaticals are constructed, earned, and executed. Also issues that are not directly related to the contract – issues about healthcare and retirement. Those were the main areas that people talked about on the survey. We are hoping that once we start negotiations and once our friends at the Legislature do actually pass a budget when they're supposed to, then we might have a contract by the end of the semester and it would be wonderful if we could still vote on it while the faculty are on campus instead of having to chase people down all over the world in the summer. So please keep the channels of communication open. Talk with Irene Padavic, talk with Michael, talk with me if you have anything you feel you'd like to see addressed. The other main thing we are doing right now is tracking legislation. There are quite a number of bills that have been introduced that will affect us. Some of which will not go anywhere. There will be another attempt to tweak our group health insurance programs. This bill that was introduced in the House, didn't go anywhere in the Senate. This session there is a co-sponsor in the Senate. We don't know exactly where they want to go with it yet, but it's the Legislature so it can't be

good. Basically one of the things they want to do is create a tiered system of health insurance, which would penalize some and reward others and ultimately lead to higher costs for most people. Certainly together with administration and President Thrasher, we are following the issue of performance funding. We are concerned that the Legislature is establishing exactly the same performance metrics on every campus in the system, regardless of its mission, regardless of its environment, regardless of its demographic. We're hoping to see an evaluation system that fairly evaluates each campus based on its identity. Otherwise, some people are unduly penalized. So that is something we will continue to focus on. It's kind of analogous to the testing bill for K-12, that is impose the same standards on everybody whether your classroom has special needs kids in it or not. It's ridiculous. We're continuing to monitor legislation about textbook affordability to make sure that is as faculty-friendly as possible. The current compromise is to require textbooks to be assigned and announced 45 days before the start of the term so students know what their responsibilities will be when they register for that course. We'll continue to watch that. And of course there is Guns on Campus, which sailed through the House committees. We anticipated it would come to the floor last week. It's had its first reading. Apparently it's not going to come to the floor until at least next week, which maybe is a good thing. I will again say that I realize not all faculty are in agreement with the Union on this, but certainly the vast majority are. It's currently stalled in the Senate Judiciary Committee, which is where it died an unnatural death last year. We're hoping that may happen again. There are some hopeful signs. But it's the Legislature. There is enormous pressure being put on the chairman of that committee to agenda-it. Who knows what will happen before March 1st. Those of you who want to make your opinions known, phone calls are the most important way to do that. They do matter. Even if you get some high school intern, they are required to log every call that comes into that office. Legislators, if they come in enough volumes, do listen. If you want to bother Speaker Crisafulli, that's fine. He doesn't mind. Look and see who is on the Senate Judiciary Committee, and if it should come to the floor, we will certainly be in communication with faculty about the best way to make your view known. Aside from that, I'm looking forward to UFF goes to a baseball game in March, when the real sports start.

b. Road's Scholars, Dennis Moore

Hi. I'm Dennis Moore from Arts and Sciences and also from the Senate's Road's Scholars Committee. A really brief heads up and then a really brief set of "thank you"s. The heads up is that in the very middle of February, on the day after Valentine's, which will also be the day after a women's basketball game here, the Road's Scholars Committee, is hosting a wonderful speaker from Chapel Hill. There are a few copies of this very fresh flyer out on the table out here. So from where you are sitting you might not be able to read her title. Her name is Jocelyn Neal and she comes incredibly highly recommended. Her talks is "The Good Songs Always Sound like You've Heard Them Before: The Cultural Politics of Musical Borrowing." Which sounds like it could involve sampling and hip ho. The word is that the actual examples she'll be using are from the Dixie Chicks. That's on February 15th. It's part of this series of speakers that they want to bring in thanks to the generosity of the Provost's Office. We are bringing in knowledge and articulate scholars from other ACC schools, which we've then been scheduling in conjunction with athletic events here, which means in the fall we schedule them really close to a football game. Last

spring we scheduled on in conjunction with a women's basketball game. For example, this one is the day after a women's basketball game. We are scheduling one in the middle of March with a faculty member from Virginia Tech and then really scheduling on at the end of the semester with a faculty member from Notre Dame. So the "thank you's" include a hearty thank you for those of who offered suggestions of scholars from these other ACC schools who we could invite. So if you've done that, thank you. Whether you have or not, we hope you will come and watch. If you do social media, there is actually a Facebook page and besides that there are some copies of this sheet out on the table.

