

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

1. The UFS meeting was called to order by William McDaniel, President, at 2:00 p.m. in Engineering East 106 on the Boca Raton Campus and videoconference at the Davie Campus, the SeaTech Campus, the Harbor Branch Campus, and the Jupiter Campus.

Members present: see appendix for spreadsheet

Guests present: Janet Cramer, Ed Pratt, Barry Rosson, Jeff Galin, Herb Shapiro, Dam Murtaugh, Nicole Rokos, Michelle Shaw

2. Without objection, the Senate accepted the September, 2012 UFS minutes

3. The President's report briefly addressed: a. The UFS President has not chosen a Senate Administrative Assistant as required by the Constitution and Bylaws; b. Those who are displeased with previous Senate actions or policy should follow the Bylaws section VI.A.1a; c. a review of the UFS President's impressions from the BOT Retreat in September; d. at the October BOT meeting, the UFS President will comment on FAU as a potential STEM emphasis university; e. Steering voted to eliminate "Collective Bargaining Report" as a routine agenda heading for Steering or Senate. The President's notes for this oral report are in the appendices.

4. UPC Consent Agenda: **Accepted without objection**

5. UPC Action Items:

a) Proposal from WAC Committee that changes in WAC class caps go through the curricular program approval process, with ultimate faculty approval by the Senate.

Jeff Galin, WAC Director, responded to questions. **Approved by majority vote**

b) Proposal from Office of Students with Disabilities to no longer require an attempt at certain courses before being allowed to petition to enroll in substitute course[s]. This would apply to students with disabilities pertaining to math and foreign languages. Nicole Rokos, Office of Students with Disabilities, responded to inquiries. **Approved by majority vote**

6. GPC Consent Agenda: **Accepted without objection**

7. GPC Action Item: Change admission requirements for all applicants to MFA in Visual Arts – eliminate GRE requirement. **Approved by majority vote**

8. Business items:

a) President-Elect Nyhan gave the first reading of proposal to amend the FAU Constitution concerning Library Advisory Committee. Each college is to have one member. Proposed by ad hoc sub-committee made up of Eric Shaw and Ronald Nyhan.

b) Academic Planning & Budget Committee Chair Ron Nyhan reported on recent activities. In response the Provost's request, the APBC ranked FAU performance indicators to qualify for potential special allocations via the Board of Governors. See the listed with penciled, suggested dollar allocations, in the appendices.

**University Faculty Senate Meeting**  
**Minutes**  
**Friday October 5, 2012**

9. Open Forum with the Provost: Provost Brenda Claiborne stated that soon instructors will be able to transfer final grades directly from Blackboard to the myFAU grading page. She announced the FAU Committee that will deal with the new 15-course core mandated by the legislature [see appendices for the Committee]. The Provost responded to an observation by Tom Monson concerning the narrowness of the 6-year measure for graduation rates, saying that FAU is advocating some new measures. The Provost offered assurance to Chris Beetle about syllabus flexibility despite recent federal-inspired new regulations. The Provost helped the Senate understand the definitions of “STEM.”

10. Good of the Senate: no commenters

11. Adjournment was at 3:29 p.m.

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

**Appendices**

Attendance Spreadsheet:

<b>College - # of Seats</b>	<b>First Name</b>	<b>Last Name</b>	<b>Oct</b>
<b>Engineering - 3</b>	Jonathon	Bagby	
	Evangelos	Kaisar	
	Hari	Kalva	x
<b>DSI - 3</b>	Philippe	D'Anjou	
	Michele	Hawkins	x
	Bruce	Arneklev	
<b>Honors - 2</b>	Kanybek	Nurtegin	x
	Jon	Moore	x
<b>Business - 5</b>	John	Valentine	
	Jim	Han	x
	Eric	Shaw	
	Stuart	Galup	x
	Bill	Bosshardt	
<b>Education - 4</b>	Deborah	Floyd	x
	Joseph	Furner	x
	David	Kumar	
	Meredith	Mountford	

