



MINUTES
FACULTY SENATE MEETING
DECEMBER 6, 2006
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2006-07 Faculty Senate was held on Wednesday, December 6, 2006. Faculty Senate President James Cobbe presided.

The following members attended the Senate meeting:

D. Abood, T. Adams, M. Allen, V. R-Auzenne, G. Bates, A. Bathke, B. Bower, J. Bowers, F. Bunea, G. Burnett, J. Cao, J. Clendinning, J. Cobbe, C. Connerly, V. Costa, V. Dobrosavljevic, I. Eberstein, K. Erndl, J. Fiorito, S. Fiorito, M. Frank, J. Gathegi, J. Geringer, P. Gilmer, C. Greek, M. Hartline, L. Hawkes, J. Hellweg, P. Hensel, L. Hogan, C. Holmes, E. Hull, J. James, L. Keller, S. Losh, C. Madsen, T. Matherly, N. Mazza, C. McCann, R. Miles, J. Milligan, M. Mondello, D. Moore, R. Morris, A. Mullis, R. Neuman, J. O'Rourke, P. O'Sullivan, A. Payer, R. Pekurny, A. Plant, D. Pompper, T. Ratliffe, R. Roberts, J. Scholz, J. Sickinger, J. Standley, G. Tyson, C. Upchurch, Y. Wang, T. Welsh, J. Whyte, J. Wulff.

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

J. Ahlquist, E. Aldrovandi, P. Aluffi, T. Baker (X. Yuan), S. Beckman, G. Blakely, D. Cartes, M. Childs, P. Coats, R. Coleman, L. deHaven-Smith, J. Dodge, L. Edwards, M. Fernandez, K. Gelabert, N. Greenbaum, K. Harris, R. Herrera, D. Houle, D. Kangas, A. Kercheval, A. Koschnik, A. Lan, W. Landing, T. Lee, W. Leparulo, S. Lewis, T. Logan, K. Myers, D. Rice, F. Rodriguez, J. Sobanjo, N. Trafford, J. Turner, E. Walker, N. Warren, S. Wood.

II. Approval of the Minutes

The minutes of the November 15, 2006 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, J. Standley

The Faculty Senate Steering Committee has met twice since the last Senate meeting.

The Library Search is continuing. Four candidates have been interviewed. A fifth will be interviewed next week. A decision is expected soon thereafter.

The Steering Committee discussed with Dean Nancy Marcus the future of the Responsible Conduct of Research course currently offered at no expense to graduate students due to grant funding. The course covers issues of animal and human subjects' rights, data assembly and management, fraud and plagiarism, copyright protection, peer review, collaboration and mentor interactions. A committee will be delegated to discuss the possibility of wider dispersal of the materials and content of this course to graduate students engaged in research.

Round II of Pathways is underway. The first phase proposals for this year must be electronically submitted and are due Jan. 12, 2007.

With regard to the report on today's agenda concerning Non-Tenure Track Faculty, the steering committee wishes to recognize the committee who drafted, negotiated, and finalized this report. It was an outstanding process and they are to be commended on the caliber and substance of the report. Since there has been substantial input to the committee and, subsequently, much negotiation resolving major issues, the Steering Committee strongly proposes that the Faculty Senate accept this revised report in its entirety, and commend it to the Administration as the basis for a new faculty classification scheme to be proposed to the Board of Trustees. This recommendation to accept the report in its entirety will be the motion before you when we move to that item on the agenda.

V. Report of Standing Committees

a. Undergraduate Policy Committee, V. Richard Auzenne

At its regular meeting last week, the Undergraduate Policy Committee considered and approved two courses for credit in Liberal Studies Area III, History and Social Science. The syllabi for both of these courses, ANT 2470: Anthropology of Globalization and AMH 2583: History of the Seminoles and Southeastern Tribes, were distributed before this meeting for your consideration and vote (see addendum 1). Please note that ANT 2470: Anthropology of Globalization was also approved as meeting the Multicultural requirement as an x (or cross cultural) course.

On behalf of the Undergraduate Policy Committee, I recommend that these two courses be approved by the Senate.

The motion passed.

b. Library Committee, D. Paradice

The Library Committee has met 4 times this semester. The committee voted to support the Library's move to electronic subscriptions with the caveat that departments will be notified before any paper subscriptions are discontinued.

The search for the new Library Director is moving forward. There were about 2 dozen applicants. Ten were chosen to be interviewed in 90 minute intervals and five were then selected to interview on campus. The 5th candidate will be here next week.

c. Graduate Policy Committee, G. Bates

The Graduate Policy Committee has discussed the electronic publication of theses and dissertations. These now go to the Library and to UMI, through both of which they are available to the public. However, currently students can request that publication be delayed for three months, and that delay can be renewed at three month intervals. This has generated a lot of requests, because publishers will not publish a dissertation as a book if it has already been published; and the patent process can be very prolonged. The GPC has therefore changed the policy so that students when making final submission of their thesis or dissertation, by check off box indicate whether it should be immediately available or withheld from publication for 24 months. This delay can be renewed once only; after 48 months the thesis or dissertation automatically goes to the Library and UMI. The graduate can also request earlier release at any time before the expiry of the withhold period.

VI. Old Business

a. Progress Report: Non-Tenure-Track Faculty Committee Report, B. Clark

(See addendum 2.) It was moved that the Faculty Senate accepts the report in its entirety, and commends it to the Administration as the basis for a new faculty classification scheme to be proposed to the Board of Trustees.

The motion passed.

VII. New Business

There were no items of new business.

VIII. University Welfare

a. Updates on Bargaining and Related Matters, J. Fiorito

Since our last Senate meeting we've had two bargaining sessions, a "President" Consultation, hosted a luncheon featuring President Wetherell, and distributed

2006-07 collective bargaining agreement supplements to most of the faculty, thanks to the efforts of volunteers. Our volunteers are dedicated, but I know we've missed some areas. If you are in the faculty bargaining unit and did not receive the supplement, I brought copies and you are welcome to take one.

Our luncheon last week with the President was well attended, and some interesting points were raised, ranging, you might say, from "Pathways to parking." President Wetherell outlined the Pathways initiative, including several elements that appear to be "faculty friendly." Not everyone is enthusiastic about the premise that focusing so heavily on new faculty hires is the best way forward for FSU, however. New hires clearly have to be an important part of FSU's future, but there are still many of us who think more attention focused on retaining good faculty could be part of a more balanced approach that is a stronger one for the long term. After all, the new hires will soon be "just faculty" themselves. Thus the suggestion that the Pathways initiative's emphasis is justified because there just isn't enough money to address current faculty pay problems is suspect. Soon the new hires are like us, just faculty members who find themselves falling further behind the market the longer they stay at FSU, if they stay.

Our "President" consultation, in which we actually met with the Provost, covered too many issues to even list without making my report too long, so I will just say that we covered many nonacademic subjects including, salaries, benefits, promotion and tenure, and summer pay, among other faculty concerns. These consultation meetings are focused primarily on interpretation and implementation issues. In a document as complex as our Collective Bargaining Agreement (at about 130 pages), there are certain to be disagreements. The administration continues to surprise us with their interpretations, and we probably continue to surprise them with ours.

Our three most recent bargaining sessions focused on nonrenewal of non-tenured faculty (both tenure track assistant professors and non-tenure track faculty in all positions). Although many common interests and options have been identified, the administration appears hesitant to consider changes to contract provisions on this, provisions that in their present form, allow the administration to terminate (or technically, "nonrenew") non-tenured faculty essentially at-will. In an ideal world administrators only nonrenew faculty for good reasons. But even in great universities, improper reasons are sometimes a factor, and we want to make sure faculty at least have a chance to challenge nonrenewals and thereby discourage the use of improper reasons. We remain hopeful that further reflection will lead the administration to change its views. In the meantime, we'll resume negotiations Thursday next week, taking up the topic of collegiality and its role in our contract. As always, Faculty Senators are most welcome to attend these public sessions.

IX. Announcements by Deans and Other Administrative Officers

Dean of the Faculties Anne Rowe announced that the Faculty Vitae Management Portal is now online. A link has been placed on the Dean of the Faculties homepage and a memo will also be sent to faculty.

X. Announcements by Provost Abele

Provost Abele announced that Dean Katherine Mason, College of Nursing, is stepping down and that he will be meeting with the faculty soon to discuss a search. Dr. Abele also spoke about the pilot of the CLA with 30 freshmen. They will also take the test again as first term seniors.

Dr Abele also discussed the CLAST and CLA [Collegiate Learning Assessment]. Under a pilot program, 300 first year students took the CLA in Fall. A different group of seniors will take it in Spring, and as many of the initial group as possible will be retested in four years as seniors. This is a pilot program also at UT Austin, Texas A&M and Ohio State.

XI. Announcements by President Wetherell

President Wetherell was not in attendance.

XII. Adjournment

The meeting adjourned at 4:15 p.m.



Melissa Crawford
Faculty Senate Coordinator

The Anthropology of Globalization (ANT 2470)

Staff
Department of Anthropology
Florida State University

Instructor's Contact Information Dept. Assistant's Contact Information

Instructor's Office Hours D.A.'s Office Hours

Course Description and Rationale

The purpose of this course is to introduce students to the topic of globalization as conceptualized in anthropology. Anthropology helps students to view globalization through social scientific perspectives of human adaptation, the environment, political-economy, and culture. Increased global interdependence and consciousness defines almost every aspect of 21st century life. The course will give students precise analytical tools and case studies by which to better understand global processes. It will emphasize good writing as a means of good thinking about globalization. This course requires no prerequisites and is eligible to help fulfill Liberal Studies Area III (History/Social Science) and Gordon Rule requirements.

Course Objectives and Goals

1. Students will be able identify the major dynamics of global geopolitical and environmental systems.
2. Students will be able to define key events and features of modern globalization, including the history of the capitalist world-system and its socio-cultural principles.
3. Students will be able to identify the social and cultural changes associated with globalization and their impact on human societies.
4. Students will be able to discuss case studies of globalization's impact in local contexts.
5. Students will hone their writing skills to a satisfactory level. They will receive written feedback on writing in the form of comments on their papers in the context of the assignments listed below.

Course Requirements, Writing, and Other Class Work

Students must attend class regularly, read assigned readings, participate in class discussions, write two midterm essays and one final research paper. Minimum length of midterm essays is 1250 words each or 5 double-spaced pages. Minimum length of the final research paper is 2000 words or 8 double-spaced pages. Total length of assignments will total at least 3250 words. These totals exclude any in-class exams or other assignments for which students do not receive feedback on their writing for the purpose of improving performance in subsequent assignments.

Gordon Rule Specification

To satisfy the Gordon Rule Requirement, students must achieve an overall grade in the course of C- or better. This requires that students earn a grade of C- or better on their writing assignments.

Required Texts & Video:

2004. *The Globalization Reader*. Edited by Frank Lechner and John Boli. Blackwell Publishing. Second Edition.

2005. Jared Diamond. *Collapse: How Societies Choose to Fail or Succeed*. Penguin Press.

2006 *Globalization and Change in Fifteen Cultures: Born in One World, Living in Another*. Edited by George Spindler and Janice Stockard. Wadsworth.

2005. *How Soccer Explains the World : An Unlikely Theory of Globalization*. Franklin Foer. Harper Perennial.

CNN Today Video Resources in Cultural Anthropology

Course Schedule:**Week 1 Complexity and Past Societies**

This section of the course will look at the evolution of complexity in long human history and what archaeology tells us about global dynamics and global societies.

Week 2 Geography, Adaptation, and Environment

Readings will focus on human adaptation to environments and geographical considerations.

Week 3 Explaining Globalization

Students will consider the rise of modern globalization put into historical perspective, as well as do several readings detailing the major social issues of the globalization debate.

Week 4 Economic Globalization

Students will learn about economic issues related to globalization. They will discuss the economic organization of the world and issues of growth, poverty, and social issues related to economic interdependence.

Week 5 Nationalism and the Nation-State

This part of the course will focus on the nation-state and its changing relationship to global economic, political, linguistics, and cultural processes.

Week 6 Sports Tribalism and Globalization

Students will study globalization through the lens of world soccer and how sport reflects the tensions of local identities mediated through the globalization.

Week 7 : Cultural Globalization: The Media

This part of the course will examine the new information order, transnational pop-culture, music, film, and other media issues.

Week 8 Disease and Global Health

Here students will consider the role of globalization in the rise of globally endemic diseases, modern medicine, and the challenges the world faces given current biosocial flows.

Week 9 Global Conflicts

This section of the course will study conflicts within the global arena and consider such topics as indigenous peoples, human rights, poverty, political repression, and other issues.

Week 10 Religion and Globalization

This part of the course will analyze how globalization has transformed people's religious lives, allowing people to adopt new religions and/or revitalize old ones in response to global processes, pressures, and/or cultural concerns. We will address emergent fundamentalisms as responses to globalization.

Week 11 The Environment

Here we will consider hard data on the relationship of the environment to globalization and how anthropologists view the global environmental situation in the modern world. Also to be evaluated are the role of NGO's, advocacy networks, and environmental oriented politics.

Week 12 Development

Students will learn about the concept of development, debates within the field, and how development is viewed by different scholarly communities. We will also consider local responses and critiques of the development model.

Week 13 Case Studies: The Middle East and Asia

Students will study case-studies from communities in the Middle East and Asia to address the complexity of globalization in people's daily lives.

Week 14 Case Studies: The Americas and Caribbean

Students will consider case-studies from communities in the Caribbean, North, Central, and South America.

Week 15 Case Studies: Africa

Students will consider case-studies from communities in African that highlight globalization in these areas.

Grading Scale

Essays	60% (30% each)
Final Research Essay	30%
Attendance	<u>10%</u>
TOTAL	100%

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	00-59

Minimum overall paper grade for passing the course under the Gordon Rule Requirement

Late Work, Incompletes, Absences, and Other Grading Issues

If students fail to complete an assignment, instructors will have discretion as to whether to accept the assignment or not. Exceptions will be made for distressing cases of death, severe illness, or University-approved events as defined by the Dean of Students Office.

