



FLORIDA STATE UNIVERSITY
FACULTY SENATE

DRAFT

MINUTES
FACULTY SENATE MEETING
FEBRUARY 17, 2016
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2015-16 Faculty Senate was held on Wednesday, February 17, 2016. Faculty Senate President Susan Fiorito presided.

The following members attended the Senate meeting:

J. Adams, T. Adams, S. Aggarwal, M. Akiba, E. Alvarez, A. Askew, H. Bass, K. Bearor, B. Berg, B. Birmingham, M. Blaber, K. Brummel-Smith, M. Buchler, E. Chicken, R. Coleman, B. Cox, J. Dawkins, V. DeBrunner, P. Doan, K. Erndl, B. Fennema, J. Fiorito, S. Fiorito, J. Geringer, T. Graban, M. Gross, J. Hellweg, E. Hilinski, C. Hofacker, M. Horner, K. Howard, L. Jakubowski, T. Keller, A. Kercheval, E. Kim, S. Lewis, S. Losh, C. Madsen, C. Marzen, J. McNulty, M. Mesterton-Gibbons, U. Meyer-Base, D. Moore, R. Morris, P. Osteen, I. Padavic, E. Peters, V. Richard Auzenne, R. Rodenberg, N. Rogers, D. Rohlinger, E. Ryan, V. Salters, D. Slice, J. Standley, N. Stein, O. Steinbock, L. Stepina, M. Stewart, S. Stults, U. Sypher, J. Telotte, G. Tyson, S. Valisa, Col. M. Vanwert, D. Von Glahn, C. Wood, K. Yang, T. Zuehlke.

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

A. Abichou, E. Aldrovandi, C. Bolaños, J. Broome, J. Clark, A. Clarke, J. Cogle, M. Cui (K. McCormick), A. Darabi, J. Fadool, A. Figueroa, H. Flynn, J. Gabriel, R. Gainsford, K. Goldsby, K. Harper (C. Upchurch), K. Hires, D. Humphrey, J. Kesten, W. Landing, J. Larson, T. Mariano, K. McGinnis, O. Okoli, P. Rutkovsky, K. Salata, N. Stoltzfus, O. Vafek, E. Walker, C. Weissert, W. Weissert, D. Wilke, W. Wise.

II. Approval of the Minutes

The minutes of the January 20, 2016 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 January 2016 Senate meeting, the Steering Committee has met three times. These included meetings with Provost Sally McRorie, Interim Vice President Janet Kistner, and Title IX Director Jennifer Broomfield.

We discussed the status of the FSU Strategic Plan with the Provost. A draft plan is now available on the FSU website. Forums were held yesterday and more will be held tomorrow with each one focusing on one of the four main goals. There will be additional forums after possible revisions and before finalizing the plan.

After hearing from Mary Coburn at the January Senate meeting about the food pantry maintained by the Dean of Students office, the steering committee decided to hold a food drive in association with today's Senate meeting. We thank you for supporting of our students in need. If you want to make any other contributions, canned and dried food can be delivered directly to the Dean of Students office.

We also met with Dean Nancy Marcus and GPC Chair Lee Stepina to discuss the two graduate policies being considered at today's Senate meeting.

We have been investigating using clickers for the next Steering Committee elections. The College of Education can provide us with enough clickers for all senators. We will use clickers from Turning Technologies that allow multiple answers (i.e. votes). We plan a test of the system for the March Senate meeting and to use it for elections in April. The goal will be to make the elections quicker and to avoid tallying hundreds of votes.

The steering committee participated in interviews for the new Faculty Senate Coordinator to fill the position opened when Melissa Crawford accepted the Faculty Administrator position within the VPFDA office. Melissa is not going far, but we will miss her around the Senate and thank her for her almost 13 years of service to keeping the Senate running smoothly. We are pleased that Andrea White has been appointed to fill the Faculty Senate Coordinator position. She will officially start March 14.

V. Reports of Standing Committees

a. Undergraduate Policy Committee, Eric Chicken

i. Continuous Enrollment Policy (See addendum 1.)

So we only have one policy here. It was actually brought up last semester but we didn't continue with it: Continuous Enrollment Policy. The only chance is to reword it to make students were aware that summer contented in continuous enrollment because many students felt that summers off did not count against the amount of time they were continually enrolled. You all have the policy available. Melissa sent it out. It's a minor change emphasizing that summer counts in the continuous enrollment window. Questions on it?

Fiorito: Ok. Would you like to make the motion on the policy?

Chicken: I would. Do you want me to read it? I won't read it. I move it as the chair of the UPC that we approve this policy as amended.

Fiorito: Any discussion? Hearing none, all those in favor of the Continuous Enrollment Policy change say, "Aye."

The motion passed.

b. Graduate Policy Committee, Lee Stepina

i. Provisional Student Policy – Revisions (See addendum 2.)

You can see the changes that have been made in the Provisional Graduate Student Policy. The idea was to make it clearer so that students had a clear idea of how and what happens if they don't meet the provisions that the department has specified. Any questions? I move that the policy be approved.

Fiorito: So we have a motion. Is there a discussion? I think we've vetted this one as well pretty thoroughly. Hearing no discussion, let's go ahead and take a vote.

The motion passed.

ii. Language of the Dissertation – New Policy (See addendum 3.)

The second policy is a new policy concerning the language of the dissertation. This was brought up by Modern Languages and they are comfortable with the proposal as written. Any questions?

Man: Was there literally no policy about this before?

Stepina: Literally no policy. We did a search on what other universities' policies look like. A number of other ACC schools have policies but not all of them. Other questions?

J. Fiorito: Jack Fiorito, College of Business. Do you have an example of a dissertation that would be written in another language – maybe something from Modern Languages?

Stepina: Is someone here from Modern Languages?

[Inaudible comments]

Man: It's also a matter of professional preparation for the students who will be expected to publish not only English but in the language [inaudible] specialty.

Fiorito: Apparently this came up in the Graduate Office about a dissertation in Spanish, and the clearance person couldn't read it. So then they said, "Oh ok. We need a policy." There was also one in Mathematics, I believe, that had no English words in it. Those are two examples that Nancy gave us.

[Inaudible comments]

Stepina: Further discussion? I move we accept this policy.

Man: I'm just thinking Spanish [inaudible]. I'm just thinking maybe not all languages [inaudible].

Sypher: It's probably required to write it in that other language. It's just if they choose. I don't remember the number when we discussed it at the GPC but I

think Nancy told us how many times this happens and the number was very small. As far as I remember, it's not very common.

Man: [Inaudible] the sentence that says "all committee members must be completely fluent in the other language." So if they weren't. . .

Woman: Then that person would have to write in English.

Man: I'm just wondering if someone could comment and say if there were a PhD in Arabic who was familiar with, let's say, the history of Arabic-speaking countries [inaudible] understanding the context of the dissertation [inaudible] completely fluent.

Fiorito: I don't think that has come up yet, so I think that's why this policy [inaudible]. We can certainly revise the policy if we see that there are changes. There hasn't been a policy, and we've felt – particularly when Gary Tyson was Faculty Senate President – a lot of the things that we had been doing were just hearsay passed down because we've always done it that way. He charged all the Faculty Senate committees with actually writing a policy. For some of the things we do, there was no policy written for. This is one of the reasons why we are writing this policy down. Once we have a policy on the books and we see we need to change it, we can always come back and amend it. But this is to record it in English [inaudible]. So I think that's why we are doing that.

Slice: Dennis Slice, Scientific Computing. Is the reason for producing a non-English dissertation a necessity of the subject matter or for the convenience of the student?

[Inaudible talking]

Stepina: It's if there is a scholarly reason to have it another language.

[Inaudible talking]

Woman: I wonder if the language can be changed. The sentence with "completely fluent" is not really an official term for language proficiency. Probably "proficient" would be sufficient rather than "fluent." Fluent generally refers to speaking ability whereas proficiency refers to reading, speaking, etc. Usually I think the term is "proficiency" rather than "fluency."

Fiorito: So can we accept that as part of the amendment?

Stepina: Yes.

Fiorito: Any other discussion? Hearing none others, can we go ahead and take a vote.

The motion passed.

c. **Library Committee – Open Access, Alysia Roehrig, Gary Burnett, Devin Soper**

See addendum 4 for the Library Committee’s presentation.

Roehrig: If you want to have more information brought to folks in your own departments, and I’ll invite them up now so they can help answer questions. Devin is happy to come and speak to your faculty. He’s come and spoke to my faculty. We’ll open it up now.

Fiorito: I just wanted you to know too that this has been vetted by the UFF and the Faculty Senate and also our legal wheel at FSU. So this has been vetted.

Man: [Inaudible]. I have two comments. First, on your first slide, part of the process that you didn’t discuss there, which is absolutely critical to the journals and publishers, is peer review. I’ve had faculty members say, “How many hours do you spend reviewing articles and also how much do you get paid for that?” I go: “Absolutely nothing.” So we are facilitating these publishers in key aspects of their business. That’s a lot of time and expertise that benefits them. The other is that both faculty in our department [inaudible] ninety percent.

Roehrig: One thing to point out is we’d still be doing reviews. We’d still be publishing if we chose in some of the same places. However we would just be making our work available in another way to people, which sort of bypasses us and gives us some push back with the publishers.

Brummel-Smith: Ken Brummel-Smith, College of Medicine. I have two questions. One is, you said it would be easier to search for. If I was to do a [inaudible] search for an article, would it show up there before? You said accepted but maybe not in print yet from the publisher of the journal we submit to.

Roehrig: What I read by that is that you can get ahold of the actual copy much more easily especially if you haven’t already had the requirements of putting it into something like PubMed but just googled it, right. Nowadays if you google it at home and you’re not on the FSU network, it says you have to pay \$30 or something. Right now it would be free.

Burnett: There are actually two parts to this. One is that if we are talking about Google and Google Scholar searches, it’ll show up more quickly and tend to have higher rankings. That’s not all together true but its close. The other thing is that if there is something already in PubMed and we just upload the metadata and links to PubMed or a second copy of it, there will be more hits in a Google search. This will not have an impact on searches in the very scholarly databases that we all have access to via the FSU libraries. It’s intended to make this stuff accessible not just to people here who already have access to all those databases but to others [inaudible].

Brummel-Smith: The second question that my faculty asked me to ask is: some journals do require signing copyright to them. It might be difficult for the faculty member to know which journal does which. Is there a sort of boilerplate form that one can use to submit this?