c. Academic Honor Code Policy Hearings, Ann DelRossi

Hi. My name is Ann DelRossi. I'm with the Office of Faculty Development and Advancement. I wanted to attend this meeting today – thank you, Susan – really just to introduce myself. I am in charge of our Academic Honor Policy, facilitating the hearings, making sure that you all have the information you need. So really I just wanted you to see who I am. You will be getting an email from me asking you to serve on these Academic Honor Policy hearings. Please let me know if you have any questions. Thank you.

Fiorito: Please respond. It's a very important committee. They do very important work, and it helps all of us when we can have some of our best faculty members sitting on this committee. It is for a one-time ask, so we really appreciate it. Thanks so much for coming, Ann.

IX. Announcements by Deans and Other Administrative Officers

a. Mary Couburn, Vice President

Thank you for this opportunity to speak with you. I've been the vice president for thirteen years and this is my first opportunity to speak with you. I appreciate Susan asking me to come and chat about some issues that are going on on campus that affect all of us. Certainly in partnership between academic and student affairs we can really have big impact of student lives. When I thought about this, I really thought about six main issues affecting us at Florida State and certainly nationally as well.

- 1) The first one is black student recruitment – all tied in to Black Lives Matter, the attention to representation on campus with faculty, staff, and students has certainly come to our campus as well. I am very pleased that President Thrasher has shown a commitment to our student enrollment of black students in particular. He's allocated funding so that our CARE students, the Center for Academics Retention and Enhancement, who came in this last summer the maximum size of the cohort went from 350 to 400 students. That was a net increase of 50 black students in the entering class. That group of students also had no financial aid loan debt. That's probably a first for that group. That's huge that our most needy students are coming in not having as much loan debt as they would have in the past. He also allocated three new positions to help us recruit students in the Admissions Office, through the CARE office, and then through Financial Aid because these students need an awful lot of support to be successful. The good news is that the programs that we offer for CARE, and we

will increase the size of that to probably 500 students next summer. That's the maximum we can do. The students who come in that program who attended last summer and fall and who fulfilled all the requirements of the program – study halls, tutoring sessions, attending events on campus, those students earned an average of a 3.0 grade point average for fall semester. The students who were in the program who didn't fulfill the requirements and expectations for those types of things – tutoring and that kind of thing – had a 1.8. I think that's some good data to have to show that the program is very effective and serving our students well. The other thing that you might hear as we talk about this is our group students have the same or better retention and graduation rates than our general population. That's another wonderful thing that we can be proud of. We are also hearing a lot about legacy admissions. That seems to be a sort of national issue. Some of our students are making an issue here saying that legacy admissions is something that is not favorable to minority student recruitment and admission. That is not a big issue here. We do ask applicants if they do have family members who attended here but it's not really considered a criteria. It might give someone a little half a bump toward someone who is almost qualifies – at most. I'm not an expert on that, but I just wanted you to know that is not the big issue. No student gets in just because a family member attended here.

- 2) The second issue that I thought about building on the financial aid issue is student's financial need. We still have a lot of families that are in distress. We have a food pantry in the Dean of Students Office where we collect nonperishable food items and students can come in and just sign in and verify that they are a student, and they can leave with a bag of food. We don't require any kind of documentation or demonstration of need. We feel like the humbling experience of coming in and saying you need food is adequate documentation. We had 28 students come to the Dean of Students Office the first week of school. That really struck us as a very different kind of need. We felt like a lot of students ran out of financial aid toward the end of the semester and to come back from break and not have food is pretty frightening. We work with campus entities on food drives. We need certainly a lot of protein, meats, tuna, peanut butter, pastas. No more vegetables. We have enough vegetables to last us till 2018. Our students really don't like canned vegetables but people like to donate canned vegetables. In case you felt a great need to bring donations to the food pantry, those are what our needs are.
- 3) Certainly Mental health and student health are big concerns here at FSU and nationally. Our Universities Health Services has seen skyrocketing numbers of students using the services and increasingly serious medical conditions that our students are dealing with: students with arthritis, Crohn's Disease, and cancer. Amazing challenges that they meet health-wise. I'm sure you see that with the student ability to do well in your classes. The mental health area is really concerning. We had eight suicides last fall. I remember vividly the first suicide we dealt with many years ago, and it was such a rare occurrence. This fall we had three weeks where we had three deaths a week – three weeks not consecutively. This was a very tragic semester. Typically a student who commits suicide, none of those occur on campus. One did occur a block away. Some occurred in student's hometowns over break. But mostly those are students who we have never heard of. They are not on our radar. They are not students who have sought out mental health services and the University Counseling Center. That's something we can all be alert to to make referrals. We have a new Counseling