FSU Honor Code

Students are expected to adhere to the FSU Academic Honor Code. FSU's Academic Honor System is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Violations of any part of the Academic Honor Code will result in a student receiving a failing grade for the course. Be sensitive to issues of plagiarism and be sure to credit the work of others in your writing.

ADA Compliance

Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Student Disability Resource Center (644-9566) and (2) bring a letter to the instructor from the Center indicating that they need accommodations. Students must do so by the end of the first full week of class.

The grading rubric for papers follows on page 5 . . .

GRADING RUBRIC FOR PAPERS

Papers are graded on writing quality on a 50-point scale according to the matrix below:

Outline and overall structure: Does the paper's begin with a clear topic and thesis statement? Does the introduction outline the structure of the paper to come? Does the body correspond to that outline? Does the conclusion summarize the thesis and body of the paper and bring it to a compelling close? Does the author use a structure that achieves all of these goals in another way?		8 points	
	Topic and thesis statement: TH	2	
	Introductory outline: O	2	
	Organization of body: B	2	
	Conclusion: CL	2	
Content: Does the author present ethnographic evidence from the readings to support the paper's central thesis? Does the author clearly explain the relevance of the evidence to the thesis at every point at every point? Does the author <i>interpret and analyze</i> the evidence rather than merely present it?		12 points	
	Author presents ethnographic evidence in support of thesis: SE	4	
	Author explains relevance of evidence to thesis: RE	4	
	Author interprets and analyzes evidence: IA	4	
Citations / Reference List (CIT / REF): Does the author show proper use of academic citation and reference form?		16 points	
	Correct citation form	1	
	Consistent citation / ref. form	1	
	Citations appear when necessary	1	
	Reference list form	1	
	All sources referenced	12	

Grammar / Spelling / Transitions (GRAM): Does the author command the basic rules of language use?		10 points (1 pt. lost for each error; repeated errors mean repeated losses)	
	Linking verb-centered sentences: LV		
	Passive voice: PV		
	Sentence fragment: SF		
	Run-on sentence: RO		
	Spelling: S		
	Apostrophes: A		
	Subject-verb agreement: SV		
	Punctuation: P		
	Inappropriate tense shift: TS		
	Transitions (between paragraphs / sections): T		
	Pronoun-antecedent agreement: PA		
Basic Requirements: Does the author meet the minimal requirements for the essay?		4 + points	
	Pages numbered: PN	1	
	Required number of pages: PG	1 (for each missing 1/4 page)	
	1" margins on all sides: M	1	
	12 pt. Times Roman font: TR	1	

Point correspondence to letter grades for individual essay assignments:

A+: 50
A: 48-49
A-: 45-47

B+: 44
B: 42-43
B-: 40-41

C+: 39
C: 37-38

C-: 35-36 *Minimum average paper grade for passing the course under the Gordon Rule Requirement*

D+: 34
D: 32-33
D-: 30-31

F: < 30

Harry A. Kersey, *Assumption of Sovereignty: Social and Political Transformation among the Florida Seminoles, 1953-1979* (University of Nebraska Press, 1996).

Theda Perdue and Michael D. Green (eds.), *Cherokee Removal* (Bedford/St. Martin's, 2004).

Theda Perdue, *Cherokee Women: Gender and Cultural Change, 1700-1835* (University of Nebraska Press, 1999).

J. Leitch Wright, *Creeks and Seminoles: The Destruction and Regeneration of the Muscogulge People* (University of Nebraska Press, 2004).

****Four (4) small 'blue books.'** These are the blue examination books that you can buy at the FSU bookstore or Bill's Bookstore for about 25 cents each. Please turn them in to me by Friday of the first week of class with your name written on each of the **back covers**. You must turn these in to take the exams.

Course Policies:

Office Hours: Contrary to what you may think, I like talking to students and look forward to seeing you during my office hours. Please take advantage of them. I will gladly talk with you about assignments, lectures, studying for tests, or concerns you have about the class.

Attendance: Attendance is your responsibility and does not factor directly into your grade, except on discussion days. Please note, however, that you are responsible for everything presented during class. Therefore, the statement, "but I was not in class that day," is not an acceptable excuse for anything.

Make-Up Exams: **All make-ups for the mid-term exam will be given on Saturday, xxxxx from 9:00 am to noon.** This make-up date and time applies in all cases, regardless of reason or excuse. The make-up exams may not be the same as those given at the original times, but they will be based on the same information. It is in your best interest to take the exams at their regularly scheduled times. (This does not apply to the syllabus quiz for which there is no make-up date.)

Late Papers: I will grant extensions for late précis only in the most extreme and documented circumstances, otherwise they will lose a letter grade for every day they are late.

Plagiarism: Plagiarism is the use of someone else's words, ideas, or information as your own or without giving the original author credit through a proper citation. If you plagiarize, you will be subject to the procedures of the university honor code.

Honor Code: This course is given in accordance with the Florida State University honor code. If you violate the honor code, you will be prosecuted to the fullest extent allowed under the honor court system. Academic dishonesty can provide grounds for possible failure on the assignment and/or the course.

Students with Disabilities: Students with disabilities covered by the Americans with Disabilities Act should follow these steps: 1) Provide documentation of your disability to the Student Disability Resource Center (108 Student Services Bldg, 644-9566). 2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor in the first week of class. The statement should indicate the special accommodations you require.

Assignments and Grades:

The material in this course will be new to most of you, so it is essential that you attend lectures and do the required readings if you wish to keep up and do well. Your grade will be based on three examinations, a syllabus quiz, fifteen précis of readings, and ten discussions. Please give yourself enough time to write your take-home essays correctly and to prepare thoroughly for your exams.

Syllabus Quiz: (1)(5%) Take the syllabus quiz using your syllabus. It is due to me in my office hours by Wednesday, August 6. You will lose 5 points for every 24 hours your quiz is late beginning at the end of my office hours on that day. If you have a conflict with my office hours, then tell me immediately. Please note that this quiz must be turned in directly to me during my office hours and by no other means.

Reading Précis: (15)(2% each) A précis of the week's reading assignments will be due by Thursday of each week. A précis is a brief summary the major points and arguments from the week's readings. Each précis should be a page or two long (250 to 500 words). Please submit these papers electronically to both the course blackboard site and to me via email.

Discussions: (10)(2% each) There will be ten graded discussions during the semester in which we will consider facts, arguments, historical approaches, and cultural assumptions presented through readings and lectures. These are the only days on which I will take attendance. You will be graded on the quality of your contribution to the discussion. Guest speakers will not count toward your discussion grade.

Examinations: (3)(15% each) The exams will consist of short identifications and an essay question drawn from the lectures and readings. The non-comprehensive final exam will be identical to the other exams.

Grading Criteria: I will assess your short identifications, exam essays, and précis on the quality of your thesis, argument, use of evidence, and grammar according to the criteria listed below.

'A': (Excellent) (100-91%)

- presents a clear, strong, original, and well reasoned thesis
- clearly supported by a logical and well organized argument
- thoroughly based on and reflecting a very strong understanding of the relevant materials, with correct citations
- clearly and properly written with very few spelling or grammatical errors

'B': (Good to Very Good) (90-81%)

- presents a clear, well reasoned thesis
- clearly supported by an argument with only minor logical or organizational problems
- solidly based on and reflecting a good understanding of relevant materials, with correct citations
- clearly and properly written with few spelling and grammatical errors
-

'C': (Fair to Average) (80-71%)

- presents a thesis, though with some problems of clarity, originality, or logic
- supported by an argument that reflects a basic understanding of the material, if with logical and organizational problems
- based primarily on relevant information, albeit with some misunderstanding of the relative importance of some facts and ideas, with only minor citation mistakes
- written with some problems of organization and mechanics

'D': (Below Average) (70-60%)

- presents a weak or confused thesis
- argument reflects a poor understanding of the material and problems in logic and organization
- poor use of information and evidence in support of argument, or with notable citation errors
- written with notable problems of organization and grammar

'F': (Poor) (59-0%)

- no apparent thesis
- serious problems with argument
- lacks supporting evidence
- writing reflects serious mechanical problems

Scale for Final Course Grade:

'A' 100-94; 'A-' 93-91; 'B+' 90-88; 'B' 87-84; 'B-' 83-81; 'C+' 80-78; 'C' 78-74; 'C-' 73-71; 'D+' 70-68; 'D' 67-64; 'D-' 63-60; 'F' below 60.

Extra Credit: There is no extra credit in this class. Do not expect it or count on it.

Course Blackboard Site: This course has a blackboard web site at (<http://campus.fsu.edu>). You must have a university email account (garnet, mailer, admin) to access the site. I will post your grades, course documents, and useful questions and information there, as well as a copy of this syllabus. You will also submit your essays through this site, so it is essential that you be able to access it.

Rough Overview of Course Organization:

There will be three major periods of coverage during the semester: 1) Pre-Contact through the American Revolution, 1400-1783; 2) The Nineteenth Century, 1783-1893; 3) Survival and Adaptation in the East, 1893-2006.

Each section will include three or four discussion classes and will be capped by an exam.

The readings for each section will be as follows (some books will be used in more than one section):

1) Pre-Contact through the American Revolution (Week 1 to Week 5)

Galgano, *Feast of Souls*
Wright, *Creeks and Seminoles*
Perdue, *Cherokee Women*
Calloway, *World Turned Upside Down*

2) The Nineteenth Century (Week 6 to Week 10)

Wright, *Creeks and Seminoles*
Perdue, *Cherokee Women*
Calloway, *World Turned Upside Down*
Perdue and Green, *Cherokee Removal*

3) Survival and Adaptation (Week 11 to Week 15)

Finger, *Cherokee Americans*
Kersey, *Assumption of Sovereignty*
Hoxie, *Talking Back to Civilization*

REPORT OF THE FACULTY SENATE
SUB-COMMITTEE ON
NON-TENURE-TRACK FACULTY

Revised
November 27, 2006

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Introduction

The rapid rise in the proportion of non-tenure-track faculty (NTTF) at the Florida State University and other institutions of higher education has brought increased attention to both the working conditions of the individuals in these positions and their impact on the institution. In October 2005 the Faculty Senate Steering Committee created an *ad hoc* sub-committee to explore demographic data, position functions, opportunities and standards for advancement, and participation in governance of NTTF. Further, the sub-committee was requested to make recommendations to the Senate about the working conditions and impact on the institution of the NTTF positions (Appendix A). The sub-committee created to study these issues consisted of equal numbers of tenure-track and non-tenure-track (NTT) faculty. Many of the recommendations that follow are in significant agreement with the recommendations prepared by a committee convened in 2005 by the FSU Office of Research (Appendix B) for Contract and Grant (C&G) positions.

The sub-committee has conducted a demographic examination of faculty positions determining college (or other unit), department, job code, employment class, tenure status, full-time equivalent, highest degree, gender, ethnic origin, and assignment (from the PARS Report). The sub-committee also conducted an anonymous job satisfaction survey of all NTTF. Materials drawn from these studies are presented in the appendices.

Purpose

The Florida Board of Governors has delegated personnel functions to the Board of Trustees of each university; therefore decisions concerning the faculty classification scheme are within the purview of the Florida State University Board of Trustees. This report sets out principles and recommendations that the committee commends to the Senate and the University administration. The approval of this report by the Senate would be a recommendation to the administration of the University. The administration, in turn, would present an implementation plan to the Board of Trustees for approval. If a new faculty classification system is adopted by the Board of Trustees, then the responsibility would return to the Senate, which could take up the implementation of recommendations that fall within its purview (e.g., participation in University governance, graduate faculty status, graduate directive status, the definition of “general faculty”, etc.). Changes related to personnel in the faculty Collective Bargaining Unit will be subject to collective bargaining.

Principles

The following principles have guided the work of the *ad hoc* sub-committee:

1. The University should stay true to the FSU Constitution’s vision of a tenured faculty and seek to maximize the ratio of tenured and tenure-accruing faculty to NTT faculty, recognizing the different needs and traditions of different Colleges, notably professional colleges such as Medicine;
2. The important contributions of NTT faculty to the work of Florida State University must be recognized;

3. The rights (continuing contracts, opportunities for promotion and merit-based salary increases, participation in University governance, etc.) and responsibilities of NTT faculty need to be explicitly defined;
4. The work of NTT faculty must be significantly different from that of tenure-track faculty (TTF) and the use of NTT faculty lines in academic units should be limited to assignments that cannot be performed by TTF;
5. The classification codes and working titles for NTTF positions must present a consistent system, communicate to the broad academic community (at FSU and elsewhere) that the NTTF member is in a faculty role, and identify the predominant duties of the individual; and
6. The recommendations of the committee should lay out a clear model for an implementation plan, but not attempt to specify every detail.

Data Sources

Demographic data were extracted from the FSU OMNI system. The data were drawn on four occasions as the required data were defined and as errors or incomplete data were identified. (Note: System managers were aware of many of the shortcomings of the data-base and these problems were identified as either being created when data were ported from the previous system to OMNI, data that have not been systematically collected and entered, or routine delays in updating data. A working database like OMNI is never static and provides only “snapshots” of faculty data.) There were significant differences in the number of faculty identified each time the data were collected. The data extracted on March 20, 2006 have been used for this study and appears to be the most complete and accurate data available. Any errors that remain are not significant to the conclusions drawn below.

Observations and Conclusions

While there are varied and complex reasons for the continuation of NTTF positions, the University should endeavor to create and fill as many tenure-track faculty (TTF) positions as possible. Broad assignments of NTTF across teaching, research, and service only weaken the role of tenure-track faculty. NTTF positions should be reserved for assignments that are unlike those of tenure-track faculty.

The position titles used for NTTF have very broad and overlapping job descriptions. This has led to a situation where it is not clear which position title should be used for an appointment. Further, titles like “Assistant In _____” do not communicate to the academic community either that the individual is in a faculty role or what the duties of the position include.