Soper: So there is a waiver option. All waivers will be granted on hundred percent of the time without need for justification. You literally just need to email the library with the title of the article and the journal in which it's going to be published and say can I request a waiver. You wouldn't be bound to make it available. Because you are exactly right there are about ten percent of academic publishers who prohibit this kind of thing. Some of them have even made them into the submission process. If you are from an open access policy institution you are required to request a waiver in order to submit your work. That's a small minority of publishers. Academic freedom was foremost in our minds when we were creating this policy. Speaking with the different groups about it we wanted to make sure there was a robust waiver option so that academic freedom is preserved.

Burnett: There is one other part to this that is worth mentioning. This particular policy does not focus on it. Devan and Micah Vandergrift at the library have already worked as faculty representatives in negotiations with publishers when these kinds of issues come up. So they are providing support to faculty who publish in those kinds of journals.

Roehrig: And I've helped with that so they even have templates where you can negotiate different terms if you'd like to.

Doan: Petra Doan, Urban and Regional Planning. So I think the question that I heard from Ken Brummel-Smith wasn't quite answered. How do we know which journals have which policies? This is not transparent. I've published in fifteen or twenty different journals. How do we figure this out? Is there a cheat sheet or a guide?

Soper: Unfortunately, these policies are changing all the time. I say "unfortunate" but maybe it's fortunate because many of them are going more progressive and accepting of this kind of practice. There is a database called SHERPA/RoMEO where you can check publishers' policies on self-archiving, which is what we are referring to with [inaudible] but not the final published version of the articles. So the library can check that for you. Just email us and say you are not so sure about this. That literally makes our day. We love to help faculty in the best way we can.

Burnett: They have a lot of experience reading many different publisher contracts. They know what kind of language to look for.

Woman: [Inaudible], School of Information. Just a point of clarification. We are wanting to take on the Harvard open access model?

Burnett: Yes. Very close. There are some minor changes.

Woman: Is that the model the University of Florida uses?

Soper: That's a good question. I'm not sure

Woman: We might want to know that as it certainly might help expedite any dealings with the legislature.

Soper: I'll look into that.

[Inaudible question].

Soper: There is good evidence to suggest-- We will observe all embargo periods. Most of these – like 80% of academic publishers I'm referring to who already permit this kind of thing – they permit it after a specified period of time after publication. This amount of time is intended to preserve the economic liability of their journals. Those embargo periods can range from 12-36 months. They are changing all the time. Again, there are databases we can check for every single faculty scholarship that is submitted through the repository to make sure the embargo period is observed. There's good evidence to suggest that this form of open access does not directly hinder the liability of the journals because of those embargo periods.

Burnett: Because there is a lot of evidence that it has a powerful and strong impact on citation accounts for articles from faculty. But people are not going to be signing the pre-print version that's in the archive. They are going to be using this as a discovery tool to find it and their citation will still be with the published journal article. It also has a beneficial effect on increasing the visibility of the journals and the impact of the journals.

Soper: Everything you submit under this policy will include a recommended citation of the published version on record as well as going to where the user can access that if they are part of our community and paid for access.

Burnett: The day is very quickly coming where academic libraries – and it's not just here at FSU, it's everywhere – are no longer going to be able to afford really extraordinary exorbitant databases such as Elsevier. Sooner or later they are going to be faced with the potential of radically decreasing the number of subscriptions for academic libraries. [Inaudible].

Roehrig: One last question.

Woman: [Inaudible]. I support the digital repository but I wanted to ask about a concern I know some of my colleagues will have. [Inaudible] With other open research repository. For example, [Inaudible].

Burnett: That's actually very easy to deal with. There are two ways. One is a second copy can be put here but probably more commonly what would be put in the digital repository is metadata with a link to that other disciplinary repository. It would lead people to the place where they would get the [inaudible].

Roehrig: We were under the impression that we had to wait a month, but we don't.

Fiorito: It's not a bylaws change. It's a policy so we can vote on it. So the actual policy that Alysia is going to make a motion for is the last two pages of the handout Melissa sent you.

[Inaudible comment]

Fiorito: I think we are ready to vote unless there is any disagreement.

Roehrig: I make a motion to approve the Open Access Policy.

Man: Second.

Fiorito: Any other discussion? This calls for a vote.

The motion passed.

VI. Special Order: Safety and Security, Chief David Perry

See addendum 5 for Chief Perry's presentation.

VII. Special Order: Title IX, Renisha Gibbs

See addendum 6 for Renisha Gibb's presentation.

VIII. Old Business

There were no items of old business.

IX. New Business

There were no items of new business.

X. University Welfare

a. Resolution to Support State College of Florida Faculty, Joseph Hellweg

I want to propose along with Michael Buchler today a resolution to support State College of Florida faculty. As many of you may know, last month the Board of Trustees voted I believe seven to one to discontinue continuing contracts of apparently various times and enforce one year contracts for all new State College of Florida faculty. This, to my mind and Michael's mind and the mind of many of you here, potentially undermines faculty freedom of speech and inquiry and undermines due process. There is no due process guaranteed with one year contracts. As I understand it, the Board of Trustees and administration of the State College of Florida do not have to justify their reasons for firing any employees. So you can see the kind of weight that the administration has over faculty. This undermines freedom of inquiry and freedom of speech and could even potentially cause problems for the university in new faculty and compromises the education of students. I believe the text of the resolution, the draft, was forwarded to you. There is a correction to make in the first line. The phrase at the very end of that line: "three year." That was a mistake. It's just rolling contracts. Apparently the contracts are for different lengths of time. So the draft resolution reads: "Whereas the State Board of Florida Board of Trustees recently voted to end continuing contracts for new faculty members and the college's three campuses and replace them with one year contracts and whereas this decision reveals a profound lack of understanding of high education, will substantially harm the State College of Florida, its students, and its dedicated faculty, and may serve as a precedent for decisions at other public Florida colleges and

universities and whereas continuing contacts are necessary for recruiting and retaining high quality faculty therefore be it resolved that the Faculty Senate of Florida State University strongly supports the State College of Florida faculty both in their vote of no confidence for the Board of Trustees and in their efforts to appeal this ill-considered policy.” And I have to thank Michael Buchler for most of the wording for this. So can I make a motion? Or discussion I suppose.

Man: [inaudible] from Arts and Sciences. Do we know why this change was made by the Board of Trustees?

Hellweg: I can hazard a guess. I haven't been able to know exactly what the professions are of all the members of the Board of Trustees, but I'm going to quote from an article in *Inside Higher Ed* mentioning the thoughts of one of the members of the BOT, Carlos Beruff. And I quote: “A long time trustee and proponent of one-year contracts for all faculty said at the meeting at which this vote took place that ‘this country is based on the freedom of work’ and that the college could counter any hiring disadvantage by offering merit pay or bonuses to high performing employees.” So this seems to me that this is part of a larger movement in the country to follow a corporate model in education and, in fact, to run public universities as if they were private resources.

Man: [inaudible]. What does “ill-considered” mean?

Hellweg: I think “ill-considered” means that what happened with this vote is treating a public resource, like say water in Michigan these days, as a private commodity. And that people who work for the state and who dispense this resource of education should be held to account by the same criteria by which hiring and firing is administered in private corporations. So I think that is what that term refers to.

[Inaudible comment]

Hellweg: I think they did think about this. They tried this I can't remember exactly when. The attempt had been made before and there was a great outcry on campus and the vote was not taken. Finally they decided they were just going to go through with it. I think it sets a precedent. It gets a foot in the door to now say, “Look what we did at State College of Florida. And then what other low-lying fruit are on the tree that we can get at.” That is maybe a bit of a paranoid reading of this but I think such minor paranoia is merited given the general climate of attack on public institutions in America right now.

Fiorito: Joseph, before you answer any more questions, why don't we go ahead and make a motion and have a second and then we'll have a discussion.

Hellweg: So should I make a motion to vote in favor of the resolution?

Several voices: Second.

Fiorito: Dennis did. Ok. Discussion?

Man: When was this distributed to us and by whom?

Hellweg: I had talked with Michael Buchler and other members of UFF-FSU about potentially proposing a resolution on this last month. The executive committee of UFF-FSU recently passed a similar resolution like this. I found out about that and just slightly modified the language, sent it to Dr. Fiorito on Sunday night and it was distributed at the table.

Fiorito: It was not distributed by email. Melissa only got it yesterday. It is a hard copy out here. That is the only way it's been distributed.

Padavic: Irene Padavic, Sociology. I thought Alec Kercheval had a good point. I don't know why we need "ill-considered." I think it's just as powerful without an adjective.

Hellweg: It may have actually been well considered by them. Right? I see your point. Yes.

Kercheval: Alec Kercheval. I am supportive of the resolution but the wording where it says "whereas" seems to me like it would be better as [inaudible].

Hellweg: I take your point. We can't read their minds. But I think when you read this vote in light of various attempts to minimize or attack overtly institutions that have historically been part of public education like tenure, I think we would stand on good ground to say that the decision reveals a profound lack of understanding for higher education.

Todd: I'm unhappy in saying this serves as a precedent for us.

Hellweg: It says, "May serve as a precedent for us."

Todd: Yah, but even suggesting it. Is there a reason why we need to suggest that it can serve as a precedent?

Hellweg: Well, again, I think if we are going to vote on a resolution we should explain what our concerns are for taking the step for voting for such a resolution. And again, and maybe this is just my reading of the situation, it seems there is a general climate of hostility toward public education and there is a general consensus along those who take a corporate model of incentives and rewards to justify undermining tenure.

Man: If they don't change the system, I don't like that we said this is a precedent. I'd rather come back later and say this does apply to us. [Inaudible].

Hellweg: That also reminds me of a divide and conquer strategy which I think folks like—

Man: I just don't think it's necessary.

Hellweg: And I'm just saying I see why it may not be necessary but I actually added that phrase because it concerns me. Let me just state—

Fiorito: Maybe, Joseph, because you have not had time to read this, if we can table this and let everyone send you their comments. Is this a time issue?

Hellweg: I don't think so but I think we want to pass the resolution as quickly as possible given that the vote was last month.

Slice: Slice. I might support this but I'm not going to support something I haven't seen. [Inaudible].

Hellweg: That's fine. I understand. Sure. Sure.

Man: [Inaudible]. College of Music. I would argue [inaudible]. I agree with Alec Kercheval that "ill-considered" is certainly unnecessary. I think it may serve as a precedent but what differentiates this proposal [inaudible]. Us standing in support of the faculty of the State College of Florida. Us sending a message to our own Board of Trustees that this is not acceptable. I think this creates [inaudible] with the faculty of the State College of Florida. So I would support the "serves as a precedent" clause. [Inaudible].

Man: Maybe the Board of Trustees should explain to use their motivation to us because if we don't educate the crowd [inaudible].

Fiorito: This is not FSU Trustees.