Center director, Dr. Carlos Gomez, who came to use a year a half ago from Florida International University. He instituted a new policy for students walking in and receiving appointments. We has a history of students having a long waiting time for a first appointment. We went to a walk-in system where everyone walks in for their first appointment. We found that a great majority of those cases, students could be supported in one session and didn't need to come back again for another session. So that's really helped our students progress along. We've also been trying to build more relationships with area community health providers so we can do referrals as appropriate because our University Counseling Center is really only designed for short-term, brief psychotherapy. Those are some of the issues we're been dealing with. Of course Title IX is a big issue across the country. I think we've established a wonderful program, the kNOw more campaign. Know more about sexual assault prevention and no more sexual assault prevention. We've gotten a lot of national acclaim for that program. We are really focusing on training our students and our entire community to help prevent violence and what to do to support the students who have been victimized.

- 4) Of course LGBTQ and transgender issues are a great news nationally and we are dealing with those on our campus too. We are a microcosm of our society. We put a lot of program and services in place to support students who are dealing with issues of sexuality and gender. Our Pride Student Union is a great source of support as is our University Counseling Center. Housing works with students who have special issues. Our University Health Center has a new policy. And we are always looking at facilities and how we can update those and really paying attention to gender restrooms and things like that. As we are able to renovate or build new buildings, that's a focus for us.
- 5) Going to some more positive things. We had a Graduate Student Success Committee on campus that's worked closely with academic units and the Career Center, and we have a career liaison model which began about a year and a half ago where we are sending professional career advisors to academic units. They spent half their time in specific units and half their time in the Career Center. That has increased student utilization of the Career Center significantly. We do a senior survey of our graduating students. For the year summer 2014, fall 2014, and spring 2015, we had a 90% response rate for our senior survey. We found in that that 63% of our students are seeking jobs at the end of graduation with 30% saying that they plan to have further study. Of the students who were seeking jobs at the time of graduation, 71% had at least one offer at the time of graduation. I think that's a great number. As Susan was saying, the Think Florida initiative and others that make sure our students are graduating in our most populated majors have jobs upon graduation. If faculty members have a class session that they can't meet and would like to have a career professional come in and talk about career resources, we are available to do that, so please let us know if we can support your students make that transition post-graduation.
- 6) Finally, one of our major goals is to increase student engagement. We know that the student who is engaged is more successful academically as well. They are able to link their classroom learning and their academic learning with out of classroom experiences and apply some of that theory outside and make connections with the University. All research shows that involvement, connection, and engagement with the university really contributes to student's happiness and success. One of the examples of how we are really supporting that

is through our Garnet and Gold Scholar Societies. Students are asked to satisfy the criteria in three of five engagement areas: leadership, service, internship, international experiences, and research. We've had 565 students graduate with that program. We have a lot more in the pipeline. I know many of you have been involved with supervising student research which is one of the major areas we'd like to grow in. We appreciate your support of that program and encouragement of students to do that.

Questions?

Buchler: Michael Buchler, College of Music. Thank you very much for everything you do for the campus and students. I was just wondering since you brought up the legacy admissions, if you've also talked about the issues reported in the *New York Times* a couple months ago about the Board of Trustees serving undue influence on the admissions process?

Coburn: Admissions does not fall within my area, so I hesitate to speak authoritatively on that. Would you like to?