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

A&L - 9	MaryAnn	Branaman	
	Brian	McConnell	
	Mike	Harris	x
	Douglas	McGetchin	
	Tim	Lenz	x
	Max	Kirsch	
	Fred	Fejes	
	Yolanda	Gamboa	x
	Jennifer	Low	
Science - 6	Chris	Beetle	x
	Stephen	Locke	x
	James	Kumi-Diaka	x
	Markus	Schmidmeier	x
	Fred	Hoffman	x
	Tom	Monson	x
Medicine - 2	Morton	Levitt	x
	Kathleen	Guthrie	x
Nursing - 1	Susan	Dyess	x
Library - 2	Lauri	Rebar	x

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

	Teresa	Van Dyke	x
<b>Senator</b>	<b>First Name</b>	Last Name	Oct
<b>Presidential Rotation:</b>			
Senate President	William	McDaniel	x
<b>Past president or president elect</b>	Ronald	Nyhan	x
Faculty Assembly Heads:			
<b>EO Medicine</b>	Rainald	Schmidt-Kastner	x
EO Science	Jerry	Haky	
EO Engineering	Khaled	Sobhan	
<b>EO DSI</b>	Rosalind	Carter	
EO Honors	Warren	McGovern	x
EO Education	Philomena	Marinaccio-Eckel	
<b>EO A&amp;L</b>	Marshall	DeRosa	
<b>EO Business</b>	John	Bernandin	x
EO Library	Kristy	Padron	
EO Nursing	Bernadette	Lange	
Committee Chairs:			

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

Academic Freedom and Due Process Committee			
Admission and Retention Committee			
Assessment Committee	Nancey	France	
Athletics Committee	Eric	Shaw	
Distance Education Committee			
Graduate Council	Deborah	Floyd	x
Honors and Awards Committee	Michelle	LaRocque	
Library Advisory Committee			
Promotion and Tenure Committee			
Research Committee	Arlene	Fradkin	
Undergraduate Programs Committee	Jerry	Haky	x
Graduate Programs Committee	Nancy	Poulson	x
Committee on Committees	Valerie	Bryan	x
Nonvoting Members:			
President	Mary Jane	Saunders	
Provost	Brenda	Claiborne	x

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UFS President's Report October 5, 2012

1. The Senate has no Administrative Staff Assistant. Bylaws Article IV.C. ~ selected by President. "Staff" and maintain website. Article IX ~ no mention of ASA remuneration. Not right to ask someone to do the job for free. Also, free is unlikely to be quality. Continuity. Bylaws state that ASA can't be a Senator. Thus, I violate when I have Acting Administrative

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

Staff Assistant, AASA. In fact, I have been an Administrative Staff Substitute.

2. Bylaws, VI.A.1a. states that five senators or ten faculty members compel Steering to include any item on its agenda. Whereas, any Senator may speak his/her mind during “Good of the Senate,” I suggest you do so when it is good for the Senate. But if you simply want the Senate to change its policy on a matter that has already been passed and put into effect, the fruitful approach would be to formally proceed to try to effect the policy change

3. I had counted on President Saunders to review the highlights of the BOT retreat. Nonetheless, the primary outcomes I see are consolidation of previous year’s decisions. In response to your request, I do rely my impressions.

- a. effort to continue to raise FAU profile
- b. singular vision = community engagement and a culture of research
- c. the real STEM trustee is your humble Senate President from the Business school
- d. their chats and comments are about science, engineering and business
- e. frank discussions about faculty salaries. BOT is overall cognizant of general faculty salary problem. INVERSION. Not the same as legislature and FAU administration authorizing raises
- f. clear preference for a university research track over a polytechnic track = training
- g. BOT needs to and wants to learn more about what STEM is and what it costs

4. BOT: next meeting on 18th, my turn to comment. Some things that I happened at retreat were misleading. Not a future STEM university, but a comprehensive university with a STEM emphasis. Areas of even more emphasis are BioTech, Marine & Coastal and Societal Issues. There’s at least a possibility that FAU could reach these.

5. Steering voted to eliminate “Collective Bargaining Report” from Steering and Senate agenda formats. Special items to report should go into “For the Good of the Senate.”

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**Consent Agenda Items  
UUPC Meeting of September 7, 2012**

**1. Course termination from the College for Design and Social Inquiry:**

ARC 4270	Professional Practice 1	3	Terminate
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**2. Course changes from the College of Education:**

EEC 4313*	Blended Early Childhood Methods: Birth to Age 5	4	Change prerequisites
EEX 3226*	Assessment of All Young Children	3	Change prerequisites
EEX 3603*	Positive Behavioral Supports in Inclusive Early Childhood Settings	3	Change prerequisites

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

EEX 3754*	Building Family, Community and School Partnerships	2	Change prerequisites
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\* Approved by all departments in the College of Education.