Hellweg: Let me just quote-

Woman: I would like to speak and support this entire motion with only the change of taking the words "ill-considerate" [Inaudible]. With no tenure. There has been a historic assault on tenure through these last few years of the Legislature [inaudible]. I think there is no question that this is an assault on tenure [inaudible]. Because of this history, I feel it is imperative that we support this faculty resolution.

Hellweg: May I quote once more from this article from *Inside Higher Ed*? Beruff went on to note that – this is Carlos Beruff, a member of the Board of Trustees, justify and explaining potentially his motives for this vote. He noted that "other Florida Colleges, the for-profit Full Sail University and the Private Ringling College of Art and Design, operate without tenure systems." So he is explicitly justifying the vote in a state institution based on the practice in private institutions. He's using the lack of tenure in private institutions justifying the lack of anything remotely close to tenure in a public institution. It seems to me that there is a pattern there that the next step could potentially be to justify the removal of something that resembles tenure in a public institution.

Fiorito: So I think we can entertain a motion to postpone or call for a question and have a vote. We are running out of time because we have some other guests here that we need to talk about with Kim Barber, the Registrar, and Janet Kistner. So, I would entertain either a motion to postpone or to call for the question.

Woman: I propose a motion that we postpone.

Man: Second.

Fiorito: We have to have a time certain on that. Do you want to say until the next Faculty Senate? Ok. Postpone to next Faculty Senate. Is the second still ok? All in favor?

The motion to postpone passed.

Fiorito: Please contact Joseph who will send this out to us through Melissa. We can revise.

Tyson: I'm unsure what you mean by the Board of Trustees for the State College. It's not the State College System? It appears to be the USF—

Hellweg: That's correct. It's the State College of Florida in Manatee-Sarasota.

Fiorito: So we'll get that clarified and bring it up at the March meeting to discuss. Joseph, that you so much. We'll give everyone time to look at it and discuss it.

b. United Faculty of Florida, Matthew Lata

This will just take a minute. It's been a very quiet month. We approved this resolution or something very similar to it at our last executive committee meeting. In the next couple of weeks I'll try to gather some more facts and post that on our webpage and explain some of our reasons for supporting it. Other than that, we look forward to the start of bargaining in the next ten days. We look forward to talking with the administration about some of the issues and concerns of both parties. We look forward to a robust discussion and hope to get a new contract ratified by the end of the academic year. That's the goal. In terms of what is happening across town at the legislature, not a whole lot is moved recently. There is still discussion about new retirement plans for new faculty. There is discussion and a bill starting to move about creating additional healthcare options that we want to be careful doesn't lead to the existing system. It hasn't gone anywhere yet. Guns on Campus is stalled in the Senate Judiciary Committee and we hope it stays there. Open carry – I guess we're not talking about Open Carry because it's still in the Senate Committee. A bill that has passed its first committee in both chambers – it is a bill that in the house version “reduce” and in the senate version “eliminate” certain fees for graduate assistants. We are looking at it this. I know in my case, my G.A.s pay 20% of their stipend in fees that is turned right back to the university. That is of some concern. The question, of course, is how to pay for it. Neither the senate bill specifically requires the university to pay for these fees or reimburse out of the existing funds. That is of course of some concern, but this bill is strongly supported by the GAU and it is something that we will be following as well because we do think it's a fairness issue. Other than that, I'll have a lot more to talk about next month.

c. Road Scholars, Dennis Moore

Monday, March 21st the Faculty Senate's Road's Scholars Committee is bringing our fourth speaker this year. I thought I'd ask you ahead of time for support of hosting [inaudible] in the scientific community will do for this faculty member from Virginia Tech. Again, that's Monday March 21st. There will be one more in April. [Inaudible].

XI. Announcements by Deans and Other Administrative Officers**a. Dr. Janet Kistner, Interim Vice President for Faculty Development and Advancement**

Susan asked me to come and say a few words about the Final Exam Policy, a very popular topic. I did mention at the Council of Deans meeting yesterday that we seem to have some erosion in the enforcement or application of the Final Exam Policy. I know you all know it, but just to hit the highlights, you are not required to give a final exam in your undergraduate classes. That is certainly discretionary. If you do give a final exam, it must be at the scheduled time in final exam week. If you don't give a final exam, you may not give any unit or end of piece exam in the last week of classes. That's probably where the biggest violation is occurring. Just to remind you, this is your policy – a Faculty Senate policy. It's not top-down. This is you. I don't remember what it dates back to but it's been in effect for a very long time. It came about because we are looking out for our students. We don't want our students so overwhelmed in the last week of classes with lots of end of course projects and on-top of that end of course exams. That's why we have a final exam week. It's there for all the right reasons. I've certainly heard a few cases every year about students who are truly overwhelmed during that last week of classes. That's what we hear a lot is that final exams are being given during that week when they should not be. I'm also hearing from faculty who don't want to be named certainly, "I'm the only one who is doing it in my department. I am the only one following the policy. It makes me look terrible. My student evaluations are going to go down." So you're not supporting your colleagues when we don't enforce that policy as well. I may be preaching to the choir since this is your policy, but Susan wanted me to come talk about it, and when I talked about it with the deans I saw a few heads go down. I'd be happy to take any questions of any sort that you have but I've been thinking about it more and I think, at the very least, what I want to do is send from my office to all the deans and chairs a reminder of the policy, the spirit of why we have it, and the fact that it's not an option. It's our policy and if you violate it, that's a problem. It does fall to the chairs and deans to make sure we are enforcing that policy fairly with everyone.

Sypher: As with many policies, there is no consequence to faculty members. The consequence is to the students, right? There is no consequence to the faculty member. It's very easy to violate it and get away with it. I'm not saying we should install some kind of punishment system but I think that's one of the reasons why this and other policies are not followed. They are not the ones who are suffering. So maybe in your memo to the chairs you could point that out so they can develop some departmental way of handling that or dealing with that.

Fiorito: The Faculty Senate Steering Committee is going to talk about this since it is A Faculty Senate policy. Once Dr. Kistner sends this out, if you have any concerns, write to your Faculty Senate Steering Committee members or myself and we'll gather that information and if it needs to be revised, we'll revise the policy. I think that is certainly possible since it is ours.

Lata: This actually doesn't relate to this matter, but we received yesterday word that – and I'm speaking for the Union – in the spring of 2017, our spring break will be a week later to be correlated with the Leon County Public School System. [Inaudible]. I know, though, that for the College of Music, we schedule our ensemble

performances and spaces more than two years out sometimes, so it's causing some consternation and a lot of tap dancing.

Kistner: I appreciate that. Where we are right now is that Calendar Committee voted in favor of making this adjustment and it still has to go to the Board of Trustees who approve the calendar, but I anticipate that they will approve it. As you probably know, there has been really strong support for this among faculty and staff who for many years there has been a strong request to do this. But I hear what you're saying that when you do it for the following year, there is for some groups a concern. It is my understanding that the Provost has talked with your Dean. I think it is probably Music that is impacted by it because of scheduling events once and two years out. I can't say that no one else is affected by it. It is still an issue. Did you want to add anything to that?

[Inaudible comment]

Kistner: It really makes us family friendly. It's hard for folks to juggle. It's good for faculty and staff. It's good for the University. We're trying to work with the groups including those scheduling events to try and make this work out. But I am aware of that one.

b. Dr. Kim Barber, University Registrar

Fiorito: Now the long awaited Kim Barber, who so many of you have questions for at the last Faculty Senate meeting. Now she's here and can answer all of your questions. Whatever you have to ask. Anything.

Woman: I'm with the School of Information and we teach online. Our classes are generally six to ten Monday-Thursdays. Inevitably one of us is teaching in the evening after the mechanism for first-day attendance has shut down. I'm just perplexed as to why we can't hold it off one more day knowing there is someone who is teaching after it closes. This is not an anomaly. This happens every semester.

Barber: So I have some questions to make sure I understand where you are coming from. So when you say the first-day nonattendance, are you talking about the tool within Blackboard where you are telling your online students--?

Woman: Yes. Well, no. The tool that faculty are provided.

Barber: Through the attendance rooster?

Woman: Yes. There is a tool that the faculty are told to use to indicate first-class attendance and give a report on who and who has not attended class. That tool shuts down for many of us who teach the last day the first day of class from six to ten.

Barber: That tool is actually open till midnight the fourth day of classes. So if you are teaching Monday through Thursday--

Sypher: Well we always have classes on the fifth day no matter what semester. If you start on a Wednesday, there is a Tuesday-only class. If we start on a Monday, there is

a Friday-only class. So those people have no way of submitting their first-day attendance because you can't do it anymore after the fourth day is over.

Woman: Truly I am not [inaudible]. This is something many of us are dealing with.

Barber: No, I'm not denying that at all. The drop/add period is four days, so for those classes, and to your point, that meet outside of whatever that fourth day is, whether it's a Friday – we have Saturday and Sunday classes – so whenever those meet, drop/add ends after the fourth day and that tool does shut down, but faculty can either make reports through their departments or they can email the Registrar's Office directly. Frequently they do because I personally stay up till midnight on the fourth day of classes and monitor the emails and I know we get them all in on the fifth day or whatever day that falls on.

Sypher: Well, why can't they open it on the fifth day?

Woman: I guess that's the follow up question. Why doesn't drop/add end--?

Woman: [Inaudible] There are serious practical issues with classes that can't fill a cap which drop/add ends. I think the larger question is can you explain why drop/add is on the fourth day. [Inaudible] lots of support for having five days of drop/add so that no class meets after drop/add is over. Can you talk to us about that?

Barber: I can address those points. So let me say that spring is typically the semester where we hit this weird start date, and if you want me to go through all the calendar stuff at five o'clock, I'd be happy to do that for you. But, suffice to say there are rules that dictate when we start the university. Summers and falls we can typically start on a Monday. If we were to extend drop/add to five days, so Monday-Friday, then we would still have some – very small albeit, classes that meet on Saturdays and Sundays. So one of the things that this body would have to consider it, do you truly only need five days, which would put some of those outliers in the same position they are still in, or do you mean really a full set of seven days, a full week? That is something to be thinking about as I explain to you the other considerations that would come in to play if we move this date. The single biggest thing is over three quarters of our student population of undergraduate and graduate receive federal financial aid of some type. If we move out the drop/add period, we cannot award that aid until drop/add closes. So in this case, typically, when drop/add closes – pick a semester. It doesn't matter. This holds true for all of them – from the point of time at midnight when drop/add closes, the financial aid processes – and there are many – kick off and start running. It take a minimum of two days for those to complete. Then we either have to cut checks and mail them to a small number of students. There are still a significant number that get physical checks but most of them do direct deposit. What ends up happening at the end of the financial aid process is that Student Business Services prepares a banking file like our paychecks that is sent out. That doesn't hit students' accounts until one to two days after that and those are on business days. The problem that you run into is that you are looking at a minimum after drop/add of three days that students can get financial aid if they are financial aid recipients. Depending on the semester in question – if you took fall and when Labor Day falls, if you took this semester and tacked those days on through Tuesday – we won't start the federal financial aid processes Wednesday, Thursday, the file

would not be send to the banks till Friday morning sometime. Students might get their aid over the weekend but probably not depending on the bank in question. So now you are looking at students who came back here right after January and have gone two or two and a half, possibly three weeks without financial aid, food, room and board, whatever. So can we do it? Yes, we can do it, but it has to be a very carefully discussed change because the ramifications are significant for our student body. If the real challenge is faculty being able to submit attendance or being able to fill courses, I would rather really partner with a small groups of Senators sand work with them to try and achieve something instead of debating it on Senate floor – no offense intended – to try and figure out what we can do to mitigate the challenges you all are facing and your departments are facing without putting our student body – and we’re talking over 30,000 of them, in this situation. Because for some of these students, this is a real hardship for them. So those are the offsetting considerations.