The position classification system for NTTF must be revised to create a meaningful and consistent structure. Many of the previous position titles need to be phased out by not being used for new appointments. Where there would be a disadvantage to an individual faculty member being moved to a new position title, that individual should be able to choose to be “grandfathered” in the existing position.

Some individuals who have been appointed to NTTF positions do not have faculty duties and more properly belong in an A&P classification. While the A&P classifications may need to be adjusted to provide solutions to the problems previously solved by appointing individuals to a faculty classification, the sub-committee has not considered the structure of the A&P system of appointments.

While many NTTF positions are connected to colleges and departments, it has not always been clear to the individual in that position that she or he has a connection with an academic department or the rights and responsibilities that accompany that connection. Some NTTF have been given the opportunity to participate in faculty governance while others have not.

Committee Membership

This document was prepared by the Faculty Senate Sub-Committee on Non-Tenure Track Faculty. The committee members include:

Last Name	First Name	College	Department
Baker	Ted	A&S	Comp. Science
Brooks	Jim	A&S	Physics
Clark	Bob	Education	Child. Ed...
Clendinning	David	University Libraries	
Coxwell-Teague	Deborah	A&S	English
Eberstein	Ike	Social Sciences	Sociology
Halvorson	Sandra	Panama City	Communications
Hodges	Anne	Music	Arts Admin.
Outlaw	Bill	A&S	Biological Sc.
Hurt	Myra	Medicine	Bio-Medical Sciences
Stoecklin	Sara	Panama City	Computer Science
Thomas	Ron	Center for Teaching and Learning	

Recommendations

The following recommendations are proposed to the Faculty Senate for approval.

Recommendation 1: The faculty of the Florida State University (the University) place great value on the contributions to the University and its programs made by non-tenure-track faculty. These contributions need to be recognized and rewarded appropriately.

Recommendation 2: The University should conduct an audit of all NTTF positions to determine which do not perform faculty functions, make arrangements to move these individuals into appropriate A&P positions, and monitor the appropriateness of the classification of new faculty appointments. The office responsible for monitoring faculty appointments should be adequately staffed to carry out these responsibilities.

Recommendation 3: The University should limit the use of NTTF positions in academic units to important roles that cannot be carried out by tenure-track faculty who work in teaching, research, and service. Each academic dean should be required to propose a limit on the proportion of faculty in the unit who can be in NTTF positions and provide a written justification for using these positions rather than tenure-track positions.

Recommendation 4: The University should establish a limited number of “title series”, each with three or four ranks and clear criteria for promotion through the ranks. Each NTTF “title series” would exist within a context of exactly one of the following areas: Teaching, Research, or Service.

Recommendation 5: Every NTTF member assigned to the teaching series must have an academic department or college (a college if there are no departments). It is this academic unit that will determine criteria for initial appointment, promotion (similar to the requirements for tenure-track faculty), consider the promotion of individuals (must include peer review), be responsible for an annual assignment of responsibilities, conduct the annual evaluation, and make recommendations for pay increases and other benefits. In the case of a NTTF member appointed to one of the research or service series, but not assigned to an academic department or college, the responsibilities listed above will be set by the employing unit. An NTTF member may be assigned to a working title series of the type “_____ professor” (e.g., “clinical associate professor” or “assistant research professor”) only if appointed through the process of an academic department or college and subject to evaluation, promotion, and continuing appointment by that department or college.

Recommendation 6: One series of position codes will be used for NTTF in each of the instructional, research, and support areas and additional working titles will be provided in each series to identify the work of the individual faculty member. These working titles must clearly indicate the predominant work of the position and are to be created by the University administration.

Recommendation 7: There should be one series of NTTF position codes in the teaching area. These position codes should be restricted to those individuals whose primary duties are instruction. Units may select an appropriate working title series from Table 2. Positions at the second through fourth levels, with the word ‘professor’ in the working title, require a terminal degree or equivalent significant experience or accomplishments appropriate to the discipline and modifier (working title).

Recommendation 8: There should be one series of NTTF position codes in the research area. These position codes should be limited to those individuals whose primary duties are conducting research. Further, it is expected that, with the exception of the Research Associate position, these positions will be limited to individuals appointed on Contract and Grant funding or Education and General (E&G) funds that are part of a matching agreement for external funding. Units may select an appropriate working title series from Table 2. Positions at the second through fourth levels, with the word ‘professor’ in the working title, require a terminal degree or equivalent significant experience or accomplishments appropriate to the discipline and modifier (working title).

Recommendation 9: There should be one series of position codes and four series of NTTF working titles in the service area. These positions may be in academic departments or support units. These position titles should be limited to those individuals whose primary duties are the support of academic activities. Numerical suffixes have been added, where necessary, to provide a minimum of three ranks within the series. Units may select an appropriate working title series from Table 2.

Recommendation 10: All NTTF should, after a period of time-in-rank with satisfactory annual evaluations, be provided a level of job security (through multi-year “rolling” contracts similar to those in use at Florida Gulf Coast University) and an opportunity to participate in University governance. Table 1 identifies the level of security and level of participation in faculty governance by rank.

Teaching Series	Research Series	Service Series	Contract	Full Part in Univ. Gov.
Instructional Faculty I	Research Faculty I	Support Faculty I	Annual	No
Instructional Faculty II	Research Faculty II	Support Faculty II	Annual	No
Instructional Faculty III	Research Faculty III	Support Faculty III	Three-Year, rolling ³	2
Instructional Faculty IV	Research Faculty IV	Support Faculty IV	Five-Year, rolling ³	2

Table 1 – NTTF Appointment Categories

Instruction			
Instructional Faculty I	Instructional Faculty II	Instructional Faculty III	Instructional Faculty IV
Instructor	Instructor II	Instructor III	Instructor IV
Instructor	Teaching Assistant Professor ¹	Teaching Associate Professor ¹	Teaching Professor ¹
Legal Writing Instructor	Legal Writing Assistant Professor ¹	Legal Writing Associate Professor ¹	Legal Writing Professor ¹
Clinical Instructor	Clinical Assistant Professor ¹	Clinical Associate Professor ¹	Clinical Professor ¹
Research			
Research Faculty I	Research Faculty II	Research Faculty III	Research Faculty IV
Research Associate	Assistant Scientist	Associate Scientist	Scientist
Research Associate	Assistant Research Engineer	Associate Research Engineer	Research Engineer
Research Associate	Research Assistant Professor ¹	Research Associate Professor ¹	Research Professor ¹
Service			
Support Faculty I	Support Faculty II	Support Faculty III	Support Faculty IV
Assistant Curator		Associate Curator	Curator
Instructional Specialist I		Instructional Specialist II	Instructional Specialist III
Coordinator/Director I		Coordinator/Director II	Coordinator/Director III
Instructor Librarian	Asst. Univ. Librarian	Assoc. Univ. Librarian	University Librarian

Table 2 – NTF Working Titles

¹ Individuals appointed to these working titles must be selected, appointed, evaluated, and promoted according to departmental or college (if there are no departments) procedures and standards.

- ² Individuals with annual contracts will be considered “temporary” appointments and should be entitled to participate in discussions related to the governance of their department, college, and University. They may participate in departmental or college governance if this participation is supported by departmental or college by-laws, but they are not entitled to vote within the University faculty governance process. Those individuals who have earned three- or five-year contracts (Levels III and IV) will be considered “continuing” faculty and may participate in department, college, and University governance if they are appointed to one of the “_____ professor” series (e.g. “Clinical Associate Professor” or “Research Professor”). As noted above, these individuals must be selected, appointed, evaluated, and promoted according to departmental or college procedures and standards.
- ³ Three- and five-year contracts for those individuals appointed to C&G lines would be limited by available grant funds or “bridge funding” as recommended by the FSU Office of Research.

Recommendation 11: The “non-tenure-track” designator should be changed to “career track” to recognize the important and continuing contributions of these individuals to the university.

Recommendation 12: Based upon the understanding of this sub-committee, the Collective Bargaining Agreement indicates that NTTF cannot be excluded from merit pay consideration and must be provided an equitable opportunity to earn merit salary increases along with tenured and tenure-accruing faculty. The University should notify each unit each year that NTTF must be eligible for consideration in the merit process.

Recommendation 13: The Graduate Policy Committee should consider allowing each academic department, with review and approval by the GPC, to set their own criteria for graduate teaching status and graduate directive status for individuals in the three highest ranks of each series in the instruction and research areas. These criteria should not be arbitrarily limited to tenure-track faculty as there are many highly qualified faculty in NTT categories. This will allow departments to justify some non-traditional approaches to graduate status.

Recommendation 14: The only way an individual should be able to move from a NTT position to a tenure-track position would be to apply for the position in an open search. The transfer of credit toward tenure should be handled in the same manner it would be handled for an individual being hired from another institution.

Recommendation 15: Following the Board of Trustee’s approval of a revised personnel system for faculty appointments, the Steering Committee of the Faculty Senate should appoint a constitutional revision committee to reconcile the Florida State University Constitution with the personnel system and these recommendations.

Appendix A: Terms of Reference for ad hoc committee on non-tenure track faculty

During the past several years the Steering Committee of the Faculty Senate has been concerned with those on our faculty that are serving the institution on non-tenure track contracts. Therefore we determined to establish an *ad hoc* committee to study this issue.

An *ad hoc* committee will be appointed to consider all those faculty at FSU who are not in tenure track positions regardless of their assigned responsibilities or FTE and provide the following:

- 1) demographic data regarding the precise number of such persons working at FSU and the extent of their involvement at FSU.
- 2) an analysis of these positions by how they function within each department or unit, i.e., as teachers, by serving research functions, or by doing other duties necessary to the overall mission of the institution.
- 3) An analysis of the opportunities and standards for advancement, the career structure, and recognition of merit and achievement for non-tenure track faculty.

We already have a good start on this assignment in that we received a report from a special committee formed by the Office of Research addressing non-tenured research faculty positions. The steering committee, on behalf of the ad hoc committee, will also seek the cooperation of the central administration in respect to obtaining the data referred to in item 1) above; Dean of the Faculties Anne Rowe has already assured us of full cooperation by her office.

The committee will provide a report to the Steering Committee concerning the above with any recommendations the committee determines are appropriate. This could include, but is not necessarily limited to, recommendations concerning policy on the quantitative and qualitative balance between tenure-track and non-tenure-track faculty, and policy on representation of non-tenure track faculty and their interests in governance structures at all levels.

The time line suggested by the Steering Committee is for the group to aim for an interim report to be presented to the Faculty Senate at its March 2006 meeting, indicating preliminary findings and the directions the committee is leaning toward; and a final report with conclusions and any recommendations requiring Faculty Senate action to be presented to the Faculty Senate early in the Fall, 2006.

Professor Bob Clark of the College of Education has agreed to chair the committee, and various persons are being invited to serve on it. The *ad hoc* committee will also have full power to co-opt additional members and to seek input from throughout the University community.

Appendix B: Non-Tenure Track C&G Research Faculty: Recommendations for Restructuring

FSU's aspiration to achieve eminent status among the nation's elite research universities rests on the faculty's ability to establish innovative and leading-edge programs in research/creative activities, as well as provide the teaching and service that compete successfully with the nation's best institutions. There are many critical factors that go into a successful equation including visionary and courageous administrative leadership, strong support services and resources, and a dynamic and interactive environment. Above all else, though, the faculty is the university's greatest asset. It is through their efforts and commitments to research/creative activity and teaching—where these efforts are breaking new ground and expanding the frontiers of knowledge—that the institution will develop a greatly enhanced reputation for excellence.

In recognition of their key role, it is imperative that faculty members are in the position where they can maximize their potential and take full advantage of their experience, expertise, talent, and interests. They must then be rewarded appropriately when they make significant contributions. A well-established system and set of procedures are in place that guide the recruitment, placement, evaluation, and rewarding of tenure-track faculty. There is also an established set of rules protecting tenure-track faculty from unfair treatment and insuring unimpeded freedom to pursue knowledge. For the most part, this longstanding and well-honed system has worked effectively in promoting the development and growth of tenure-track faculty and rewarding them for their successes.

A comparable but less elaborate system also exists for developing and protecting non-tenure track faculty (NTTF) members for contributions they make to the university and to the academic enterprise which also includes research, teaching and service. However, the position titles for NTTF are peculiar, having little or no meaning to the academic community outside of FSU. The absence of a recognizable title can be harmful to one's career. An important goal is to develop policies that further protect and support the NTTF who are paid on Contracts and Grants (C&G) so that they may have the same opportunity for professional development and career advancement. This will benefit the individual NTTF and benefit FSU in making us more competitive in recruiting and retention.

The FSU Office of Research has convened a group of faculty to review this situation as it pertains to NTTF involved in research. The following are several recommendations put forth by this group to address the non-tenure track research faculty:

A. Research Appointment Titles

Current, non-tenured track research appointments carry titles of: Research Associate, Associate In, Assistant In, Staff Physicist, Scholar/Scientist/Engineer, Associate Scholar Scientist/Engineer, and Assistant Scholar/Scientist/Engineer. While these titles are understood internally, it is important that any changes to titles are ones that are recognizable outside of our university. Further, they should denote a ladder-structure. As such, the following titles could be considered:

- Research Professor Ranks (Research Professor, Research Associate Professor, Research Assistant Professor): This rank would be governed by the same promotion criteria and processes as the tenure track, with the only difference between the two series being teaching duties and no tenure required for Research Professors. They would be treated as full members of the academic departments in all other regards.
- Scholar/Scientist Ranks (Assistant Scholar/Scientist, Associate Scholar/Scientist and (Full) Scholar/Scientist): This series should be 25-75% research and 25-75% service to the institution, depending on individual circumstances. Hiring/firing, as well as the promotion, of these individuals would continue under current policies, which allow great autonomy to the hiring department or college as to numbers of Scholar/Scientists, job descriptions, etc. All other current practices would remain unchanged, e.g. it is anticipated that these individuals could continue to get courtesy appointments from academic departments, but they would typically not be considered full members of the academic department.
- Research Associate (Assistant in Research and Associate in Research): This series should be 0-25% research and 75-100% service to the institution. Hiring/firing as well as the promotion of these individuals would continue under current policies. All other current practices would remain unchanged.