**3. New course and course change from the Harriet L. Wilkes Honors College:**

IDS 3935	Honors Critical Inquiry Seminar: WAC	3	New
POS 1041 (2041)	Honors Government of the United States	3	Remove WAC, change level

**4. Course change from the Charles E. Schmidt College of Science:**

GLY 4200C	Mineralogy and Crystal Chemistry	4	Change prerequisites
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**UPC Action Items**

**Item 5.a.** TO: University Undergraduate Programs Committee  
FROM: Jeffrey R. Galin, Director, WAC  
DATE: 4-11-12  
RE: Class Caps for WAC Courses

During these difficult financial times, it is no surprise that FAU is facing challenges that are resulting in increased class sizes. The WAC committee is concerned about pressures on colleges and chairs that have led to violations of the Faculty Senate mandate for class caps in WAC courses this coming summer, particularly for first year writing. Central to these mandates is the recognition that class size has considerable impact on students' success as writers. While class caps across the country for these classes vary (16-27) the vast majority of such class caps are set at 20-23 students. The National Council of Teachers of English sets that number lower: their "Statement of Principles and Standards for the Postsecondary Teaching of Writing" states that "No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15." Larger classes will result in less attention to student writing and more students falling through the cracks. In response to recommendations by the WAC Committee and Undergraduate Curriculum Committee and additional careful consideration, the Faculty Senate at FAU set caps for 1000 level WAC courses at 22 and 2000-4000 level WAC courses at 27 (including breakout sections for large WAC courses such as Philosophy and History). Any proposed changes to these numbers should move through the same faculty governance channels.

Raising caps on College Writing – ENC 1101 and ENC 1102 and courses designed to substitute for ENC 1102 – to 26 would add four students per class, an increase of 15%. For a graduate teaching assistant in the English Department this would mean 8 more students a term (across two



**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

classes) and 16 more students a year. In effect, we would be asking already overburdened graduate students to assume 60% of a fifth course for the year. The impact on Instructors is even greater. Faculty teaching a 4-4 load could be in an even worse situation depending on the courses they are teaching. They could be asked to shoulder up to 32 additional students a year, nearly a class and a half additional students with no additional compensation. Considering these classes require writing assignments every week, the increased workload is unduly burdensome.

The only response that the English Department could conscientiously recommend to its GTAs and Instructors would be to cut back on the number of writing assignments. Since writing improves only with repeated practice, we would be cutting back on our expectations as to outcomes, in a time when potential employers throughout the economy are urging us to do just the opposite. These practical considerations are in addition to the general principle that the caps in place are the result of faculty governance procedures based on pedagogical considerations that can only be undone by an equivalent procedure of repeal.

The Committee understands how complex the issues are that are leading to temporary increases in course caps for the summer of 2012. Nonetheless, it is our charge to maintain standards for the WAC program on behalf of the students across the university in order to insure the quality and integrity of teaching writing at FAU.

Therefore, the WAC Committee recommends the following:

Any raises in course caps for Writing Across the Curriculum courses must be submitted for consideration through the faculty governance process: WAC Committee, UUPC, Steering Committee, and Faculty Senate. After summer 2012, the Faculty Senate will not support class sizes above approved numbers unless it has had the opportunity to make determinations of the likely impact on the quality of teaching and learning and then votes to support changes to current limits.

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**Item 5.b.**

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

**COURSE SUBSTITUTION PROCESS**

**From FAU**

Degree-seeking students who have a disability that prevents them from meeting Foreign Language or Gordon Rule math graduation requirements may request the accommodation of a course substitution as provided for in the Florida Board of Governors Regulations 6.018. The student needs to be registered with the OSD in order to obtain a course substitution as an accommodation. Granting a course substitution will depend on the nature and extent of the disability and its impact upon the student's ability to successfully meet the requirement. Requests for course substitutions that would result in a significant modification of the program, those required for certification or licensure, or those that would be inconsistent with the student's academic program will ~~may~~ be denied.