Woman: I appreciate very much understanding better what the constraints are and I do think it would be valuable [inaudible] whether that one extra day gets the majority of classes in. One other question I have for you that at least from my constituency could possibly matter is whether we are close to being able to access to waitlists as part of the registration process. Because that would mediate at least some of the problems we are having with our classes that are compromises by drop/add ending before some of these classes meet.

Barber: The system we have brought up in the last couple of years does allow for waitlisting. It is not something that the University has as a body – I know some of the individual department do it manually or through other internal processes – so it is something that we can definitely look at. Some of the considerations without remembering all of them is how does that apply across an institution? Who wants to participate and who doesn’t? I do know from following some of the discussion boards nationally and internationally with other institutions who use Campus Solutions, there are some challenges with waitlist. Like with everything there is never the one, perfect-size solution. I think it would behoove us as an institution to really talk through some of those and decide, if we were to bring that up, what does that look like. I can tell you as I stand here, when we were working on the project, because we didn’t have waitlists, I didn’t pay a lot of attention to the consultant. I was more concerned about getting transcripts and registering students. We would probably have to bring some help in. I would say that from the standpoint of there is a prioritization thing within systems. I can’t just flip a switch and turn it on and have it work. It would be one of those we have to step in judicially. One of the things I’ve heard nationally is that students think that if they put themselves on a waitlist, they’ve registered for a class. There’s a lot of confusion whether or not. And then the other part that I’ve heard from colleges around the country is that departments that want to control the way students enroll off those waitlists into those classes, have run into problems where the waitlist typically prioritizes “first-in, first-out.” And you may have that graduating senior or that special student or it’s a permission-only class but they want to use a waitlist to manage it. There are things like that we have to really consider given the fact that we have no real template to say here is how we are doing it or here is how we’ve done it that has sort of been tested institutionally. But it’s definitely something that we can look at.

Jonathan: I appreciate your comments. But I don't want to lose sight of the fact that the situation at hand also creates hardship on departments going from electronic systems to paper. It creates havoc in my department. [Inaudible]. Also what happens – and this is kind of interesting – if we have a four day window and we drop a student on the first day of class because they don't show up, if they are sharp they will re-register themselves. That causes a problem because they didn't take the first class and maybe a state employee or military veteran who is on the waitlist hoping to get in after add/drop ends doesn't make it. So the idea of having an add/drop where we drop first day non-attendees is a good idea but if it's not executed as I understand it to meet its purpose which is: if you don't show up, you get dropped. Not you get dropped but by the way you can just add yourself fifteen minutes after the fact.

Barber: I understand what you are saying, and let me back up and give you a little history behind the first-day nonattendance policy. It is to keep us compliant with a federal financial aid rule that says we cannot award financial aid for students who are not attending. When it was adopted by the University following an audit of some significance we had to come up with a mechanism and we tried to make it easier for faculty by providing this online tool recognizing that with an institution our size and with the complexity of online classes and classes on the weekends, we cannot address everything. There was much discussion about if a student was dropped for nonattendance, does that mean they are banned from that class never to darken its door again that semester. The decision was made at the time, no, we do not want to do that because we don't know if the student was dropped by accident, had they already reached out to the faculty member, is there extenuating circumstances. Then you start getting to the progression of the degree, time to completion, and those sorts of things. The intent was to really focus on: take attendance in that first class, so that from a financial aid point we can say we dropped them out because they did not attend, recognizing that if a student adds themselves back in, that that is possible and allowed. Because the implications if you were to go the other direction, at the time the policy was implemented, the long term consequences were not ones that the University wanted to accept at that time. If the Senate wants to revisit that, we can do that. There are lots of nuanced complexities that I'd be happy to share either with the Senate as a whole or a small group because there are lots of moving parts, and trying to get a full understanding of that is critical for you all as a body to understand what it is you are deliberating on the possible ramifications of the decisions that would be made and the unintended consequences that only reveal themselves after the fact. I'm not against anything you guys are saying, I'm just saying it's one of those things where we have to be judicious if we change things because there are lots of things that hinge on "drop/add has ended" and now other things kick off. As an institution, we have to understand that because they are not all in my office. There is Financial Aid and Student Business Services, there's state reporting and federal reporting. There are lots of things that trip after drop/add closes for us.

Fiorito: This will be the last question. You can certainly ask questions to Kim after the meeting is over and the other thing is we can have Kim back. If there are issues that you want to hear from the registrar, Kim, can we have you back?

Barber: Always.

Woman: All I wanted to say was again thank you for the clarification. [Inaudible]. If you needed a mandate to look into this, you got it. Please take it up.

Barber: If you all will formulate some group that could meet with me, I would be happy to talk through this and see what we can do to work with you all to alleviate some of the first day attendance things assuming we don't move the drop/add out longer. I'm not saying we can't look at that, I'm just saying—

Woman. [Inaudible]. A waitlist would prevent [inaudible].

Fiorito: Why don't you send me an email if you are interested in being on a committee? This is service. Some of you who want all these changes but don't want to serve on any committee, now is your opportunity to fess up and serve on a committee and work with Kim. Please let me know. We'd be glad to establish an ad hoc committee to address the issues.

XII. Announcements by Interim Provost McRorie

Provost McRorie did not have any announcements.

XIII. Announcements by President Thrasher

President Thrasher was not in attendance.

XIV. Adjournment

The meeting adjourned at 5:15 p.m.



Melissa Crawford
Faculty Senate Coordinator

Continuous Enrollment Policy
Approved by the UPC

Undergraduate students not in attendance at Florida State University for three or more consecutive academic semesters (including summer semester) must complete the "Application for Readmission" and provide any required documentation amassed during the absence. Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Any break in continuous enrollment requiring readmission or reinstatement may cause the student to be subject to current legislative Excess Credit policies and fees. For more information on Excess Credit fees, refer to the "Financial Information" chapter of this *General Bulletin*.

Approved by the GPC on 2-23-15. Revised and Reapproved by the GPC on 9-21-15. Additional revisions approved by the GPC on 1-11-16.

WITH EDITS

Provisional Graduate Students

~~Under certain conditions, an~~ An academic program may recommend that a student be admitted to the University as a provisional graduate student. This requires that the program stipulate conditions that the student must meet during the initial semester/term of enrollment. The student ~~will be~~ will remain in this provisional category for only one ~~semester/term~~ term, and must meet all of the stipulated conditions during the initial semester/term stipulated by the academic program to be formally admitted the following term to continue in the program. Students entering the University under this category ~~will~~ register in the same manner as regular degree-seeking students. International students cannot be admitted into the provisional category.

~~A provisional graduate student who meets minimum University admission requirements (see 'Graduate Student Admission Policies' in this chapter) will be~~ must be reviewed by the academic program and the University at the end of the initial semester/term for to determine if the stipulated conditions were met. If the conditions are not met the student will not be able to continue in the program. ~~formal admission for the semester following the provisional term. A provisional~~ While in provisional status a graduate student who does not meet minimum University admission requirements must register for graded graduate-level coursework (5000-level or above; excludes S/U courses) commensurate with the load requirements of the program, take at least nine semester hours of graduate level coursework (excluding S/U courses) while in provisional status; and must earn at least an average of 3.0 average on for all graduate-level coursework taken. in order to be admitted to regular graduate status. A provisional student not meeting minimum University admission requirements must be counted as an exception when admitted to regular graduate status.

A hold blocking future enrollment will be placed on the record of a student who fails to meet the stipulated conditions during the initial provisional semester/term; such students will be ineligible to continue in the academic program. Students who met the minimum requirements for admission to the University either initially or during the provisional semester, but failed to meet the program-specific conditions may subsequently seek admission to a different academic program as a degree or non-degree seeking student.

A provisional student who does not earn at least a 3.0 average during the initial provisional term is not eligible for probationary status in the subsequent semester. Otherwise, A ~~a~~ provisional graduate student is subject to the retention and dismissal regulations appropriate to a regular graduate student. A provisional graduate student will be changed to non-degree after incurring probationary status, and the permanent record will retain the probationary statement but the student will not be subject to further retention review as a provisional student. A provisional graduate student who is changed to non-degree status who subsequently seeks admission to regular graduate status must comply with the policies established for non-degree students who change to regular graduate student status. For information on non-degree classification, see the subsection on 'Non-Degree Students' in this chapter.

~~Graduate work taken while in provisional status will automatically apply toward the student's graduate program if the student changes directly from provisional to regular student classification, unless the academic dean directs to the contrary. Graduate work taken by a provisional graduate~~

Approved by the GPC on 2-23-15. Revised and Reapproved by the GPC on 9-21-15. Additional revisions approved by the GPC on 1-11-16.

~~student who changes to non-degree shall be considered as acquired while in non-degree status. The subsequent transfer of such credit to a graduate program shall be subject to the policies of reclassification from non-degree to regular student status.~~

CLEAN WITH COMMENTS

Provisional Graduate Students

An academic program may recommend that a student be admitted to the University as a provisional graduate student. This requires that the program stipulate conditions that the student must meet during the initial semester/term of enrollment. The student will remain in this provisional category for only one semester/term, and must meet all of the stipulated conditions during the initial semester/term to continue in the program. Students entering the University under this category register in the same manner as regular degree-seeking students. International students cannot be admitted into the provisional category.

A provisional graduate student must be reviewed by the academic program and the University at the end of the initial semester/term to determine if the stipulated conditions were met. If the conditions are not met the student will not be able to continue in the program. While in provisional status a graduate student must register for graded graduate-level coursework (5000-level or above; excludes S/U courses) commensurate with the load requirements of the program, and must earn at least an average of 3.0 for all graduate-level coursework taken.