Non-tenure track research professor positions should be phased into the FSU system. There will be no automatic appointments to a research professor position for those in existing research positions. The research professor ranks will be filled gradually via reclassification of our “best and brightest” Scholar/Scientists and via outside recruitment searches launched cooperatively by the research unit and the appropriate academic department. Appointments would be subject to approval by the academic departments. It is important to note that the use of these appointment titles would not be made mandatory and will be used at the discretion of the departments. It is also important to note that these ranks are intended for faculty who are C&G paid. Although outside this committee’s purview, we recognize the importance of establishing guidelines for the proportional number of tenure-track faculty at FSU. This is essential for the preservation of tenure. This is an issue that will require further faculty and administrative review.

B. Three Classification System of Research Professors

The three-classification system (Assistant, Associate, Full) would be regarded as a career-level framework, with appropriate policies and procedures for appointment, review, and promotion. The creation of positions within this system, advertising for qualified candidates, selection and appointment procedures, review, promotion and termination would be under well-defined procedures administered through academic units by the Dean of the Faculties and further subject to the policies, rules, and procedures of the Campus Affirmative Action Plan.

Qualifications for Classification

The qualification for each of the three research professor classifications are comparable to those set forth for regular members of the faculty.

Typically a candidate for the rank of *Research Assistant Professor* would have to have completed the terminal degree in his or her discipline and, in some fields, have at least one year of successful postdoctoral research experience. A person at this level would be fully capable of original, independent research work. An individual with the rank of Research Assistant Professor would serve one year contracts, with annual review required.

A person at the level of *Research Associate Professor* would have begun to establish a national reputation through published work and would typically have responsibility for carrying out independently, as principal investigator, projects of his or her own devising. Normally, a person should have achieved a minimum of three years of successful research as reflected in published work in refereed sources before attaining or being appointed to the rank of Research Associate Professor. An individual with the rank of Research Associate Professor would receive a three-year contract, with review required at the end of the cycle.

An individual with the rank of *Research Professor* would have shown a career of continued growth in scholarship which has brought a national or international reputation as a first-class researcher who has made substantial contributions to his or her discipline. Holders of this rank will receive 5-year contracts, with review required at the end of the cycle. Recognizably, there may be times when an individual promoted to this rank may be funded by grants which will expire before the end of the contract. This situation could require bridge support, which will be discussed later.

The normal time in rank to be considered for promotion is five years of service at the current rank. Any individual in any of the above ranks will be given one year's notice prior to the expiration and non-renewal of their contracts, following the first year of successful employment.

Separate titles should be used for those individuals with lesser qualifications who are assigned to research jobs which are routine and supervised but call for qualifications and responsibilities greater than those of staff technicians.

C. Departmental Affiliation

NTTF research professors should be formally affiliated with academic departments. Departments would make the hiring and promotional decisions using identical procedures with the only differences being tenure and teaching duties.

Most of the decision making will be done by those individual departments who participate, while trying to keep all NTTF research professors on same playing field as tenure track faculty.

D. "Bridge" Support

A current void exists for NTTF who are at the end of a grant and have not yet begun their next grant. As the policy is currently written, those individuals are not provided options for alternative employment. It is recommended that there should be "bridge" or temporary support available, possibly from the Office of Research and partnering with a dean, to provide this support. The support would not be automatic and would be considered at the request of the NTTF member's Dean.

E. Space Allocation

Research Non-Tenure Track Faculty positions carry with them the allocation of physical infrastructure. At a minimum, this should include office space, and, in many cases, it could include access to research facilities or assignment of laboratory space. An explicit policy should be set in place about the lines of authority to allocate such space, as well as provision for review of such allocations.

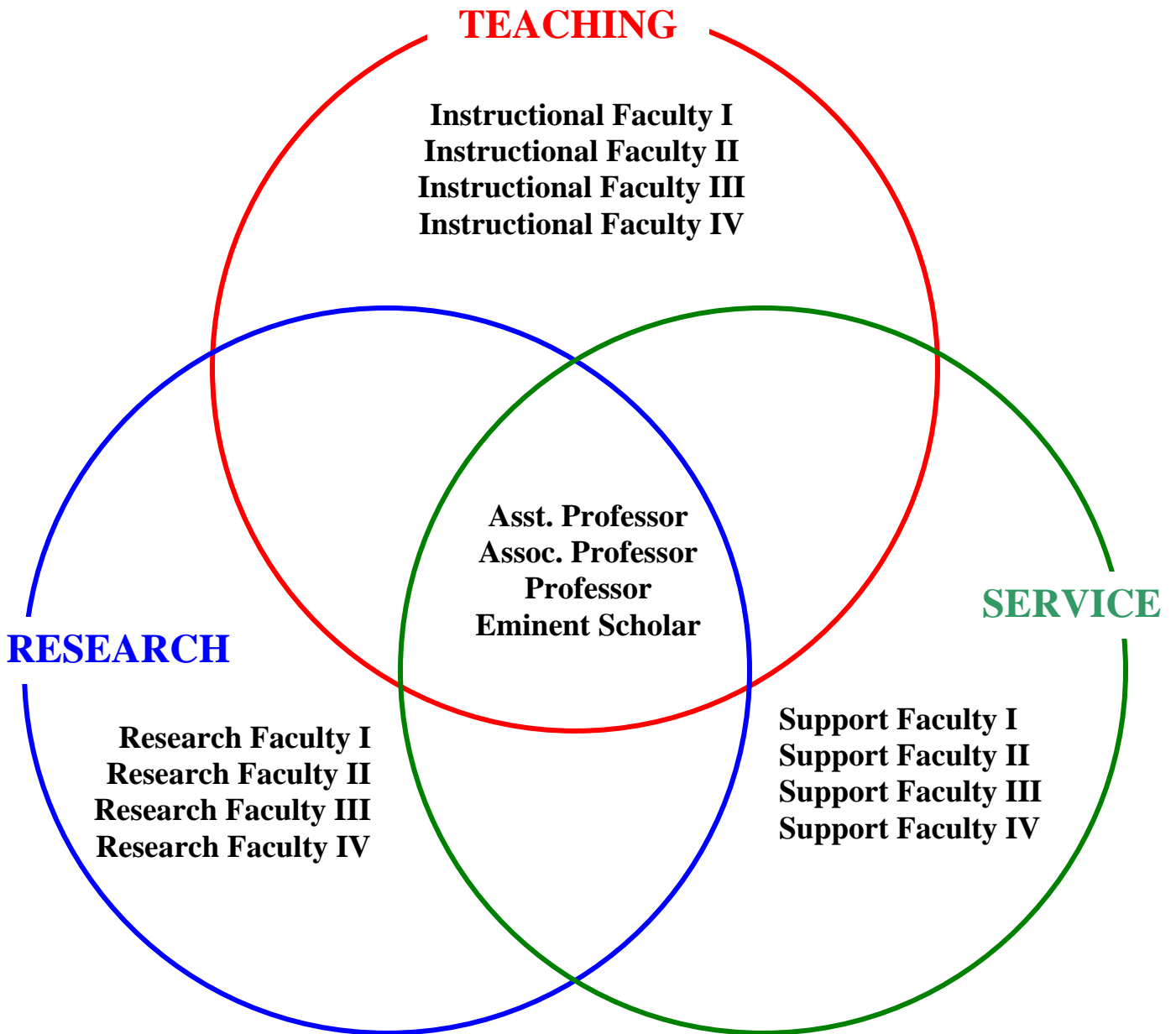
In summary, it is not until we begin to look at the structure of NTTF positions that we can compete nationally for the best and brightest individuals. This can be accomplished with policy revisions that can be implemented immediately and without jeopardizing the strength and security of the tenure faculty status. By implementing policies similar to those at the nation's finest institutions, FSU can continue its climb in stature as one of the country's finest research universities.

Note: Multi-year contracts and the minimum notice of non-renewal as stated above are subject to collective bargaining. The provision for promotion, but ineligibility for tenure for research professors, may also be subject to collective bargaining.

Document prepared by a special committee formed by the Office of Research to address non-tenure track faculty positions at FSU. Committee members include:

Professor David Balkwill
Professor Greg Boebinger
Professor Rob Contreras (Chair)
Professor Isaac Eberstein
Professor Tim Moerland
Professor and Dean of Faculties Anne Rowe

Appendix C: Recommended Faculty Position Titles



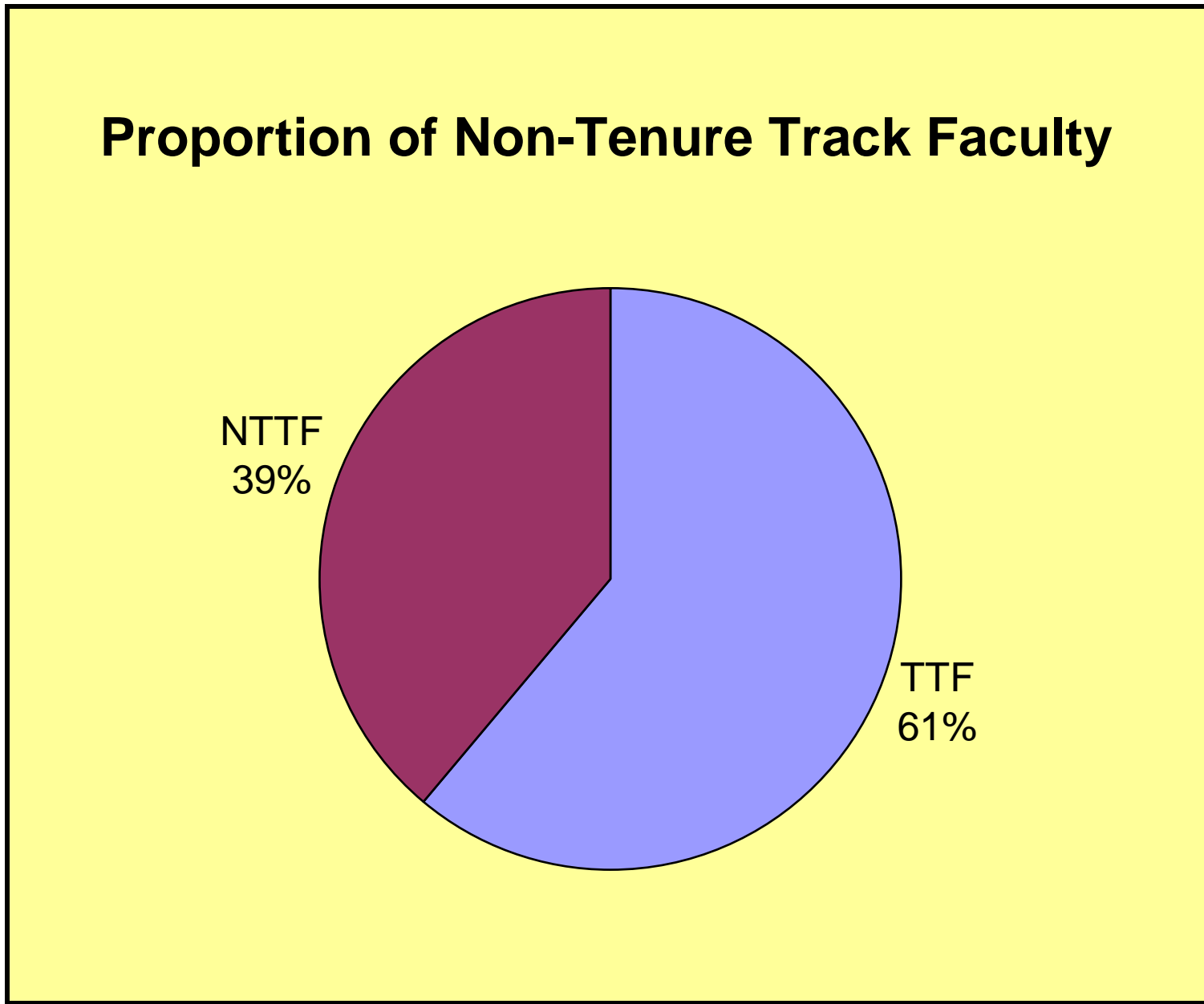
Appendix D: Florida State University Faculty by Tenure Type and Unit

Unit	Unit Name	All Fac	TTF	NTTF	%NTTF
APPS	Acad & Professional Pgm Svcs	15	1	14	93.3
AS	College of Arts & Sciences	580	427	153	26.4
BUS	College of Business	112	87	25	22.3
CCES	Ctr for Civic Edu & Service	1	0	1	100.0
COM	College of Communication	52	33	19	36.5
CRIM	College of Criminology	29	16	13	44.8
CSIT	Computational Sci & Info Tech	10	5	5	50.0
EDU	College of Education	141	90	51	36.2
ENG	College of Engineering	74	48	26	35.1
GRAD	Graduate Studies	3	1	2	66.7
HOUS	University Housing	1	0	1	100.0
HUM	College of Human Sciences	51	35	16	31.4
INFO	College of Information	29	22	7	24.1
INTL	International Programs	6	0	6	100.0
ISPA	Inst for Sci & Public Affairs	47	1	46	97.9
LAW	College of Law	54	31	23	42.6
LSI	Learning Systems Institute	65	11	54	83.1
MAG	Natl High Magnetic Field Lab	54	4	50	92.6
MED	College of Medicine	56	24	32	57.1
MPTV	Schl of Motion Pic TV & RA	16	3	13	81.3
MUS	College of Music	89	83	6	6.7
NUR	School of Nursing	26	14	12	46.2
PCC	Panama City Campus	30	2	28	93.3
PRES	Office of the President	2	1	1	50.0
PROV	Office of the Provost	10	7	3	30.0
RING	Ringling Ctr for Cultural Arts	3	0	3	100.0
RSCH	Office of Research	21	1	20	95.2
SCC	Student Counseling Center	2	1	1	50.0
SOC	College of Social Sciences	125	104	21	16.8
STDS	Dean of Students	3	0	3	100.0
STRZ	Strozier Library	36	0	36	100.0
SWK	College of Social Work	35	19	16	45.7
UNGD	Undergraduate Studies	2	2	0	0.0
VATD	Coll Vis Arts, Theatre & Dance	97	75	22	22.7