The following are the FAU guidelines for applying for a course substitution due to a student's disability:

- ~~1. The student is required to have attempted the course with the accommodations officially approved and provided by the OSD, although the OSD Appeals Committee may officially waive the foreign language requirement in certain specific situations (in which case, precede to #4). For more information see the section, "OSD Appeals Committee" in this chapter. The course cannot be in an area of study deemed to be an essential element of the student's major (for example, a business major could not request a course substitution in the area of math). The student should exhaust all possible levels of courses that are Gordon Rule acceptable before going to the Committee.~~
- ~~2. **Academic Petition Form** - If, upon attempting the course with the approved accommodations, the student does not do well, the student should withdraw from the course, and obtain an Academic Petition requesting to drop the course without a "W" after the deadline. The Academic Petition Form is obtained from the College of the student's declared major (those with undeclared majors obtain petitions from Freshman Academic Advising) and can be submitted anytime during the petition process.~~
  - ~~\_\_\_\_\_ The student will need to submit the following information:~~
    - ~~\* A personal statement explaining the circumstances for the request for petition. The student should state that he/she has a disability, and is registered with the OSD, and that he/she has attempted the course as part of the petition process.~~
    - ~~\* A letter from the OSD counselor, through the Director's office, stating that the student is registered with the office, and that the student is following the established procedures for obtaining a course substitution (if appropriate).~~
    - ~~\* Follow all processes required by that college.~~
- ~~3. **Fee Remission Form** - After the Academic Petition is approved for the student's request, the student will also need to submit a Fee Remission Form in order for the course tuition to be refunded to her/him. The Fee Remission Form is obtained from the Comptroller's Office.~~
  - ~~\_\_\_\_\_ The student will need to submit the following information:~~

Revised 9/2012

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**Item 6: GPC Consent Agenda University Graduate Programs Committee:  
Consent Agenda 09/12/2012**

<a href="#">ART 6819</a>	Studio Arts Pedagogy in Higher Education	A & L	2	New
<a href="#">Memo</a>	Deadline Change for English MA/MAT	Arts and Letters	N/A	N/A

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

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**Item 7: GPC Action Item**

Proposal to Change Admission Requirements for  
All Applicants to the M.F.A. in Visual Arts degree in the  
Department of Visual Arts and Art History  
Dorothy F. Schmidt College of Arts and Letters  
March 10, 2012

Graduate faculty members in the Department of Visual Arts and Art History are recommending the elimination of the Graduate Record Examination (GRE) admission requirement for all applicants to the M.F.A. in Visual Arts. The rationale for this recommendation is based on several factors. Our primary goal is to have admission requirements that are effective in helping us select students who will thrive in our program, as well as be competitive with other respected programs. We believe that the most effective means for selecting successful M.F.A. students is through review of the portfolio of artistic works that each applicant submits as part of the application process. In addition to a strong portfolio we look to excellent letters of recommendation and a transcript showing success in advanced undergraduate studio art or design course work as a predictor for success in a graduate visual arts program. While the GRE may be a reliable predictor of student success in the other disciplines, it is an unreliable predictor of student success in a studio art program.

Our current admission requirements are:

1. Bachelor of Fine Arts or Bachelor of Arts degree from an accredited institution
2. GPA of at least 3.0 in the last 60 hours of bachelor's degree
3. GRE of 1000
4. Three letters of recommendation
5. Statement of intent in which the student describes his/her reason for pursuing a graduate degree in the concentration that they are applying and their long-term professional goals.
6. Portfolio on CD with 20 images of recent art or design work.
7. Description sheet to accompany the Portfolio, including title of work, medium, size and date completed.
8. For international applicants: TOEFL score of 500, or CBT score of 173, or IBT score of 61

The rationale for the elimination of the GRE requirement is that we believe that a successful portfolio and undergraduate record is a better predictor of success in the M.F.A. in Visual Arts program than is the GRE.