A hold blocking future enrollment will be placed on the record of a student who fails to meet the stipulated conditions during the initial provisional semester/term; such students will be ineligible to continue in the academic program. Students who met the minimum requirements for admission to the University either initially or during the provisional semester, but failed to meet the program-specific conditions may subsequently seek admission to a different academic program as a degree or non-degree seeking student.

A provisional student who does not earn at least a 3.0 average during the initial provisional term is not eligible for probationary status in the subsequent semester. Otherwise, a provisional graduate student is subject to the retention and dismissal regulations appropriate to a regular graduate student. For information on non-degree classification, see the subsection on 'Non-Degree Students' in this chapter.

Commented [MNH1]: The revised language mostly clarifies what it means to categorize an applicant as an admitted provisional student and takes into account how we report students to the BOG and code them in Campus Solutions.

Commented [MNH2]: This sentence is the only policy change. The former policy stipulated 9 hours; the revision stipulates "commensurate with the load requirements of the program" and acknowledges that in some programs students pursue the degree part-time. The sentence also clarifies that the courses should be graduate-level courses.

Approved by the GPC on 1-11-16.

Language of the dissertation

The typical language of the dissertation, treatise, or thesis is English. Under special circumstances the Major Professor, the Academic Unit Head and the Supervisory Committee may approve writing the body of the thesis/dissertation in a language other than English if doing so is essential for scholarly reasons. Lack of sufficient English competency is not an acceptable justification for using an alternative language. The Major Professor shall immediately notify the Dean of the College and the Dean of the Graduate School for all cases where such approval has been granted. Notification requires completion of the ETD Alternative Language for the Dissertation /Treatise/ Thesis Form. All committee members must be completely fluent in the alternative language. It is the responsibility of the Major Professor and the Supervisory Committee to ascertain that the candidate's thesis/dissertation is written in acceptable English or alternative language, in an appropriate scholarly style. All non-English language dissertations, treatises, or theses must have the preliminary pages and main section headings in English. This would include the content of the title page, committee page, acknowledgments, abstract and biographical sketch. All main section headings, including chapter and appendix headings must be in English, but chapter/appendix titles may be in the chosen language.

Language of the defense

The defense shall be conducted in English.

14 January 2016

Faculty Senate Open Access Policy: Executive Summary

Under the [proposed policy](#):

- Faculty grant FSU permission to share the accepted version of their scholarly journal articles for non-commercial purposes
- Faculty agree to submit the accepted version to a Library representative for deposit in the [research repository](#)
- Accepted versions of articles will be made openly available through the repository, meeting funder [public access mandates](#)
- Faculty retain the copyright in their work, including the right to enter into separate agreements with third parties (e.g., publishers, individuals, etc.)
- Faculty rights are safeguarded: even if a Faculty member transfers their copyright to a publisher, they can regain broad reuse rights by request to FSU
- Faculty can obtain waivers to withhold permission from FSU to share particular articles. This ensures that faculty remain free to transfer their rights exclusively to publishers if they choose.

Benefits of the policy:

- For authors: broader exposure, legally share-able postable articles, reports on downloads, permanent storage, grant compliance
- For the University: Top-25 initiative support, impact metrics, centralized repository of FSU scholarship, grant compliance, demonstration of ROI to state legislature and political skeptics
- Brings us in line with many peer and prestige institutions, including:
 - Harvard, MIT, Duke, University of Kansas, the University of California system, University of Oregon, University of Hawaii Manoa, UIUC, IUPUI, Rutgers, Emory, and many more. (see full list on reverse)

Public Universities (All within Top 40 from “Top Public Schools”)

- University of California System (Berkeley of note)
- University of Virginia
- University of North Carolina – Chapel Hill
- University of Illinois – Urbana-Champaign
- Pennsylvania State University
- University of Washington
- Rutgers University
- University of Delaware
- Miami University of Ohio (Library only)
- North Carolina State University
- University of Florida

Private Universities (All within Top 25 from “National Universities Rankings”)

- Princeton University
- Harvard University
- Columbia University Libraries
- Stanford School of Education
- Massachusetts Institute of Technology
- Duke University
- University of Pennsylvania (opt-in approach)
- California Institute of Technology
- Dartmouth College (Engineering and Faculty Arts and Sciences)
- Rice University (does not include license to university)
- Emory University

Other Notable Institutions with Open Access Policies

- University of Kansas
- University of Oregon
- University of Hawaii Manoa
- Boston University
- Bryn Mawr
- Georgia Tech
- IUPUI
- University of Arkansas Fayetteville
- University of Colorado Boulder
- University of Iowa
- University of North Texas
- University of Rhode Island
- Utah State University
- Brigham Young University
- Wellesley College

Faculty Senate Open Access Policy: FAQ

1.1 What is open access?

Open access refers to the free availability of journal articles on the public internet, permitting any user to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful, non-commercial purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself.

1.2 Why are we doing this?

The goal is expressed in the first line of the policy: “The Faculty of Florida State University, consistent with the University’s mission to ‘preserve, expand and disseminate knowledge,’ is committed to disseminating the fruits of its research and scholarship as widely as possible.”

1.3 What does the policy do?

This policy resets the default from a closed, toll-access system of scholarly communication to one in which scholarship can be more freely shared amongst academics, researchers, and the public. Under this policy, you retain the rights to your intellectual property and have complete freedom to publish wherever you want or need to; the policy simply makes it possible, without further complicated negotiations with the hundreds of possible publishers, to make a peer-reviewed copy of your scholarship available in DigiNole Commons, the open institutional repository of Florida State University.

1.4 How does this benefit FSU?

The policy would increase the impact of FSU research by making it more widely available. Studies show a very large citation advantage for open access articles, ranging from 45% to over 500%, but restrictive publisher business models limit wide sharing through onerous terms in contracts with university libraries and individual authors. For example, some publishers prohibit authors from posting their work openly on the Web, and publishers commonly ‘rent’ access to their content, putting access at risk following cancellation of subscriptions. Performing

systematic searching, advanced indexing, or analysis are prohibited in virtually all contracts.

The policy would give FSU a means of establishing terms more beneficial to FSU faculty and researchers everywhere, an effort needed in a context of dramatic inflation and market consolidation: the 5 largest journal publishers now account for over half of total market revenues, and over the past 15 years, the price of scholarly journals has grown roughly three times as fast as the Consumer Price Index.

1.5 How does this benefit me as a faculty member?

The Web makes it possible for faculty to share their articles widely, openly, and freely; in addition, research has repeatedly shown that articles available freely online are more often cited and have greater impact than those not freely available. While many faculty already make their writings available on their web pages, some are prevented from doing so by perceived or actual limits set on such sharing in their publisher copyright transfer agreements. This policy will allow you to legally make your writings openly accessible, and it will enable FSU to help you do so.

1.6 Is this policy unique?

No. There are similar policies in place at [Harvard University](#), MIT, Duke, Kansas, Georgia Tech, the University of California system, and at least 50 other US institutions. See a [list of universities in the US that have policies](#) and a [complete worldwide list](#) of various kinds of open access policies.

Research funders are increasingly supporting such efforts as well. The [National Institutes of Health](#) have required open access for funded research articles since 2008, and a wave of other US agencies have followed suit. (See [public access mandates](#).)

1.7 Who will pay for this? Is this an unfunded mandate?

FSU already has the technical infrastructure in place to store the articles, in the form of the open access institutional repository DigiNole Commons. In addition, the FSU Libraries have experience supporting access to faculty research such as technical reports and working papers, and for the past several years have

maintained an Office of Scholarly Communication to assist faculty who wish to retain rights in their published works. Once an implementation plan is developed, it will be possible to assess what other staff or technical support might be needed, if any, and to reassess priorities in light of those needs.

Rights

2.1 Who owns the copyright to my articles?

You do, unless or until you assign those rights to someone else, typically your publisher, in a written contract (Copyright Transfer Agreement AKA Publishing Agreement). The effect of the policy is to grant FSU a license to share a specific version of your scholarship for non-commercial purposes. In order to grant this license, you must be the copyright owner; the policy fundamentally depends on the fact that you own the rights to your work at the time of the grant of license, otherwise it would have no standing. You can't give away things you don't own.

2.2 Is FSU taking rights to my work?

No. This policy grants specific nonexclusive permissions to FSU. You still retain ownership and complete control of the copyright in your writings, subject only to this prior permission. You can exercise your copyrights in any way you see fit, including transferring them to a publisher if you so desire. However, if you do so, FSU would still retain its license and the right to distribute the article from its repository.

In this way, the policy acts as a *safe harbor* for your rights, protecting them in spite of any subsequent agreement that transfers them to a publisher, and effectively giving you the ability to regain your rights upon request to FSU even after entering into such an agreement.

For recipients of grant funding, the policy will greatly simplify the process of complying with [public access mandates](#), ensuring that you will have the right to make accepted versions of your articles available within the period specified by your funding agency.

2.3 What does it mean to grant license to FSU?

Granting a license to FSU means that faculty agree to make available to representatives of the libraries a prepublication copy of their manuscript, as it was accepted for publication. Such will be made openly accessible in the FSU institutional repository, DigiNole Commons. “Make available” means that upon acceptance for publication, you or someone designated by you (e.g., a graduate assistant or departmental worker) will deposit the work in DigiNole, or email it to lib-ir@fsu.edu to be deposited by members of the Office of Digital Research & Scholarship in FSU Libraries. OR, that you will share such work upon request.

NOTE: A waiver from the policy exists to protect the academic freedom of authors who wish not to participate. See “Waiver/Embargo” section for more information on waivers.

2.4 How is granting license compatible with “all rights under copyright”?

The legal framework for copyright is that you can’t give away what you don’t have. FSU will have been granted non-exclusive rights, and will not be able in turn to grant exclusive rights. FSU, however, will be able to exercise all of the other rights under copyright, including reproducing, displaying, distributing, and making derivative works of articles covered by the policy, as long as these activities are not done for profit.

2.5 What will FSU do with articles?

FSU will continue to operate its open-access repository, DigiNole Commons, to make available the scholarly articles provided under the policy. This repository has FSU standing behind it to ensure its availability, longevity, and functionality, to the extent technologically feasible. The repository is backed up, mirrored, and made open to harvesting by search services such as [Google Scholar](#), Google, Yahoo, and Bing. Adjustments will be made to the deposit processes, under the guidance of the Faculty Senate Library Committee and Office of the Provost, to make it as convenient as possible. FSU may further allow others to distribute the content, provided that the articles are not sold for profit. For instance, faculty at other institutions could be given permission to make copies for free distribution directly to their students. However, FSU does not have– and cannot grant to others –the right to sell the articles for a profit or to sell a book containing the articles for a profit.