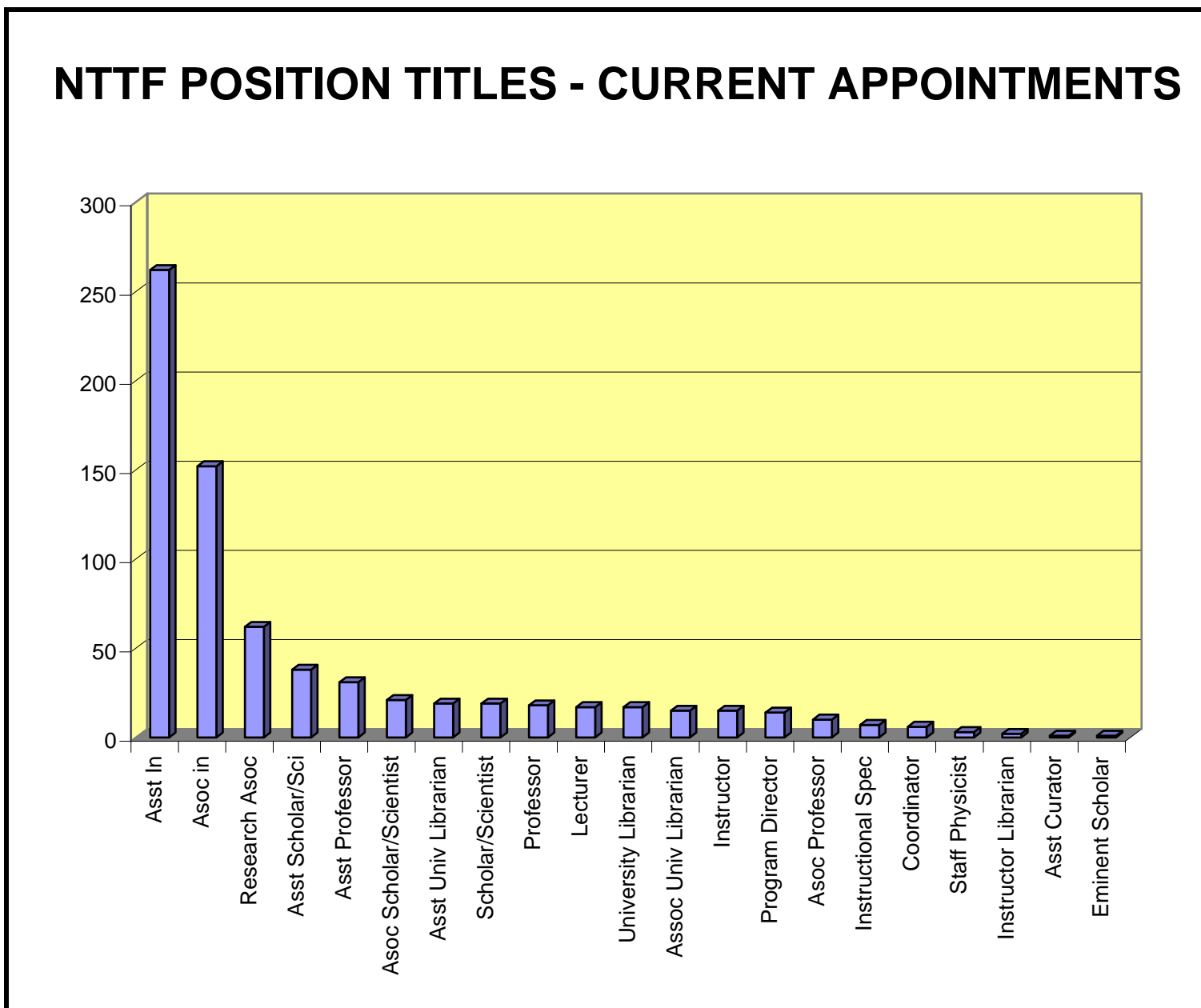
Column Totals	1878	1148	730
Percent of Total		61.1	38.9

TTF = Tenure Track Faculty
 NTTF = Non-tenure Track Faculty
 % NTTF = NTTF as percent of all faculty

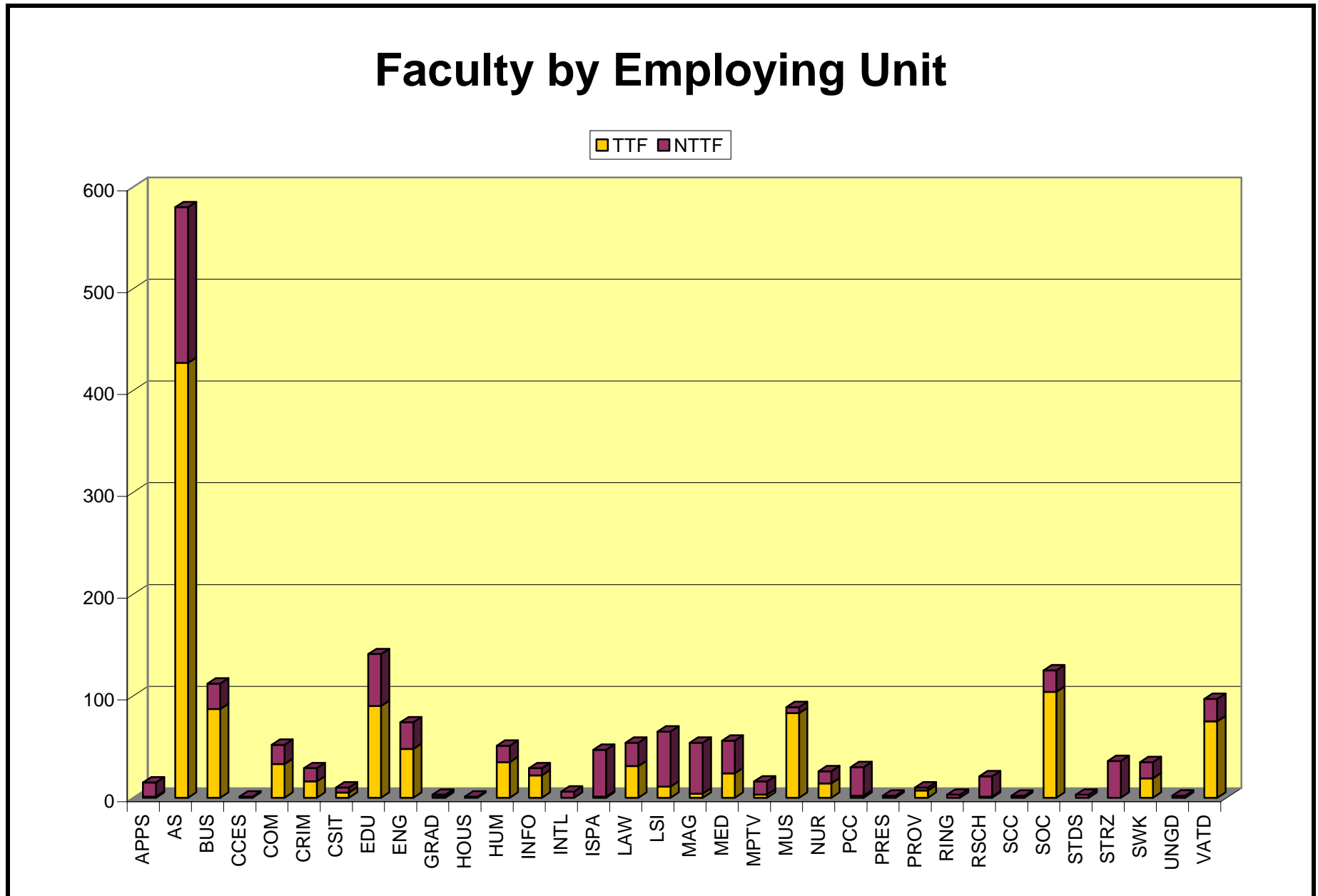
Appendix E: Proportion of Non-Tenure Track Faculty



Appendix F NTTF Position Titles – Current Appointments

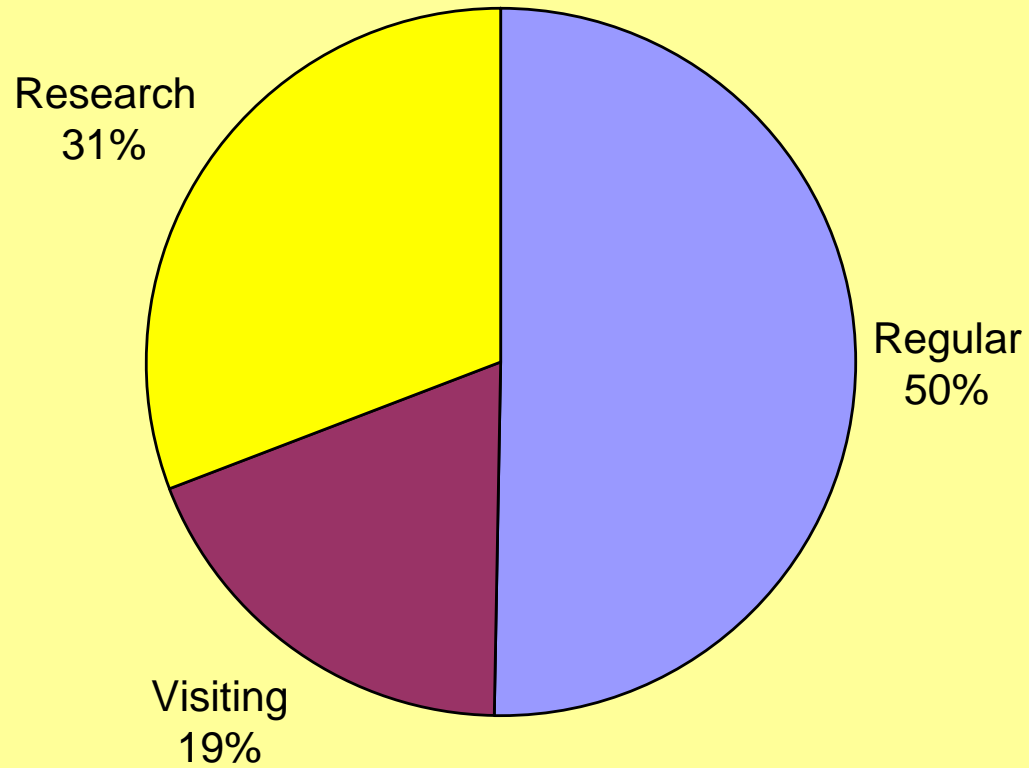


Appendix G Faculty by Employing Unit

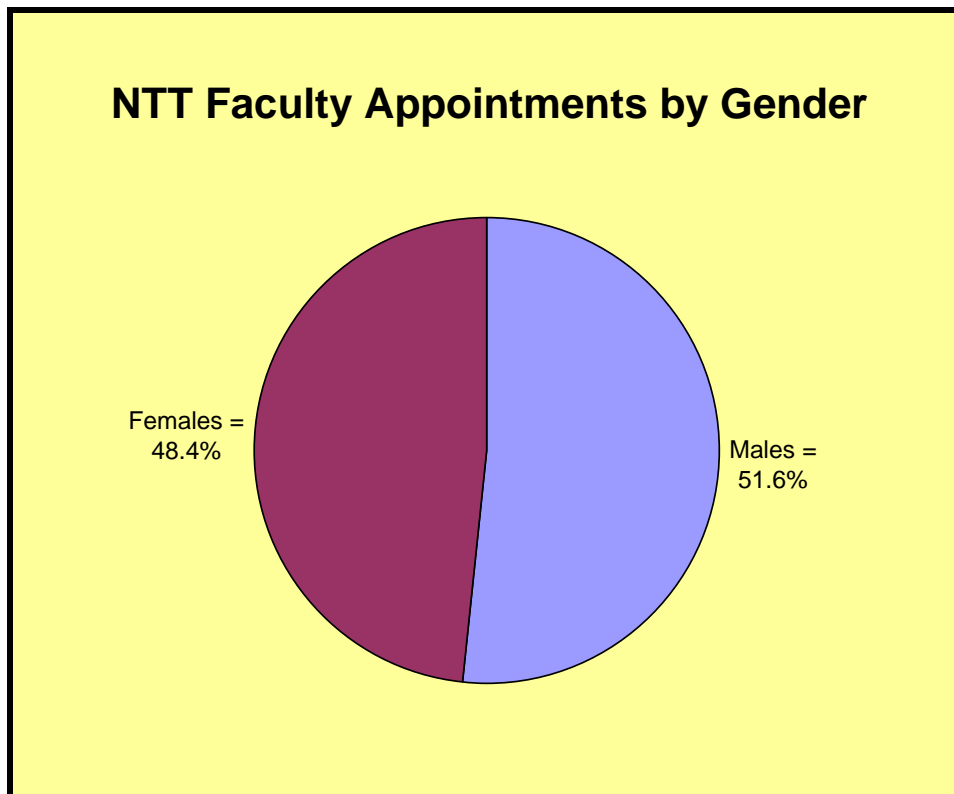
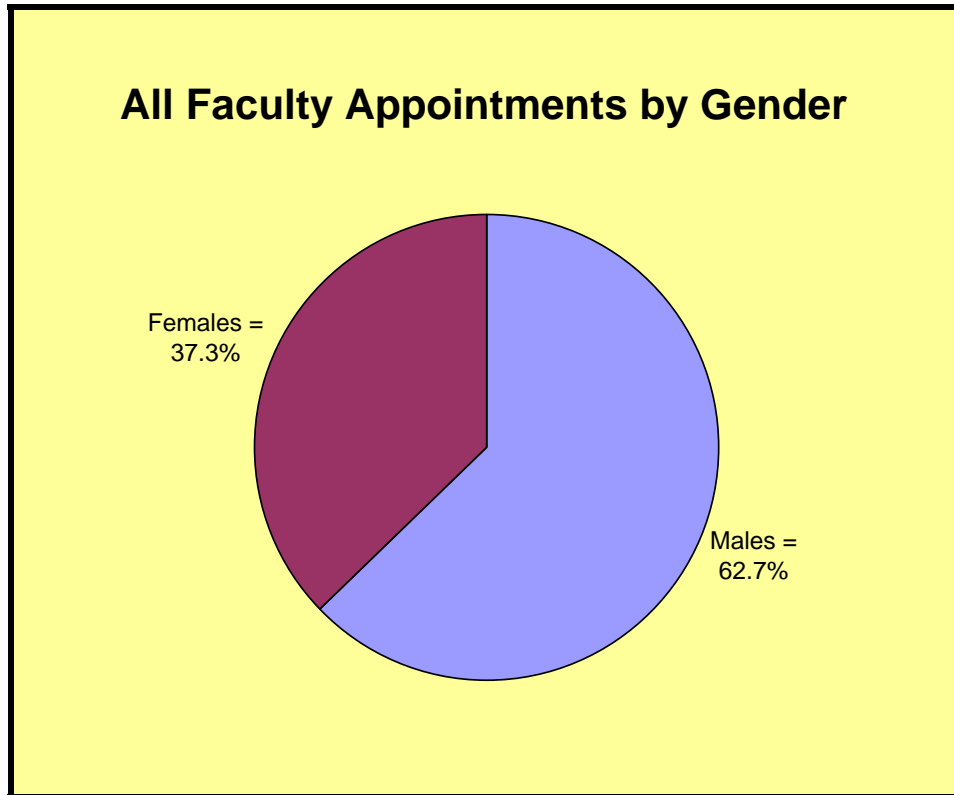