<b>Approved by:</b>	<b>Date:</b>	
Department Chair: <u>Janice K. Johnson</u>	<u>3/15/12</u>	
College Curriculum Chair: <u>Alfred Kason Porter</u>	<u>3/16/12</u>	
College Dean: <u>Heather Wetzel</u>	<u>3-16-12</u>	
UGPC Chair: _____	_____	
Dean of the Graduate College: _____	_____	

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**Item 8.a: Proposed bylaws change**

Eric/Bill:

**University Faculty Senate Meeting**  
**Minutes**  
**Friday October 5, 2012**

I spoke with Bill Miller. My understanding is that he would be in favor of the following adjustment to the Library Advisory Committee membership section of the UFS bylaws:

Present:

10. Library Advisory Committee

a. Committee Responsibilities

The Committee shall seek and encourage faculty participation in formulating policy, adding and improving services, and expanding the offerings and holdings of the Library. It may review and make recommendations concerning:

- (1) Library policies, services and products;
- (2) collections and acquisitions;
- (3) electronic services within the Library, including archiving, access and availability;
- (4) innovative products and services that will provide improved access to resources;
- (5) other Library issues of concern to the faculty.

b. Membership

The Library Advisory Committee shall consist of one faculty member from each academic unit to assure representation for all campuses and disciplines. In addition, one member shall represent the Office of the Provost and three members shall be chosen from the Library faculty. The method of selection of the members shall be determined by the individual units. If a regular Committee member is unable to attend a meeting, the unit may designate a proxy. The Committee shall elect its chair from among the college members.

Proposed

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

The Library Advisory Committee shall consist of one faculty member from each college and one member from the Library faculty. The method of selection of the members shall be determined by the individual units. If a regular Committee member is unable to attend a meeting, the unit may designate a proxy. The Committee shall elect its chair from among the college members.

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Further these members would be drawn from the pool of those unit representatives who currently act as Library liaisons. Bill would be available to attend the UFS if we agree and there are any questions.

Ron

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**Item 8.b:**

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

**Feedback from University Faculty Senate – Academic Planning and Budget Committee  
Key Performance Indicator Priorities for BOG Performance-Based Funding Initiative**

Performance Indicator	Rank
% FTIC Graduation Rates in 6 years (or less)	1 <sup>3</sup>
Percent of Bachelor's Degrees in STEM	3 <sup>1</sup>
Number of Post-Doctoral Appointees	7 <sup>7</sup>
Science & Engineering Research (\$)	2 <sup>3.5</sup>
Research Doctoral Degrees Awarded	4
% of Students Participating in Engagement Activities	6
% of Distance and Blended Learning	5 <sup>1</sup>

Note: The committee did not support raising the three-year goals of average SAT scores and total research expenditures.

*UFS - APBC Comments*

<b>% FTIC Graduation Rates in 6 years (or less)</b>	QEP – honors ed => stronger students who are more likely to stay (I'll bet Donna has data) / I'll echo Bill's comment that dorms will help
	Strengthen Undergraduate Advising - Fund a Study to Evaluate Differences between Students who graduate within 4 versus 5 or 5 years as what we have now is strictly anecdotal information
	More investment is needed in advising and faculty mentoring if this is to be achieved.
	More oversight of student progress toward graduation
	Pros: Probably a high priority for us at BoG. Dormitories, football and other "traditional college" stuff, and shift from commuter campus as the State College system develops all work in our favor. Cons: Seems a bit beyond our control.

<b>Percent of Bachelor's Degrees in STEM</b>	Recruit students who are interested in the STEM areas, hold a STEM career day each year for incoming freshman to highlight career opportunities
	More scholarships
	Consider targeted support for women in STEM disciplines as there is new research, local interest, and room for growth*
	Pros: Both a National and State priority. Maybe a developing trend anyway as students' perception of the job market shifts.
	Cons: Emphasizes STEM Colleges again, and necessarily takes numbers away from other Colleges. Large student body makes this very difficult. Unclear how the current faculty in STEM Colleges could accommodate 2000+ extra majors. Strategy: One thing, though, might be to advertise dual degree programs more than we have in the past. I think the time is coming when Business or Liberal Arts majors might like to pair their degrees with more technical ones.

October 2, 2012

Page 1 of 3

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**Item 9**

- FAU General Education Committee membership:  
 Barclay Barrios, Department of English, Communication Committee  
 Ingrid Johanson, College of Science, Natural Sciences Committee  
 Lee Klingler, Department of Mathematical Sciences, Mathematics Committee

**University Faculty Senate Meeting  
Minutes  
Friday October 5, 2012**

Brian McConnell, Department of Visual Arts and Art History, Humanities Committee (alternate member)

Ed Pratt, Dean of Undergraduate Studies, is an alternate on the General Education Steering Committee