2.6 What if a publisher refuses to publish because of the license?

This would never happen, since you always have the option to waive the license. Alternately, you can try asking the publisher to accept FSU's non-exclusive license in order to be able to publish your article. You may also wish to consult with the Scholarly Communications Librarian (dsoper@fsu.edu) for support with reviewing publication contracts and providing suggested language for publisher negotiations.

2.7 What happens if I don't opt out and assign rights to publisher mistakenly?

FSU's license would still have force, because it would have been granted (through this policy) prior to the signing of the publisher contract. If the publisher expresses concern that cannot be remedied, you have several options. You could:

- Consult with the Scholarly Communication Librarian: dsoper@fsu.edu
- Consult with the Office of General Counsel; or
- Opt out for a given article.

2.8 Can others distribute my work, for example by placing it in a course pack?

This policy would grant FSU the right to license others to distribute the work, so long as the work was not sold for a profit. For example, FSU could give permission for an article to be used in a course pack (including giving such permission to you if you have otherwise transferred copyright), so long as the course pack was not sold for profit. No one would be able to sell your articles for profit without getting permission from the appropriate rights holder, whether that were you or a publisher to whom you have assigned copyright or licensed such rights to.

Scope

3.1 What kinds of writings does this apply to?

The policy applies to "scholarly articles." Using terms from the [Budapest Open Access Initiative](#), scholarly articles are articles that describe the fruits of research and that authors give to the world for the sake of inquiry and knowledge without

expectation of payment. Such articles are typically presented in peer-reviewed scholarly journals and conference proceedings.

Many written products are not encompassed under this specific notion of scholarly articles, such as long-form scholarship (books and monographs), popular articles, commissioned articles, fiction and poetry, encyclopedia entries, ephemeral writings, lecture notes, lecture videos, or other copyrighted works. The Open Access Policy does not address or otherwise impact these kinds of works, although faculty are welcome to deposit them in FSU's institutional research repository. The Open Access Policy focuses exclusively on scholarly articles due to the particular conventions of copyright transfer that pertain in academic journal publishing.

3.2 Does the policy apply to co-authored papers?

Yes. Each joint author of an article holds copyright in the article and, individually, has the authority to grant FSU a non-exclusive license, regardless of "corresponding author" status. Joint authors are those who participate in the preparation of the article with the intention that their contributions be merged into inseparable or interdependent parts of the whole. Should your co-author be at another institution with a similar policy there is no conflict between the licenses.

3.3 Does the policy apply to articles I've already written?

No. The policy is not retroactive. It applies only to articles completed and accepted for publication after adoption of the policy by the Faculty Senate. Just as the policy doesn't apply to articles published before its adoption, nor does it apply to any articles you write after leaving FSU.

3.4 Why aren't images covered?

Images are created by faculty in such a wide range of contexts and for such a wide range of purposes that it was too complex to include images in the policy. To the extent that images are contained in the articles, however, they would be covered by the policy.

3.5 Why aren't PhD dissertations and works by students and staff included?

The policy applies only to faculty because in a faculty policy it seemed clearest to focus on faculty work. FSU already receives a license to Ph.D. dissertations; in addition, many student articles will be co-authored by faculty and will be subject to this policy.

3.6 What version is submitted under the policy?

The author's final version of the article; that is, the author's accepted manuscript with any changes made as a result of the peer-review process, but prior to publisher's copy-editing or formatting.

3.7 What are all these different versions?

Versions are a source of confusion. The reality is that an idea undergoes a long process of evolution from the time you fix it in tangible form (the moment copyright exists) to its final publication, and there aren't necessarily clean lines along which distinctions can be made. Nonetheless, the publishing industry, for better or worse, generally recognizes three versions of a paper: the submitted manuscript, the accepted manuscript, and the final published version.

- the submitted manuscript: AKA pre-print; the version you submitted to a journal for peer review
- the accepted manuscript: AKA post-print AKA author's accepted manuscript (AAM); the peer-reviewed version as it was accepted by the journal/publisher, including changes made as a result of peer review. The accepted manuscript should be more or less identical to the final published version except for final copy editing and formatting from the publisher (pagination, application of journal logo, two column arrangement, etc). Usually this is still a Word file. This is the version deposited under the policy.
- the final published version: AKA final publisher's PDF AKA version of record; this is the official article as it appears on the journal webpage and in subscription databases; the version to which the official citation of the article refers

Note: there is only one copyright to all of the above versions, not a copyright for each version. Different rules may be applied to the different versions through licensing agreements, but the copyright applies to the entirety of the work.

3.8 My publication contract allows final authors version, not publisher's PDF?

In some cases, the final publisher's PDF may be deposited in DigiNole, as in the case of papers published in open access venues or for which open access was purchased for the article, OR if allowed by the publishing agreement, OR if allowed by an agreement modified by an Author's Addendum allowing such posting. Most often, however, the final publisher's PDF may not be posted on the open Web. Publishers retain the right to allow, or not, such posting to help protect their investment in the publication of your article by recouping costs through subscriptions and tolls. Posting the author's accepted manuscript increases the visibility of the article, and provides access to researchers who might lack institutional access. Note that even the most well-funded institutions in the world still can't afford access to everything.

3.9 Won't this lead to confusion of versions and citations?

With or without this policy, the academic community will need to work on the problem of version control in digital scholarship. There are technical and standard-based solutions that will address this problem. Some of those examining this issue include an [International working group of scholars, scholarly societies, and publishers](#) and the [AAAS](#), among others. Nomenclature and modeling efforts have been begun by the [National Information Standards Organization](#) and the [Version Identification Framework](#). These efforts will be closely monitored.

Waiver/Embargo

4.1 How do I opt out/request a waiver?

To opt out, fill out a simple web form, or send an email or other written notice to lib-ir@fsu.edu informing FSU of the following:

- Name of FSU author
- Title of article (expected or working title)
- Journal you expect to publish in
- Reason you are opting out (for informational use only; no waivers will be denied)

4.2 How does the waiver process work?

100% of waivers will be granted without question or need of justification. This is built into open access policies everywhere to eliminate academic freedom concerns as well as provide a safety valve for authors with recalcitrant publishers. The waiver serves as a means of informing us that you're invoking it. Note: the waiver only affects the application of the license, not the obligation to "make available". See below "Should I add the article even if I have a waiver?"

4.3 Should I add the article even if I have a waiver?

Yes. There are several reasons to do so. Most publishers now allow the author's accepted manuscript to be made available on some timeline, usually after an embargo of 12-18 months. Even in cases where publishers require or demand waivers, we may still pursue open access for your scholarship according to the standing policies of the publisher. If we have the document we may do so for you without chasing you around campus and bothering you with emails. In most such cases, the article can be deposited into DigiNole with the publisher's embargo built in, so that it will become available automatically upon the expiration of the embargo. In the meantime, the metadata for, but not the full-text of, the article will be available to search engines and will increase the discoverability and impact of your work.

4.4 Can I delay access to my article in DigiNole?

Yes. Embargoes of 6, 12, and 18 months are possible, per current norms in the publishing industry. The deposit will be made upon receipt, with the full-text not becoming available until the expiration of the embargo. This process is automated, such that no further action is necessary to make the article available at the appropriate time. Like waivers, 100% of faculty author embargo requests will be honored. The policy is agnostic as to why you institute an embargo, either to accommodate with wishes of your publisher or for your own reasons.

Compliance

5.1 What do I do to comply?

We wish for compliance to be as easy as possible so that you can continue doing the research and teaching that you really care about. Industrious authors who want to take ownership of the process can self-submit, which takes about 10

minutes the first time and less once you've done it a few times. The easiest way to comply is to send the author's accepted manuscript via email to lib-ir@fsu.edu with a citation, at the time of acceptance. That's it.

5.2 How and when do I submit my paper?

How: If you wish to self-submit your paper, instructions are available at <http://diginole.lib.fsu.edu/>; or we can provide one-on-one training/consultations upon request. If Office of Scholarly Communication staff are making the deposit, you need only send the document via email as outlined above.

When: the text of the policy specifies "at time of acceptance or no later than the date of its publication"; we think it will be most convenient and expeditious to take action when you receive the acceptance from the journal. Waiting only increases the time required to comply, as you move on to other projects and that email drifts to the bottom of your inbox.

5.3 Who will monitor implementation of the policy?

Per the text of the policy: "The Office of the Provost will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty from time to time. The policy will be reviewed after three years and a report presented to the Faculty Senate."

Impact

6.1 Will this policy harm my chances of publishing in high-quality journals?

No. The opt out option protects authors who need to publish in journals that will not cooperate with the policy. This policy has no effect on the venue you choose for publication. You may continue to submit to and publish in the journals of your choice, which we hope are of the highest quality, whether open access or not. As such, at this time the policy would have zero effect on the Tenure and Promotion process.

6.2 Why doesn't the policy express support for OA journals?

This policy is meant to support open access to scholarly literature, however it is achieved. While we encourage faculty to explore open access publication options in their disciplines, we have no wish to, and would not support any effort to, limit the options for publication to any specific sub-category of journals, even if we think those sorts of journals are beneficial to the scholarly communication environment. Open institutional repositories like DigiNole Commons, alongside Open Access Policies and progressive publisher policies, support open accessibility to scholarship published in more traditional (toll access) venues. There are services through the Office of Scholarly Communication that do support OA journals, including an Open Access Publishing Fund and advising services on reputable open publishers.

6.3 My publisher offers OA for a fee. How does this relate to the policy?

The policy has no direct bearing on pay to publish model publishers. The Open Access Publishing Fund is available to authors who need assistance with article processing charges (APCs; conditions apply). This fund is meant to support fully open journals, as opposed to hybrid journals which are subscription based but which offer open access publication for a fee. Under the policy, there is little reason to pay such hybrid fees, as the effect of the policy is to make your accepted manuscript available without paying them. If you prefer to publish in a hybrid journal and pay the open access fee, you may certainly do so, but know that typically libraries receive no discount to such journals based on these fees. Some have called this practice “double-dipping” ([link](#)) because the publisher gets paid twice, once from subscriptions and again for APCs. There have also been cases where journals accepted such payments but authors later found that their papers were still behind the paywall ([link](#)).

6.4 Will this policy impact peer-review?

No. THE POLICY HAS NO IMPACT ON THE PEER-REVIEW PROCESS. You will continue to conduct your research and submit to the excellent journals of your choice. They will still apply their (hopefully rigorous) peer-review process, and either reject, accept, or advise resubmission as before. Nothing in this process has changed. Upon acceptance, after peer review is complete, you will submit the peer-reviewed manuscript, with any edits and changes made as a result of that process, for deposit into DigiNole Commons. We believe that a strong peer review system is fundamental to the success of the academy and all

its members: publishers, journals, societies, universities, departments, faculties, researchers, and practitioners.