Padavic: Irene Padavic, sociology. I am on the University Admissions Committee as are some other people: Bill Landing, Alec Kercheval, Jennifer Buchanan, Karen Laughlin. We are coming up with guidelines to send to the Provost. That is one of our tasks this semester. We plan on sending those to you as well.
[Inaudible]

Dennis Moore: Mary, thank you. You mentioned the suicide rate, and I was just wondering at a state-wide level or a regional level, are their networks maybe reviewing your counterparts to compare notes? In other words, is that happening more frequently all over?

Coburn: We are in the process of doing that. Certainly suicide prevention is a huge effort nationally. I'm actually meeting with my SUS counterparts tonight as part of the Board of Governors meetings. I'm anxious to talk with them about whether they saw that same kind of rate. I hope not.

Man: Thank you. I just wonder if there is a comparable bump that students of color get in terms of being considered for admissions. You said that being a legacy student isn't definitive of whether or not someone is admitted. It's like half a bump. Is there a similar half a point bump for students of color?

Coburn: We are not legally able to consider race in our admissions. But we do look at economic disadvantage and first generation. So we found that looking at those two factors, we do a pretty good job of satisfying the students.

Man: What is the race of most legacy students?

Coburn: I do not know the answer to that. I should not have brought up admissions [inaudible]. I only brought it up because students are talking about it as a huge issue and I just wanted to distill.

Brummel-Smith: Ken Brummel-Smith, College of Medicine. I thank you for all your work too. I think the suicide issue is another reason why we should as a senate and each as individual citizens continue to write letters to the Legislature. To me, that's a much bigger issue about Guns on Campus than a threat of a violent assault on campus. Completed suicide is much higher rate with a gun than with other alternate methods.

b. Carol Edwards, Dean, and George Bishop, Associate Dean, Panama City Campus

Thank you for inviting me to come. I'm glad I didn't have to wait for thirteen years. I'll take whatever I can get. It's a wonderful opportunity to be here and talk about the Panama City campus. I would ask for a show of hands to ask how many people have actually been on our campus. Ok, well then you know what a great treasure the Panama City campus is to the main campus. Since I've been here as dean this fall, the first challenge has been enrollment, which is different from this campus which probably fine tunes its enrollment more than is specific concern with head count. Although I know that different programs are different so I won't lump everybody into the same category there. But certainly enrollment on our campus is a major focus for us. The other thing this fall I've been dealing with is alignment of our student services, so when we look what the students on the Panama City campus have offered to them that they hopefully in some way align with the same kinds of services that the main campus students have. I noticed that Mary mentioned mental health, and that is also something in our services that we are looking at because we do not have a mental health specialist on campus or a counselor to work with our students. We did in the past but it was on soft money, on grant money, and that went away, and our students very loudly this past fall came in and said they'd like to have that position back. They gave several examples of the impact and assistance that that position supplied to them. So that is very important to us. We don't have career services, per se, on our campus. So we are looking at how we might align that for some of our students as well. One of the first things that I did do when I got there – and it's interesting hearing Gary talk about IT services – I needed to make sure our IT services were aligned with the services on the main campus. We have entered into an iTech program with Michael Barrett's group, in which we are aligning and meeting those technology needs not only of our faculty and staff but certainly of the students as well. We have a new residents' hall that's coming online. I keep saying this because I think if I say it enough it will be true that we will open that new residents' hall in the fall of 2017. That will absolutely be a game changer for the Panama City campus. We are excited about that. It also points back to our need to align our student services because when we have a new residents' hall we are going to have to beef up our student services. We've also been involved this fall with alignment of new programs and the possibility of programs coming onto the campus. Programs that are exciting to students so that students will say, "Panama City is a campus of choice." There's that challenge because you're a hundred miles and you have the football team and you've got athletics and you've got, dare I say, the party life that draws some students. It's important for us to be able to align our academic programming that not only is attractive to students who want to come but also is important for the community. Because if there is one thing that the Panama City campus is, it's immersed in a local community. They feel a real ownership. So we've been involved in that. And then I just want to introduce new associate dean –

two weeks on the job – Dr. George Bishop, who comes to us with a lot of experience in higher education. Most recently was vice president of academic affairs at Gulf Coast State College, right across the street. We're very fortunate to have him there and his expertise. If you have any questions for me, I probably won't have the answer because I am so new, but I'd be glad to answer them. I'd love everyone to come over to the campus if you haven't been recently. It's a great place to be.