Appendix H NTT Faculty by Employment Class

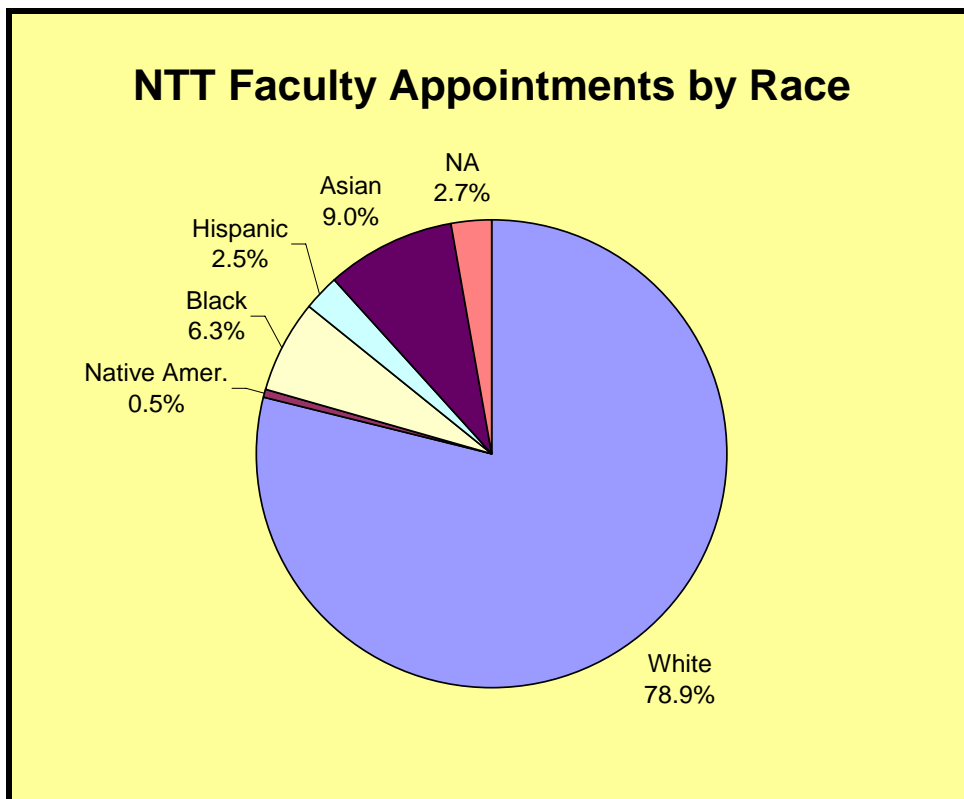
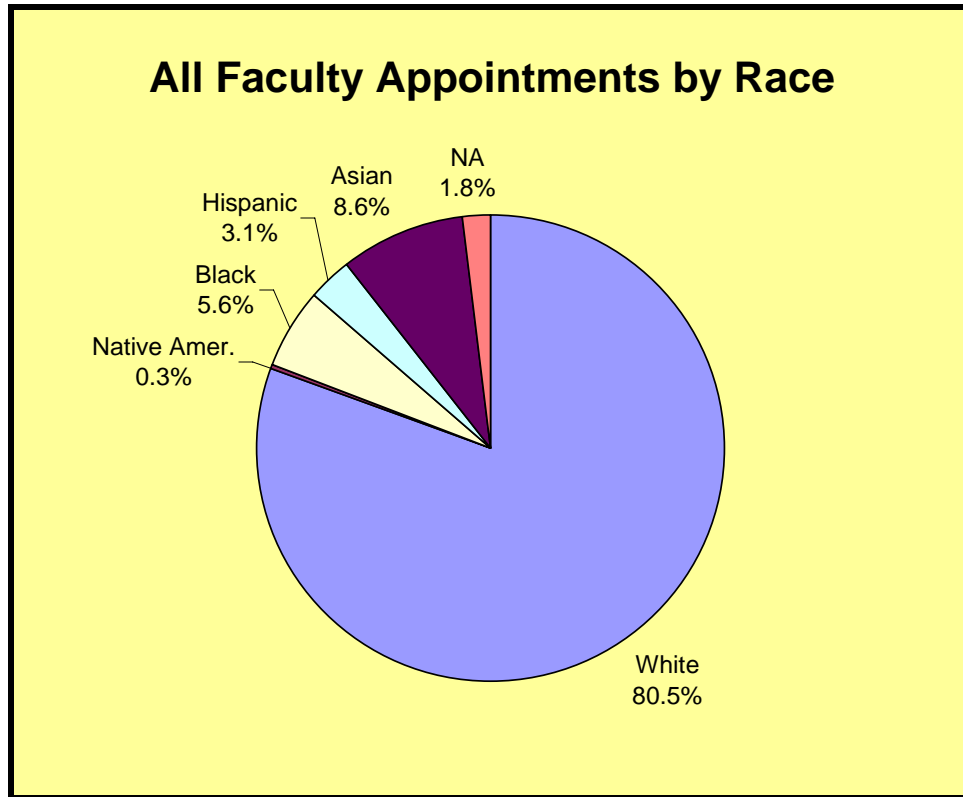
NTT Faculty by Employment Class



Appendix I Faculty Appointments by Gender



Appendix J Faculty Appointments by Race



Appendix K: Some existing policies on non-tenure-track faculty

The following documents specify policies, rules, or other constraints that affect the hiring, classification, and treatment of non-tenure-track faculty members at FSU. For each document, there is a mechanism for amendment.

1. *The FSU Constitution* - <http://www.fsu.edu/~dof/constitution.html> - may be amended by 2/3 vote of the Senate plus majority vote of the faculty eligible for election to the Senate.
2. *The General Faculty Bargaining Unit Definition* (see full text below) - may be modified by the Public Employees Relations Commission (PERC).
3. *The UFF-FSU Collective Bargaining Agreement (CBA)*- <http://www.uff-fsu.org/cbac/UFF%20Agreement.pdf> – may be modified by mutual agreement of the UFF and the FSU Board of Trustees.
4. *FSU policies* - may be modified by the President or delegated authority.

In the past, there were also statutory provisions and Board of Regents policies that were relevant. However, after the reorganization of the SUS under the Board of Governors and local boards of trustees, it seems personnel matters are now delegated to the universities.

A. FSU Constitution

It seems clear that the intent of the FSU constitution was to forbid the employment of any non-tenured faculty members for more than six years, and to provide permanent status for non-faculty members of the professional staff.

It defines the General Faculty as follows:

The General Faculty shall consist of those persons holding the academic rank of Instructor, Assistant Professor, Associate Professor, or Professor in one of the colleges, schools, or other academic units of the University, and of those members of the Professional Staff to whom the President assigns an academic rank.[Article II, Section A]

It distinguishes members of the General Faculty from Members of the Professional Staff, who are entitled to annual recommendation for reappointment (like tenure), as follows:

Those persons holding academic appointments within The Florida State University, but not within a college or school, and those persons within a college or school holding academic appointments whose responsibilities do not include teaching, shall be considered members of the Professional Staff. Members of the Professional Staff having appropriate qualifications and responsibilities shall be assigned faculty rank by the President of the University on recommendation of their administrative officers for the purpose of membership in the General Faculty.

Members of the Professional Staff shall enjoy the assurance of annual recommendation for reappointment in accordance with the provisions of the Florida Statutes and the regulations of the Board of Regents.[Article VII]

The Constitution sometimes uses the defined term “General Faculty” and sometimes uses just the word “faculty”. This permits two interpretations of most references to “faculty”:

1. If “faculty” means the same thing as “General Faculty”, then the Constitution has nothing to say about non-tenure-track faculty members other than Instructors.
2. On the other hand, there is an intentional distinction in usage, the term “faculty” should be interpreted more inclusively, e.g.,

faculty: the teaching and administrative staff and those members of the administration having academic rank in an educational institution. [Merriam-Webster Online Dictionary]

Under the latter interpretation, several provisions of the Constitution would apply to non-tenure-track members of the faculty, including the prohibition against continued employment for more than seven years:

- (1) No person employed after 1965 may remain in the service of the University as a nonpermanent member of the faculty of any college, school, or other academic unit in any rank or combination of ranks for a total of more than seven years, except that faculty whose service began before September 1972 may count four additional years in the Instructor or Acting Assistant Professor ranks as probationary. Persons holding an administrative or service role will normally hold a courtesy rank in an academic unit and shall not be subject to the rule during such service unless the academic unit grants a regular tenure-earning appointment. When the administrative or service function is ended, the person shall receive, upon request, a tenure-earning appointment in an academic unit.*
- (2) Not later than the end of the sixth year of service (or the tenth in the case of the above exceptions), the Departmental Chairperson, or equivalent, in consultation with the dean of his or her college or school, shall either nominate the faculty member for tenure or arrange to terminate his or her service at the end of the seventh year (or the eleventh, in the case of the above exceptions). In every case, the faculty member shall be notified in writing of this recommendation by the dean.*
- (3) Only time spent in the rank of Assistant Professor and above shall be construed as tenure-earning time.*
- Assistant Professors and Instructors shall be considered ineligible for tenure or for reappointment beyond a seven-year maximum. .[Article VI B.7]*

Regardless of the interpretations of “faculty”, it is clear the Constitution does not recognize non-tenure-track faculty members in ranks other than Instructor as being eligible to serve as Senators.

Besides the ambiguity and potential inconsistency with current practice as to the reappointment of non-tenured faculty for more than seven years, the FSU Constitution contains several other inconsistencies, including references to the Board of Regents.

B. Bargaining Unit Definition

All faculty members in the following position classifications holding regular, visiting, provisional, research, affiliate, or joint appointments are included in the bargaining unit:

9001 - Professor
9002 - Associate Professor
9003 - Assistant Professor
9004 - Instructor
9005 - Lecturer
9006 - Graduate Research Professor
9007 - Distinguished Service Professor
9009 - Eminent Scholar
9053 - University Librarian
9054 - Associate University Librarian
9055 - Assistant University Librarian
9056 - Instructor Librarian
9115 - Coordinator
9120 - Associate in _____
9121 - Assistant in _____
9126 - Program Director
9150 - Curator
9151 - Associate Curator
9152 - Assistant Curator
9153 - Staff Physicist
9160 - Scholar/Scientist/Engineer
9161 - Associate Scholar/Scientist/Engineer
9162 - Assistant Scholar/Scientist/Engineer
9166 - Research Associate
9173 - Counselor/Advisor
9178 - Instructional Specialist
9334 - Specialist, Computer Research
9433 - Specialist, Music

Together with chairpersons (Administrative Code: C1) in the following colleges and schools:

*College of Arts and Sciences
College of Business
College of Communication
College of Engineering
College of Social Sciences
School of Visual Arts and Dance*

And employees in the above classifications with the following administrative titles: Associate Chair (C2), Assistant Chair (C3), Coordinator (N1); Program Director (G1), Associate Program Director (G2), Assistant Program Director (G3), Department Head (H1), Associate Department Head (H2), Assistant Department Head (H3), and Counselor/Advisor (B1).

Excluded:

Department Chairs in departments not specifically included above, employees in the included classifications with administrative titles not specifically included above, Deans, Associate Deans, Assistant Deans, and all other administrators above them, Administrative & Professional employees not specifically included, employees of the College of Law and College of Medicine, employees serving as members of the University Board of Trustees, managerial employees, confidential employees, and all other employees.[Appendix A]

C. Collective Bargaining Agreement

The CBA applies only to the faculty members specified above, notably excluding the College of Law and the College of Medicine. For those employees to which the CBA applies, it defines “faculty member” to be any member of the bargaining unit:

“faculty member” means a member of the bargaining unit [Article 32]

Since the CBA defines “faculty member” to be any member of the bargaining unit, nearly all of the CBA pertains to both tenure and non-tenure track faculty members. For example, all the provisions regarding annual evaluation and duty assignment apply to all members of the bargaining unit. These include the requirement for each department/unit to have written criteria and procedures for:

Annual evaluation [10.3 (a)]

Promotion [14.2 (b)]

Merit-based salary increases [10.1 (b) and 23.4]

All of the faculty, including non-tenure-track, are eligible for the same across-the-board, promotion, and departmental merit salary increases. An exception is made for C&G-funded positions, if the terms of the contract or grant do not permit the increase. (However, note that 23.2 (b) seems to require that a person on C&G money cannot be given a salary increase except according to one of the provisions of Article 23.)