6.5 Will this policy harm journals, publishers, or scholarly associations?

There is no empirical evidence that even when all articles are freely available, journals are canceled. The major societies in physics have not seen any impact on their publishing programs despite the fact that for more than 10 years, an open access repository ([arXiv](#)) has been making available nearly all of the High Energy Physics literature written during that period. If there is downward pressure on journal prices over time, publishers with the most inflated prices – which tend to be the commercial publishers – will feel the effects sooner. Journals will still be needed for their value-added services, such as peer review logistics, copyediting, typesetting, and maintaining web sites.

6.6 How is this different from federal public access policies?

A “public access mandate” is a formal policy adopted by a funding agency that requires funded research projects to make the products of the research (publications and data) accessible to anyone with an internet connection. Whereas a public access mandate applies only to the products of research linked to a particular funding source, the university-wide open access policy applies to all faculty scholarship produced at FSU regardless of the funding source. As a result of a [policy memorandum](#) issued by the White House Office of Science and Technology Policy (OSTP), federal agencies have begun releasing new policies containing public access mandates. A university-wide open access policy will simplify the university’s obligation to comply with these mandates.

[The NIH Public Access Policy](#) applies only to NIH funded research – about 1/3 of FSU’s funded research dollars. It requires authors to deposit their peer-reviewed articles in the open access repository PubMedCentral where they must be accessible within 12 months of publication. A particular article could be subject to both this policy and the NIH Public Access Policy, if it is peer reviewed and arose, in whole or in part, from NIH-funded research. If an NIH-funded article is covered by this open access policy, the author would use the FSU amendment to publication agreements to cover NIH’s obligations and accommodate the FSU policy. Even if the author decides to opt out of the policy for an article, the author must reserve rights sufficient to comply with the NIH policy when entering into a publication agreement for the article.

More information about public access mandates, including a list of research funders currently requiring compliance with public access mandates, can be found on the Libraries' [Public Access Mandates FAQ page](#).

FLORIDA STATE UNIVERSITY FACULTY SENATE OPEN ACCESS RESOLUTION
Submitted to Faculty Senate Steering Committee, Aug. 26 2011

The faculty of Florida State University is committed to disseminating its research and scholarship as widely as possible. This resolution is intended both to confirm the public benefit of such dissemination, and to serve faculty interests by promoting greater reach and impact for scholarly publications. In keeping with these commitments, the Faculty Senate adopts the following resolution.

Resolution

The Faculty Senate of Florida State University, consistent with the University's mission to "identify, create, celebrate, and disseminate important knowledge" and "encourage the dissemination and transfer of knowledge by providing broad access to institutional resources and services to the community and the State," endorses the storage and preservation of scholarly publications in Florida State University's open access institutional repository.

This resolution aims to extend the university's mission into the digital age. Its goals are to remove access barriers to publicly-funded scholarship, to centralize the University's intellectual output while maintaining quality filters and supporting established publishing opportunities, and to support faculty who wish to pursue open access publishing whenever consistent with their professional goals.

Resolution Implementation

Implementation of this resolution is dependent on the foundation and development of infrastructure, including a university library-supported institutional repository and Scholarly Communications staff who will coordinate and facilitate the digital collection process for faculty. The Faculty Senate calls upon the Faculty Senate Library Committee and Florida State University Libraries to explore and address the implementation of this resolution, including the needs to:

- protect authors' intellectual property
- maintain Florida State University standards for Promotion and Tenure
- promote quality and prestige in scholarly publishing
- develop policies and procedures for the governance of this resolution
- explore scholarship publishing in emerging platforms and digital contexts

Conclusion

The Office of the Provost, in consultation with the Faculty Senate, Dean of Faculties and the Dean of the University Libraries, will be responsible for interpreting this resolution. The resolution and its implementation will be reviewed yearly and a report presented to the Faculty Senate, as an integral part of the Library Committee's report to the full Senate.

FSU FACULTY SENATE OPEN ACCESS POLICY (Proposed)

Compiled, reviewed, and approved by the Faculty Senate Library Committee - Task Force on Scholarly Communication, 6 January 2016. Presented to Faculty Senate Steering Committee, 12 Jan 2016. Presented to Faculty Senate, 17 Feb 2016.

PURPOSE:

Provide the broadest possible access to the journal literature authored by FSU faculty.

POLICY STATEMENT:

The Faculty of Florida State University, consistent with the University's mission to "preserve, expand and disseminate knowledge,"¹ is committed to disseminating the fruits of its research and scholarship as widely as possible. As such, the Faculty adopts the following policy: Each Faculty member grants to Florida State University permission to make available his or her scholarly articles² and to exercise the copyright in those articles, except when a Faculty member expressly waives this grant of rights. More specifically, each Faculty member grants to Florida State University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, provided that the articles are not sold for a profit.³ The policy applies to all scholarly articles authored or coauthored while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Provost or Provost's designee⁴ will waive application of

¹ This references the standing Open Access Resolution passed in October 2011, which pointed directly to the Mission. (See <https://www.lib.fsu.edu/drs/open-access-resolution>)

² "Scholarly articles" are articles that describe the fruits of scholars' research and are given to the world for the sake of inquiry and knowledge without expectation of payment. Such articles are typically presented in peer-review journals and conference proceedings.

³ The goal of which is the open access deposit of the article in DigiNole and returning many rights to authors after later copyright transfer to a publisher. This is the only way the license will ever be acted on by the University.

⁴ The Provost's designee is typically the Libraries.

the license for a particular article or delay access for a specified period of time upon express direction by a Faculty member.

Each faculty member who does not request a waiver of the licensing requirement as described above will provide an electronic copy of his or her final version of each article (i.e., the “final author’s version post-peer review” or the “final published version” where possible) to the appropriate representative of the Provost’s Office in an appropriate format (such as PDF) specified by the Provost’s Office.

The Provost’s designee may make the article available to the public in DigiNole, Florida State University’s institutional research repository. The Office of the Provost will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty Senate. After three years, the Faculty Senate Library Committee will review the policy and present a report on behalf of the Faculty Senate.



FLORIDA STATE UNIVERSITY

Faculty Senate Open Access Policy

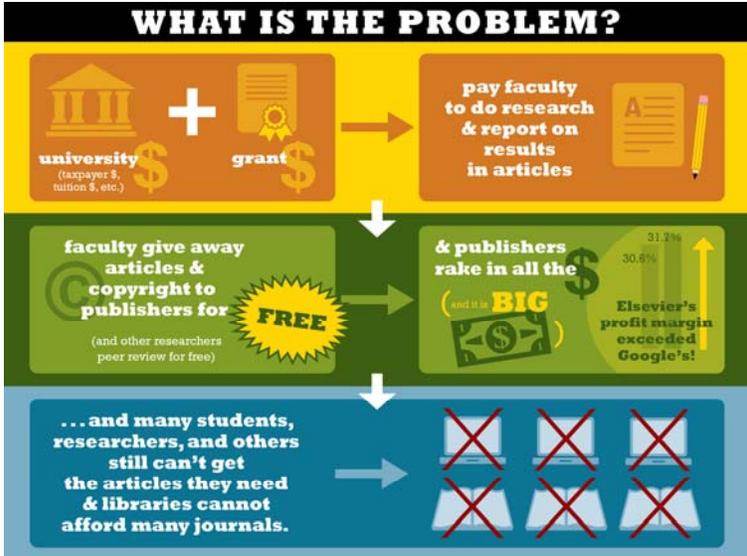
Alysia Roehrig, College of Education
Gary Burnett, School of Information
Devin Soper, University Libraries
17 February 2016

The Problem



FLORIDA STATE UNIVERSITY

WHAT IS THE PROBLEM?



The flowchart illustrates the cycle of academic publishing. It starts with 'university (taxpayer \$, tuition \$, etc.)' and 'grant' funding, which leads to 'pay faculty to do research & report on results in articles'. Faculty then 'give away articles & copyright to publishers for FREE' (and other researchers peer review for free). Publishers then 'rake in all the \$' with a profit margin of 31.2% (30.6% for Elsevier, which exceeded Google's), and it is noted that 'it is BIG'. This leads to the conclusion: '... and many students, researchers, and others still can't get the articles they need & libraries cannot afford many journals.' The final part of the diagram shows three crossed-out book icons.

Jill Cirasella, Les Larue, CC BY NC

Faculty OA Policies



FLORIDA STATE UNIVERSITY

Two goals:



- Ensure faculty retain rights to their work
- Share faculty research with the world

Faculty OA Policies



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Adopted by:

- University of California System
 - University of Virginia
 - University of North Carolina, CH
 - North Carolina State University
 - University of Illinois, UC
 - Penn State University
 - University of Washington
 - Rutgers University
 - University of Delaware
 - University of Kansas
 - University of Oregon
 - University of Florida
 - Harvard University
 - Princeton University
 - Duke University
 - Emory University
 - Massachusetts Institute of Technology
 - California Institute of Technology
 - Stanford School of Education
- (And many more, see [full list here](#))

Faculty OA Policies



FLORIDA STATE UNIVERSITY



Advantages:

- **Share your work internationally**
- **Make your work more discoverable**
- **Generate more citations**
- **Comply with research funder policies**

All with minimal effort on your part!

Proposed OA Policy



FLORIDA STATE UNIVERSITY

Under the policy:

- Faculty grant FSU permission to make versions of their scholarly journal articles available in [DigiNole: FSU's Research Repository](#)
 - Applies only to journal articles
- Faculty submit accepted versions of article manuscripts to DigiNole or by email to Library staff
- Based on Harvard's [Model OA Policy](#)

Proposed OA Policy



FLORIDA STATE UNIVERSITY

Caveats:

- Faculty retain the copyright in their work, granting only limited, non-exclusive rights to the university
- Waiver option ensures that faculty can publish with the ~20% of journals that have inconsistent policies
- Library staff will submit articles on behalf of faculty, or harvest articles from other OA repositories like PubMed when possible
- Three-year review and report by Library Committee

Proposed OA Policy



FLORIDA STATE UNIVERSITY

Benefits:

- Creates a safe harbor for faculty copyrights in scholarly journal articles
- Ensures that faculty articles are publicly accessible, increasing their visibility and generating more citations
- Brings FSU in line with peer & prestige institutions that have adopted OA policies
- Simplifies compliance with funding agency public access policies

Proposed OA Policy


FLORIDA STATE UNIVERSITY

SEARCH IN
Research Repository
For

Go

Home
Advanced Search
View All Items
About Us

FSU RESEARCH REPOSITORY

The FSU Research Repository is a digital publishing platform for scholarly and creative works by FSU faculty, students, and staff.