X. Announcements by Interim Provost McRorie

Provost McRorie did not have any announcements.

XI. Announcements by President Thrasher

President Thrasher was not in attendance.

XII. Adjournment

The meeting adjourned at 4:40 p.m.



Melissa Crawford
Faculty Senate Coordinator

Addendum 1

Approved with friendly amendments by GPC on 10-19-15; revised and re-approved on 10-26-15; revised and reapproved on 11-16-15.

Leave of Absence Policy

Under special circumstances, graduate students may apply for a leave of absence from the university for a specific period of up to three consecutive semesters (includes summer term). The circumstances justifying a leave include, but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request.

To apply for a leave of absence, a student must complete the Request for Leave of Absence Form (available on the Graduate School website) and submit it together with appropriate documentation to the major professor/advisor/Program Director. If the major professor/advisor/Program Director approves the application it should then be forwarded to the department head and subsequently to the college dean for consideration. If approved at all of these levels, the college dean should notify the Registrar and the Dean of the Graduate School of the decision. The college dean should also notify the student of the decision (approved or denied). The Registrar will place a notation on the student's record. A student who is denied a request for leave at any step may appeal the decision to the Dean of The Graduate School.

An approved leave of absence preserves the student's academic status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Consequently, registration is not required during the leave period and the student need not re-apply to the program to return to active status at the end of the approved leave period. A leave may be extended for additional consecutive semesters (includes summer term). A student should apply for the leave extension no later than four weeks prior to the end of the final semester/term of his or her initial leave to allow time to consider and process the request. Extension of a leave is subject to approval of the program, college, and the Graduate School. The cumulative number of consecutive leave semesters (including summer term) shall not exceed six. The total consecutive or non-consecutive leave time a student is not registered in the program shall not exceed 24 months. At the conclusion of the approved leave, a student must enroll at Florida State University and return to active status no later than the start of the next academic semester. Students cannot be on leave during their semester of graduation and must be registered for a minimum of two hours that semester.

A student on a leave of absence may terminate the leave at any time prior to the approved ending date. In such cases the student would be immediately subject to the continuous enrollment and registration policies. Students returning from a leave of absence of more than one year will be required to disclose any legal or campus disciplinary charges that arose during the leave and provide updated contact and mailing address, residency documentation, and other biographical information as required by the University for reporting and processing purposes.

Programs may have more strict leave of absence and registration policies. For example, a program may decide that under no circumstances would it allow a formal leave of absence or a program may choose to only allow a leave of not more than three consecutive semesters. Such policies shall be detailed in the program's graduate student handbook.

While on leave a student will not have access to campus facilities and personnel. This means a student will not have access to labs, libraries, and online resources that require an FSUID. Students on leave

Approved with friendly amendments by GPC on 10-19-15; revised and re-approved on 10-26-15; revised and reapproved on 11-16-15.

cannot remain in student housing. There is no guarantee that financial aid will be continued. Students with financial aid or student loans should confer with the Financial Aid Office and review their loan agreements prior to requesting a leave of absence to ascertain the consequences a leave will have on their loan status. University assistantship and fellowship support will be discontinued for the duration of the leave. Programs are not obligated to reinstate funding support that was provided prior to the leave though they are encouraged to do so if funds are available. Students receiving external support e.g. an NSF Graduate Research Fellowship should check the terms of the award to determine the impact of being on leave. In-state residency status may be impacted if the student moves out of the State of Florida, and then returns to resume the degree program. Students should seek guidance from the Registrar on the potential impact on in-state residency. International students should check with the Center for Global Engagement to determine if a leave would adversely affect their visa status. Students should also consider other factors that might impact their circumstances upon their return to active status. For example, a major professor might depart the university, or under extreme circumstances a degree program might be suspended or terminated. The University has an obligation to provide a path to completion for enrolled students as well as students on a formally approved leave of absence.

Note: If allowed by the student's academic program and University policy, an alternative to taking an official leave could involve reducing the standard course load temporarily because of exceptional personal circumstances.