There is also a requirement that “faculty members eligible for promotion shall be appraised annually in writing of their progress toward promotion” [14.2 (e)(1)], and that annual duty assignments “provide equitable opportunities, in relation to other faculty members in the same department/unit, to meet the required criteria for promotion, tenure, and merit salary increases”. [9.3 (d)].

For other examples, see: the provisions of Article 8 on recruitment, dual compensation, etc.; the provisions of Article 9 on working hours, instructional technology, etc.; the provisions of Article 18 on rights to inventions and works; the provisions of Article 24 on benefits. All are stated as applying to “faculty members”, which means they apply to non-tenure-track as well as tenure-track faculty members.

There are just few sections of the CBA that deal specifically with tenure, including how tenure is earned and the privileges that go with tenure, mainly in Article 15 [Tenure].

The following are some of the provisions that seem to bear most directly on the classification of non-tenure-track faculty members and some other issues that seem to be of concern to the non-tenure-track faculty.

1. Creation of new non-tenure-track position classifications

(1) The Board may create new position classifications with job duties including the creation, dissemination, or presentation of knowledge only after negotiations with the UFF to determine the nature and necessity of the new position classification and whether it will be designated within or outside the bargaining unit.

(2) All new position classifications with job duties including a substantial teaching or research component shall be designated within the bargaining unit.[1.2(a)]

2. Commitment to a tenured faculty

The Board agrees that it is in the best interests of the University, the faculty, and the students to maximize the ratio of tenured and tenure-accruing E&G appointments to the number of non-tenure-accruing E&G appointments, among those appointments including significant teaching responsibilities.[8.3]

3. Restriction on adjunct appointments

Adjuncts shall be employed only when faculty are not available for assignment. Such appointment is for one academic term at a time and is ordinarily paid on a per course basis or, in cases of non-instructional appointments, on a per activity basis. Adjunct appointments may not be for more than 50% of the time throughout an academic year or full-time for more than twenty-six weeks of an academic year. The use of adjuncts shall, upon the request of the UFF Chapter representatives, be a subject of consultation under the provisions of Article 2.[8.3 (3)]

4. Notice of non-reappointment

(a) All faculty members, except those described in (b)(1) and (c) below are entitled to the following written notice that they will not be offered further appointment:

(1) For faculty members in their first two (2) years of continuous University service, one semester (or its equivalent, 19.5 weeks, for faculty members appointed for more than an academic year);

(2) For faculty members with two (2) or more years of continuous University service, one year; or

(3) For faculty members who are on “soft money”, e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, who had five (5) or more years of continuous University service as of June 30, 1991, one year.

...

(e) A faculty member who is entitled to written notice of non-reappointment in accordance with the provisions of Section 12.2 who receives written notice that the will not be offered further appointment shall be entitled, upon written request within twenty (20) days following receipt of such notice, to a written statement of the basis for the decision not to reappoint.

Of course, there is more. Section 12.4 then requires the University to make a reasonable effort to find other employment for the individual if the reason was one of a list of reasons, which appear to cover the usual reasons for non-renewal that might loosely be called “lay off”. The subject of layoff is covered in more detail, in Article 13 (Layoff and Recall).

5. Right to vote

This article applies to all bargaining unit members. It does not specify how faculty members are selected to serve as representatives, in places where it requires that the faculty be represented, and it does not specifically address the Faculty Senate, because the UFF did not want to interfere with the existing Senate system. In particular, the CBA left to the Senate to decide who votes for senators and who can serve as a senator.

However, the CBA does appear to require that all bargaining unit members be allowed to vote on certain issues, including departmental bylaws:

The faculty members of each department/unit, by majority vote, shall establish bylaws, which must pass Administrative review. ..[26.5(a)].

The same appears to be true for evaluation criteria and procedures:

The faculty of each department/unit shall develop and maintain specific written criteria and procedures by which to evaluate faculty members consistent with the criteria specified in Sections 10.2 and 10.3 and subject to the approval of the unit’s dean. [10.4 (a)]

...

These criteria and procedures, and any revisions thereof, shall be recommended by a secret ballot vote of a majority of the faculty members in the department/unit.[10.4 (b)(3)]

...

Subsequent revisions may be initiated by a majority vote of at least a quorum of the faculty members subject to evaluation or upon the initiative of the department/unit administrator. [10.4(b)(4)]

D. FSU Personnel Policies

As with the CBA, many FSU policies apply to all employees. The following specifically apply to non-tenure-track faculty members:

1. *Promotion Procedures for Non-Tenure-Track Faculty* - <http://www.fsu.edu/~dof/forms/nonregfac06.pdf>
2. *Minimum Requirements for Promotion “Assistant in” to “Associate in” - to “Research Associate”* - <http://www.fsu.edu/~dof/promoreqs.htm>.
3. *Under the terms of the CBA, written promotion criteria and procedures need to be defined for all faculty positions. Therefore, where there are none defined by the University they must be defined by the department/unit. Apparently, this requirement of the CBA remains to be implemented by many departments/units.*
4. *Faculty Position Code Descriptions* - <http://www.hr.fsu.edu/index.cfm?page=JobGroupManagement&pp=FAC> (click on code to see description), for example for Research Associate:

DESCRIPTION: Responsible to a Chair or other appropriate administrator of a State university. Responsible for defining problem areas within the functional area to which assigned. Outlines research programs and projects, analyzes statistical and other data, and provides appropriate recommendations to address and eliminate problem areas. May be assigned teaching duties.

**** Examples listed are not an all inclusive list of duties and tasks. MINIMUM QUALIFICATIONS: Master's degree from an accredited institution with demonstrated record of academic research achievement, or professional qualifications in the field of specialization above those which would be equivalent to the highest degree. Must meet university criteria for appointment to the rank of Research Associate.*

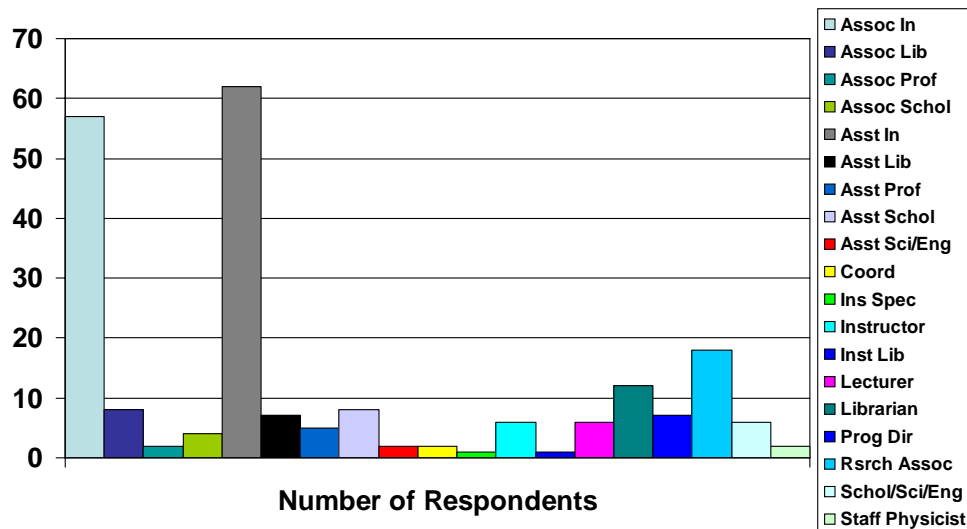
5. *College of Medicine Faculty Handbook* – This document is not accessible on-line except from inside the COM’s intra-net. The faculty of the COM is outside the faculty bargaining unit, and so this appears to be the only document that applies to that faculty.

Appendix L Summary of Job Satisfaction Survey

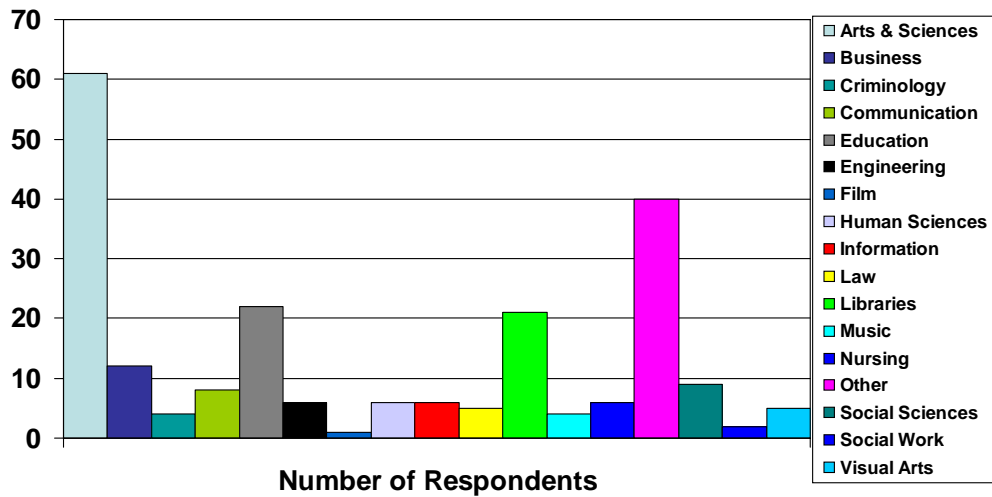
Survey Information

- Conducted via web 3/17/06 – 3/31/06
- Five Likert-scale questions with comment fields, two free response questions
- Survey invitation sent via email to 684 non-tenure track faculty
- 219 respondents = 32 percent

Respondent Job Classes



Respondent Academic Units

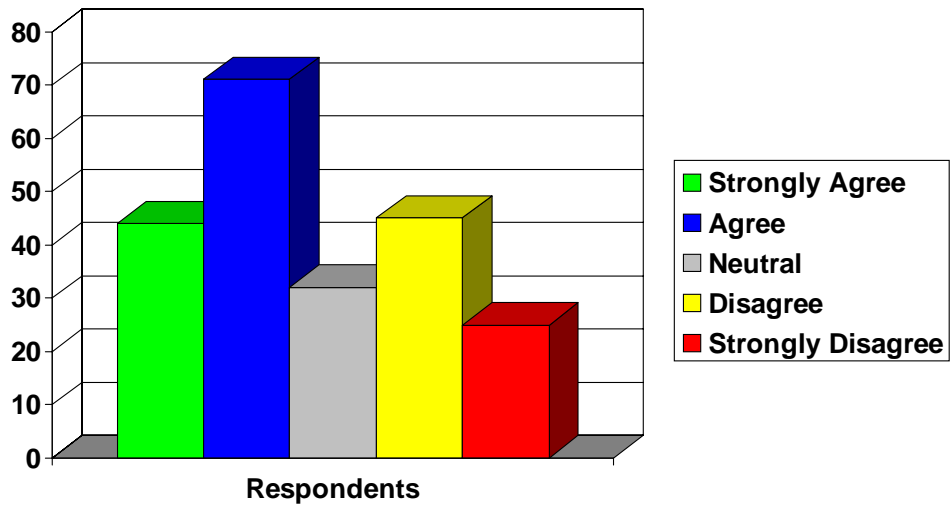


Overall Responses

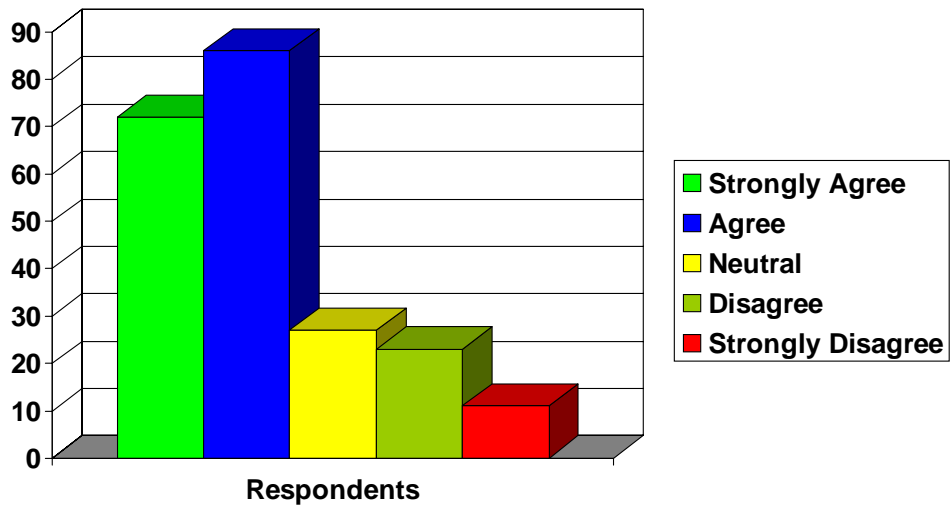
1. *I feel secure in my position.*
2. *My assignment of responsibilities clearly identifies the tasks I am expected to carry out.*
3. *I am considered a peer by tenure-track faculty in my area.*
4. *I have clear standards for promotion and opportunities to work toward promotion.*
5. *I would leave FSU for a tenure-track position elsewhere.*

SURVEY ITEMS and FACULTY RESPONSES		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totals
1. Security	#	44	71	32	45	25	217
	%	20	33	15	20	12	*
2. AOR	#	72	86	27	23	11	219
	%	33	39	12	11	5	*
3. Peer	#	23	54	64	46	32	219
	%	11	25	29	21	15	*
4. Promotion	#	23	24	39	61	71	218
	%	11	11	18	28	32	*
5. Leave FSU	#	41	46	55	40	37	219
	%	19	21	25	18	17	*

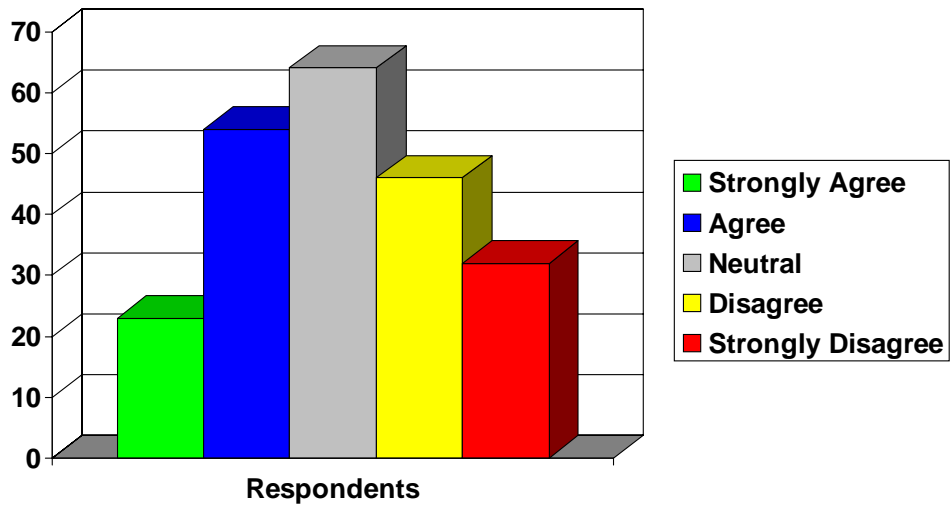
1. I feel secure in my position.