Submit Work

Contact Us

FSU Libraries' [Academic Publishing Team](#) works with members of the FSU community to curate, archive, and provide access to a diverse range of materials related to the missions of scholarship, research, and education at FSU. The repository showcases the work of individuals, departments, institutes, colleges, and other communities of researchers on campus.

FSU Libraries provide this service free of charge, and we are actively looking for ways to improve it based on the changing publishing needs of our users. We value your feedback, so [contact us](#) with your feedback and recommendations.

All Materials

- [Browse by College](#)
- [View All Materials](#)
- [Advanced Search](#)

Faculty Scholarship

- [View All Faculty Scholarship](#)
- [View Newest Faculty Scholarship](#)
- [Browse Centers & Institutes](#)

Theses & Dissertations

- [View All Theses & Dissertations](#)
- [View Newest Theses & Dissertations](#)
- [View Undergraduate Honors Theses](#)

<http://diginole.lib.fsu.edu/repository>

Proposed OA Policy


FLORIDA STATE UNIVERSITY

Next steps:



- **Questions?**
- **Discuss with your colleagues**

Contact Devin Soper with questions, concerns, or invitations to speak with your colleagues!

- dsoper@fsu.edu | 645-2600



FLORIDA STATE UNIVERSITY POLICE DEPARTMENT

Domestic Security Awareness Active Shooter Training

As compiled by the:



David L. Perry
Assistant Vice President for Safety and Chief of Police

Deputy Chief Jim Russell



Modified January 2016






Why Should We Discuss **Safety** on Campus?

Universities are potential targets for violence and terrorism because they provide:

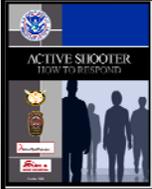
- The ability to attack large groups of students & employees
- An isolated target with a limited number of adults present
- A great amount of media coverage
- An act which would terrorize the population





Training Agenda

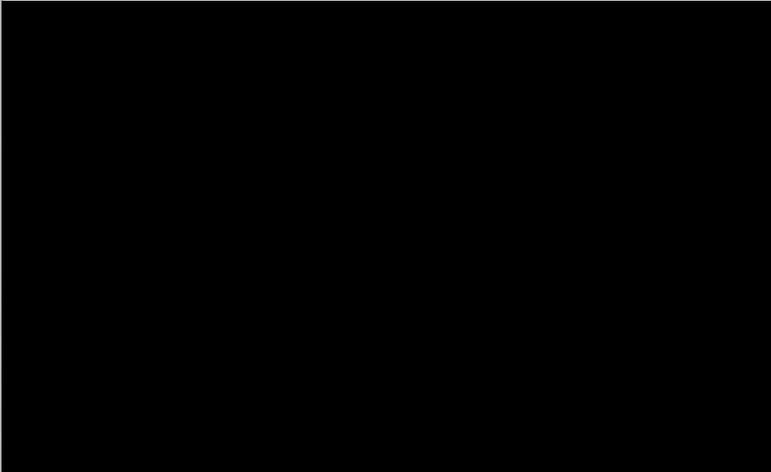
- ❖ Overview of dangerous weapons and devices
- ❖ The importance of daily vigilance
- ❖ Your role as and employee during an emergency
- ❖ Identifying and reporting suspicious people to FSUPD
- ❖ Threat Assessment for Employees and Students
- ❖ Active Shooter Response for Employees (Run / Hide / Fight)
- ❖ FSU Alerts for Campus
- ❖ Quiz



Departments Trained Since December 2015



What do you tell your community?



YouTube – Run / Hide / Fight



FSU has experienced a tragedy
November 20, 2014



John Thrasher races back to FSU following shooting



Strozier Library
Starbucks Coffee



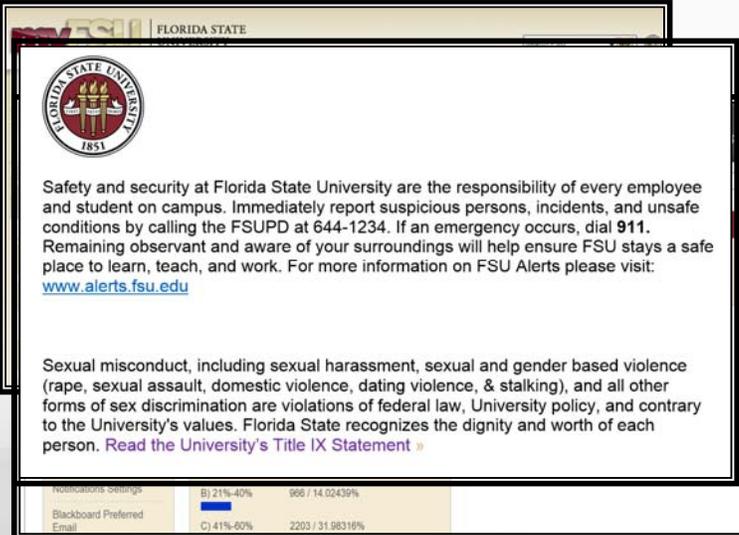
Classes were expected to resume Friday.

Video 1 Florida Police Describe Campus Shooting
Tallahassee and Florida State University police described early reports of a gunman in front of the campus library, in an episode in which three people were injured and the suspect was killed.

"We still have a lot of questions that are unanswered," Gov. Rick Scott said at a news conference Thursday morning.
"The police investigation will answer



Proactive messaging using blackboard



FLORIDA STATE UNIVERSITY

Safety and security at Florida State University are the responsibility of every employee and student on campus. Immediately report suspicious persons, incidents, and unsafe conditions by calling the FSUPD at 644-1234. If an emergency occurs, dial **911**. Remaining observant and aware of your surroundings will help ensure FSU stays a safe place to learn, teach, and work. For more information on FSU Alerts please visit: www.alerts.fsu.edu

Sexual misconduct, including sexual harassment, sexual and gender based violence (rape, sexual assault, domestic violence, dating violence, & stalking), and all other forms of sex discrimination are violations of federal law, University policy, and contrary to the University's values. Florida State recognizes the dignity and worth of each person. [Read the University's Title IX Statement »](#)

Blackboard Preferred	B) 21%-40%	960 / 14,02439%
Email	C) 41%-60%	2203 / 31,98316%



Contact to schedule a session

Chief David L. Perry Deputy Chief Jim Russell

dlperry@fsu.edu jlRussell@fsu.edu

850-644-1240 850-644-2900



Florida State University



Sex Discrimination and Sexual Misconduct Policy

Renisha Gibbs

Assistant Vice President for Human Resources/
Finance and Administration Chief of Staff



Agenda

- Policy History and Initiatives
- Review of Requirements
- What's New
- Feedback Requested



What is Sexual Misconduct?

- Sex/Gender Discrimination
- Sexual Harassment
- Gender Stereotyping/ Animosity
- Sexual Assault/Battery
- Domestic Violence
- Dating Violence
- Stalking



3



Title IX & Title VII

Title IX of the Education Amendments of 1972

- Prohibits sex discrimination
- Requires gender equity

Title VII of the Civil Rights Act of 1964

- Prohibits sex discrimination in employment

4



FSU Policies

Title IX Statement

Non-Discrimination Policy

Sexual Harassment Policy

Sexual Battery Policy

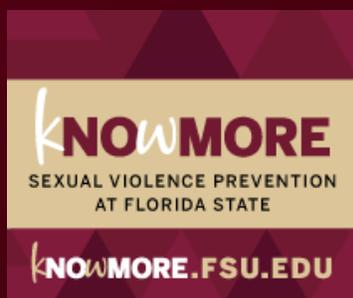


5



FSU Initiatives

FSU Campaign



Title IX Director

Jennifer Broomfield

- Monitors & ensures compliance

Westcott, Suite 408

(850) 644-6271

jbroomfield@fsu.edu

<http://titleix.fsu.edu/>

6



FSU Initiatives Cont.

Title IX Deputy Coordinators:

Employees & 3rd Parties:

Renisha L. Gibbs,
Assistant Vice President for Human Resources
& Finance and Administration Chief of Staff
rgibbs@admin.fsu.edu
(850) 644-8082

Athletics:

Vanessa Fuchs,
Sr. Assoc Athletics Director
vfuchs@admin.fsu.edu
(850) 644-4933

FSU School:

Megan Brink
Deputy Coordinator
mbrink@fsu.edu
(850) 245-3894

7



Zero Tolerance Policy

FSU has a duty to:

- Investigate
- Eliminate
- Address effects
- Prevent recurrence

Applies to all students, faculty, staff, visitors,
and contractors.

Applies to all programs and activities, both on
and off campus.

8



Reporting Obligations

- Encouraged reporting
 - All incidents
- Mandatory Reporting (To Title IX Director or EOC within 2 class days)
 - Student victim
 - Supervisors
 - Sexual Battery



9



Who to Report to:



Title IX Director

- *Against* students
- <http://titleix.fsu.edu>



Equal Opportunity and Compliance

- *Against* staff, faculty, visitors, contractors
- <http://compliance.hr.fsu.edu>

10



Confidential Sources

The ONLY Confidential Sources at FSU are:

- FSU Victim Advocates
- Mental health counselors
 - University Counseling Center
 - Employee Assistance Program
- Medical Staff at Wellness Center
- University Affiliated Clergy



11



Consent to Sex Defined

Consent = intelligent, knowing, and voluntary

Who Cannot Consent:

- Significantly impaired by drugs/alcohol
- Asleep/unconscious/mentally impaired
- Under 18
- Coerced (bribed, threatened, physically forced)

12



Non-Retaliation

Retaliation is prohibited against individuals who:

- Make a complaint
- Help someone report
- Participate in an investigation

13



New Policy Items

- Combines old Sexual Harassment and Sexual Battery policies.
- Specifically Addresses Power Based Personal Violence:
 - Domestic/Dating Violence
 - Stalking
- Complicity: action/behavior done with the intent of aiding, facilitating, promoting, or encouraging Sexual Misconduct.
- Consensual relations with one having supervisory/evaluative role over the other are prohibited.

14



Feedback Request

As one of the primary individuals who interacts with students, we value your role in ensuring the safety and wellbeing of the campus community. After reading the updated policy do you:

- Know whether or not you are a responsible employee or confidential source?
- Know what to do if a student discloses sexual misconduct to you?

Additionally we would like to know if you have any:

- Changes, additions, or revisions.
- Recommendations on how to best educate all faculty members.

15

Thank You!

Any questions, comments, or other feedback can be sent to:

EOC@fsu.edu

Or, please attend one of the upcoming policy forums:

Faculty & Staff Forum:

2/23/2016 @ 11am

Student Services Bldg, Rm 203

Open Forum:

2/25/2016 @ 5pm

Health & Wellness Ctr, Rm 3100

16