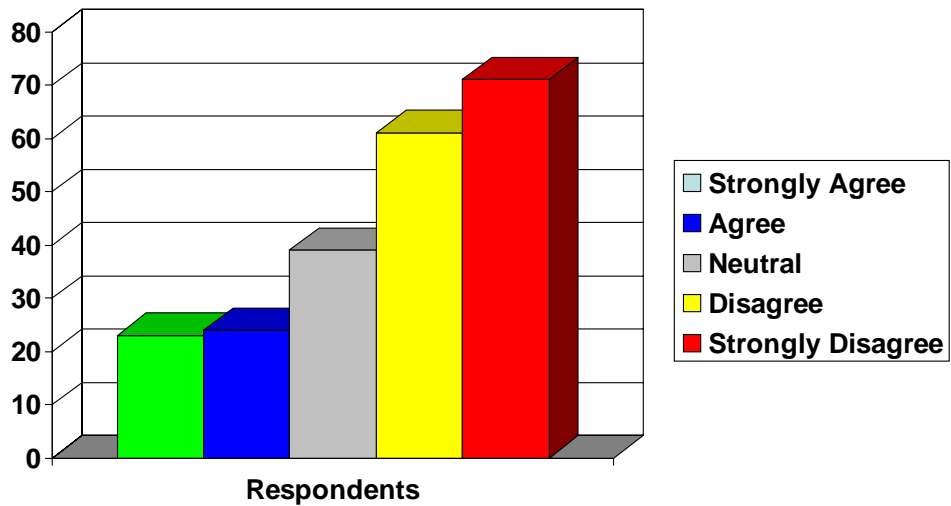
2. My assignment of responsibilities clearly identifies the tasks I am expected to carry out.



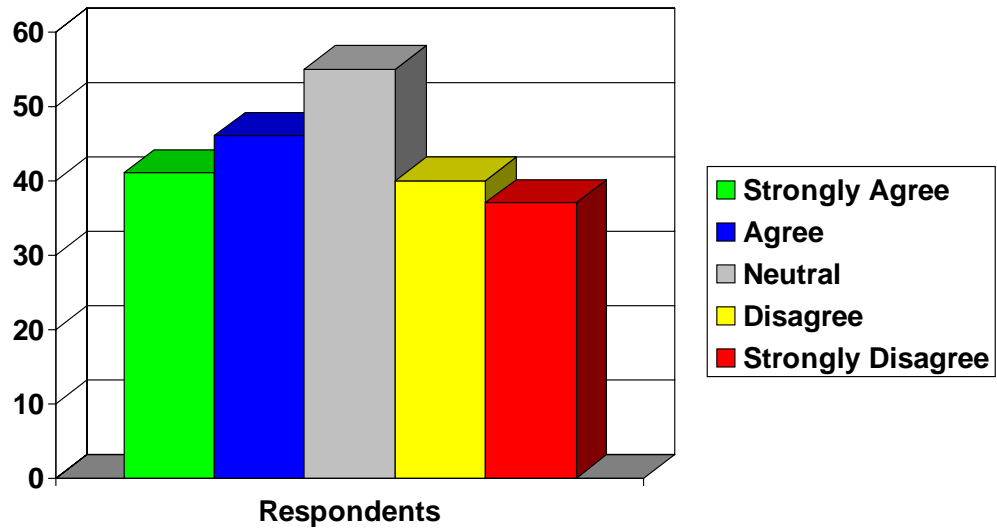
3. I am considered a peer by tenure-track faculty in my area.



4. I have clear standards for promotion and opportunities to work toward promotion.



5. I would leave FSU for a tenure-track position elsewhere.



Appendix M Non-Tenure Track Faculty Survey Comments

The sub-committee takes a strong stand on the importance of protecting the anonymity of those individuals who responded to the survey, but also finds that the comments communicate the strong feelings of many of our NTTF colleagues. The comments of some individuals were specific enough to allow their identification. We have taken the following steps to both protect anonymity and provide a flavor of the responses in each section of the survey:

- words or phrases that could identify an individual have been replaced by a generic word or phrase enclosed in square brackets and
- a limited number of comments have been selected in each section to communicate the flavor of the comments as a whole.

1. I feel secure in my position.

Total comments n = 109

Representative Comments

- 12-month soft money with an uncertain funding climate and no support from the university does not make me feel secure.
- The position is dependent on outside grant.
- I sign a three month contract
- I feel secure as long as I do not complain about the unfair treatment or other inequities. I do not feel threatened by budget cuts or performance related issues - just those in charge.
- I see people around me let go without detectable reason
- While I've been on the faculty for over 20 years, I still do not feel secure in my position.
- Faculty in the **(name of unit)** are sometimes moved about with little or no warning. Sometimes it appears to be in retribution for something the person has said or done....
- I feel secure for the current year, but there is no guarantee of employment for the next year.
- As long as the current administration is in place, I feel secure. However, I am aware that my position is an at-will appointment.
- That security is limited to my own ability to raise funds to support both my position and all positions for my staff.
- I am doing a good job, so I feel secure for now.
- I hold an Administrative position as the **(name of position)**. As such, I perform duties not desired by others and they are reluctant to get rid of me. I also do a very good job.

2. My assignment of responsibilities clearly identifies the tasks I am expected to carry out.

Total comments n = 66

Representative Comments

- My AOR always has to be corrected and then changes during the year without written notice.
- Very generic
- My assignment is not only vague, but when it changed in mid-year, I was ordered to back-date the change.
- I do not have an official assignment of responsibilities
- My AOR is a fabrication of responsibilities for about 30% of what I do. There are words on a piece of paper that satisfy the requirement of having an AOR.
- Occasionally, I've been surprised by an assignment that I'm expected to do that I haven't been expected to do in past years. They've been appropriate enough, but someone needs to tell about the change.
- Although they may be clearly stated, they are not clearly evaluated and I see that no matter how hard I work I will never be able to advance at FSU.

- I am sometimes unable to perform these tasks due to lack of support from the ... Administration.
- Yes, I have a clear set of goals for my area.
- Except that I have my own independent research program, my own grants, my own students, and I teach a graduate level course, and none of this was in my original "assignment of responsibilities".
- My assignment of responsibilities is very general and gives me enough latitude to do my job.
- The assignment of responsibilities is general rather than specific — as it should be since specifics can change depending on what is needed.
- My department Chairperson has always communicated very clearly my assignments and responsibilities and is always willing to discuss them with me.

3. I am considered a peer by tenure-track faculty in my area.

Total Comments n = 136

Representative Comments

- No, there are very clear lines drawn within my area....
- My department will not even place us in the faculty listing on our websites....
- Since I cannot serve on department committees, cannot vote in faculty meetings, cannot serve as dissertation chair or outside committee member, fellow faculty members view me as less than.
- Tenure and non-tenure are a world apart.
- Absolutely not. This is clearly displayed in faculty meetings, the manner in which decision are made, inclusion is talked about but when it comes down to being included it does not happen. Non tenure faculty are not respected for their skill and abilities. All decisions made at the college are for the benefit of the tenure and tenured earning faculty.
- Most (if not all) tenure track faculty in my department view the non-tenure track faculty as basic staff...here to meet their needs, rather than as a colleague that can contribute to their research and possibly collaborate.
- Some yes, some no. Most treat me as a technician, not as faculty.
- Accepted, but not the same
- Since I hold a Ph.D, some of my colleagues consider me a peer, others do not. But it is mostly negative.
- This really does not pertain to me since I am totally in an administrative capacity.
- We don't have tenure track faculty in my area.
- The faculty are surprisingly nice in this respect.
- Many tenure-track faculty have this attitude, some do not. I have always felt that this was their problem and a loss to them.
- Most people have treated me with respect.

4. I have clear standards for promotion and opportunities to work toward promotion.

Total comments n = 107

Representative Comments

- There is no plan for promotion in my position.
- No possibility for promotion or pay raise, as far as I know.
- According to my chair, my opportunities for promotion and / or raises are non-existent.
- If we have standards I have not idea what they are or even if such standards exist.
- NOT! On my first day, I was informed that no future pay increases (beyond State's annual chintzy 1%) nor promotion would ever occur. Honest, but demoralizing. Why even hope?
- Was lied to about the promotional criteria and then never presented any standards.

- I have no idea what to do towards a promotion.
- The only way I can go forward is to leave this university and go elsewhere.
- There are clear standards for promotion, but the opportunities to work towards them are afforded selectively within the organization.
- Absolutely NOT. Although I do a ton of service, lots of creative work, receive very high marks on teaching evaluations, and do extra work at every turn, the fact that I don't do research is frowned on by those that do.
- We have standards, but there is little to no guidance on how to assemble promotion folders and what items are the most important to the ... Administration.
- Standards are clear. Opportunities are made available to administrative favorites.
- As a 100% soft-money funded NTT faculty, there is no path to promotion, only the opportunity to continue to bring in grant funds and continue to work.

5. I would leave FSU for a tenure-track position elsewhere.

Total comments n = 95

Representative Comments

- I've been trying for two years, and would leave in a heart beat. As an FSU alum and life-long Seminole, I feel almost heart-broken that I have been made so bitter about this position. But clearly I can not stay here if I have any hope of establishing a career.
- Who wouldn't given the lack of respect and appreciation we receive.
- In a heart-beat. Only tenure guarantees academic freedom. Would marriage be the same if it was just a series of one year contracts?
- Except that I would rather not leave Tallahassee.
- very likely once my PhD is complete
- The only thing keeping me here is spouse's employment.
- The only thing keeping me at FSU is my age.
- I am very well compensated. It is not clear to me that I would command the same salary in a TT position at the bottom of the ladder.
- I would also leave FSU for a non-tenured track position elsewhere if the right opportunity presented itself.
- I would not leave solely for that reason.
- Not Applicable. Without a PhD, I would not be eligible for tenure track positions.
- Not interested in tenure track
- I love my job here—it does not matter very much to me that it is not tenure track. I do feel that my work and achievements warrant a tenure-track position, but I do not really fit well into any one department on campus.
- I'm too near retirement.
- I do not want to move from Tallahassee and my family. I'm staying here, even though I would love to have a tenure-track position.
- I am bound to Tallahassee and want to be a part of FSU. Tenure is more competitive than I am cut out to be
- No, I love my job

6. One thing I would change about my position, if I could, is:

Total comments n = 170

Representative Comments

- Clear standards for promotion and opportunities to work toward promotion
- If I could somehow increase the respect the position had, that's what I would change.
- The position to be considered for tenure.
- I would like to feel included.
- Salary.
- I would like to have the ability to have a voice in major decisions made regarding my program and position.
- Clear, defined process for advancement.
- I would like some support from the university. I generate overhead for the university at no cost to the school (my salary is entirely paid for by my own grants). I also generate salary money for other researchers. I feel I deserve the opportunity to work toward the goal of having the university support some of my time which I could then use as leverage to generate more grant money from external sources. I am also sick of receiving letters telling me when my new "termination date" is. This is demoralizing.
- Workload
- I really think that there needs to be more opportunity for advancement in the classification systems of the non-tenure track faculty. There should be at least 3, if not 4, rankings (not unlike the assistant, associate, and full professor ranking system).... It would give those who might need it a little more incentive than is currently built in to the job. One additional comment, is that non-tenure track faculty are not eligible for many (if any) of the awards for which tenure-track faculty are eligible, even though they may be doing the same tasks (e.g., teaching awards, peer recognition resulting in a distinguished faculty designation of some sort). I would recommend the inclusion of non-tenure track faculty in some of these awards where appropriate and the creation of other recognition titles (with salary rewards) as appropriate, too. This might also help improve the status of non-tenure track faculty in the minds of some tenure-track faculty.
- So far I enjoy everything about my position.
- Be included in service opportunities/committees, even faculty meetings in the Department
- The title...no one outside of the university understands what an "Assistant-In" or "Associate-In" does. People seem to think we stopped in mid-sentence. The general public assumes if you teach at a university you are a professor.
- I would very much like to be allowed by the University to have doctoral directive status.

7. The best thing about my position is:

Total Comments n= 176

Representative Comments

- Have health insurance and retirement
- Pleasant work environment
- It is a job, in my chosen field.
- I am happy to have a job.
- Not having to deal with the political issues associated with promotion and tenure.
- Flexibility.
- none
- Interaction with students.
- Working for the university
- The ability to work in a strongly R&D oriented environment.
- I am doing exactly the type of work I want to do.
- Academic freedom.

- It is not tenure track and I see very little politics. I can focus 100% of my energy on teaching which is why I am here
- Freedom to pursue the research I am interested in and time to do it.
- The opportunity to work with bright, interesting students who have the chance to make a difference in the world. Having a long Christmas break and all summer off (although I always do a significant amount of work during summer preparing for the fall semester).