

Book

AGENDA
Faculty Senate Meeting
April 18, 1984
3:45 p.m.
Moore Auditorium

- I. Approval of the minutes of the March 21, 1984, meeting
- II. Approval of the agenda for the April 18, 1984, meeting
- III. Report of the Steering Committee, Patricia Y. Martin
- IV. Reports of Standing Committees
 - a. Undergraduate Policy Committee, Elisabeth S. Muhlenfeld
Proposals concerning advising brochures for undergraduate degree programs and policy statements on normal course load and on readmission after academic dismissal
 - b. Elections Committee, S. Douglass Seaton
Proposed amendments to the Bylaws of the Faculty Senate concerning the number of members on the Grievance and Professional Relations and Welfare Committees
- V. Unfinished Business
 - a. Proposals for a plus/minus grading system
- VI. New Business
- VII. University Welfare
- VIII. Announcements of Deans and other administrative officers
 - a. Director of the University Self-Study, James E. Pitts
Progress report on the University Self-Study including reports from the Self-Study Steering Committee and the four major committees

Approved
Approved

1- Committee nomination
2- Rules to examine
3- not with P&P

4- not with
5- two faculty
nomination
faculties

6- not with
7- not with
8- not with
9- not with

10- not with
11- not with
12- not with
13- not with

14- not with
15- not with
16- not with
17- not with
18- not with

May 10-25
SACS
Committee

- IX. Annual Reports to the Senate
 - a. Student Academic Relations Committee
 - b. Grievance
 - c. Center for Professional Development and Public Service
- Spring - enrollment increases 50%*
16 degree program this out date - 95% full time faculty

Organizational Meeting of New Senate

- I. Election of President of the Senate
- II. Election of Steering Committee Members
- III. Announcements of the President of the University
- IV. Adjournment

ANNOUNCEMENT: The University Womens' Club and President and Mrs. Sliger will host University Wednesday Social immediately following the Senate meeting. A charge of \$1.50 will be collected to help defray expenses. All faculty and their spouses are cordially invited.

4. A session was held between Steering Committee and Ms. Betsy Muhlenfeld on issues under consideration by the Undergraduate Policy Committee, including several items which require Senate action for implementing the Ammerman Committee Report.
5. At the request of Vice-President Pat Hogan, names of two faculty were suggested for service on a committee to oversee and advise the Publications Office on, for example such matters as printing of the FSU Bulletin.
6. The Steering Committee has expressed to Administration the concerns of faculty over the adverse effects of the modified summer work week on academic programs, particularly on research and graduate education.
7. The Steering Committee is pleased to announce that the University has been able to allocate more total dollars to the summer term in 1984 so that it will be possible to provide some research assignments, particularly later in the summer, to faculty.
8. The President of the Faculty Senate met with Vice-President Turnbull in April to discuss a number of concerns of the Steering Committee including summer support for research, summer work schedule for the University staff, status of payroll change plans, the current legislative session, the funding equity issue, pay equity for women faculty, and self-study recommendations.
9. A meeting was held recently with Representative Herb Morgan and Regent Doby Ausley to discuss the University's 1984 legislative program. Those in attendance included President Sliger, the Executive Council, the Budget Officer, the President of the Faculty Senate, and the President of the Student Body.
10. Last week, the State University System (SUS) received a request from the State Senate to submit a list of Quality Improvement Programs to be included in its budget. The Steering Committee has requested Administration to explain to the Senate the actions FSU took in response to this request and Vice-President Turnbull will report on this later in today's meeting.
11. The Steering Committee has been requested by Vice-President Turnbull to submit names of faculty for appointment to the following search committees: Dean of the Faculties, Dean of Undergraduate Studies, and Associate Vice-President for Computing and Information Resources. The new Steering Committee is expected to respond to this request in the near future.
12. At Vice-President Turnbull's request, Steering Committee made recommendations regarding the composition of an ad hoc committee to study the summer calendar and make recommendations for a permanent policy on summer scheduling.

13. The Director of the Center for Professional Development, Ms. Mary Pankowski, requested two names of faculty to serve on the Center's Distinguished Lecture Series Committee and the Steering Committee forwarded the names as requested.

V. Reports of Standing Committees

- a. Undergraduate Policy Committee, Elisabeth S. Muhlenfeld
Proposals concerning advising brochures for undergraduate degree programs and policy statements on normal course load and on readmission after academic dismissal

The following recommendations were presented to the Faculty Senate and the following action taken:

1. The Faculty Senate should require each department or college offering undergraduate majors to prepare a handout or brochure giving the details of its major programs. Such a handout or brochure should be aimed at incoming freshmen, transfer students and newly declared majors, and should serve as an aid for advising and to assist new FSU students to plan their courses of study with a particular major in mind.

Ms. Muhlenfeld's motion to adopt was seconded and motion passed.

2. The UPC recommends a revised policy statement in the BULLETIN aimed at encouraging healthier enrollments.

Old statement (p.51): "The normal course load for a full-time undergraduate student is twelve (12) to fifteen (15) hours per semester. A course load of more than eighteen (18) hours or less than twelve (12) hours must be approved by the academic dean..."

Proposed statement: In order to maintain satisfactory progress toward fulfilling baccalaureate degree requirements in four years, full-time students should register for an average of at least 14 credit hours each regular semester. A student who maintains a 12-hour (low-normal) load will not graduate in four academic years unless a total of 24 hours are taken during summer sessions. A course load of more than 18 hours or less than 12 hours must be approved by the academic dean....

Ms. Muhlenfeld's motion to adopt was seconded and passed.

3. Currently, the policy statement in the BULLETIN re readmission after academic dismissal (p.56) reads: "If the average at the time of dismissal is still within probationary grade-point range, the student may return on academic probation after at least one term has elapsed." This statement seems to say that a student dismissed for academic reasons need only stay out of school for one term to be readmitted. In fact, as Dean Bickley points out, "normally, a dean will reinstate a dismissed student and require a certain level of performance the next time, require a particular number of quality points to be restored through correspondence work, or simply decide not to readmit the student (see second paragraph on p. 56 for a summary of readmission criteria)."

Inasmuch as the above statement is not, in fact, operative, the UPC recommends rescinding the above statement and replacing it with a statement which constitutes a formal delineation of current procedure, as follows:

"The dismissed student must consult his or her academic dean about criteria governing possible readmission to the University."

Ms. Muhlenfeld's motion to adopt was seconded and passed.

- b. Elections Committee, S. Douglass Seaton
Proposed amendments to the Bylaws of the Faculty Senate concerning the number of members on the Grievance and Professional Relations and Welfare Committees

The following amendments to the Bylaws of the Faculty Senate are to delete the first sentences of paragraph 2, Professional Relations and Welfare Committee and paragraph 3, Grievance Committee. The composition of these Committees is outlined in the paragraphs. The Bylaws may be amended by a majority vote at any meeting of the Senate. These amendments will be acted upon in the September meeting.

F-8, paragraph 2, Professional Relations and Welfare Committee

~~This Committee shall consist of twenty-one members.~~ The chairperson of the Elections Committee shall, through the Secretary of the Senate, notify each college or school scheduled to nominate candidates for this Committee. The faculty of that unit shall, through procedures it shall determine, nominate from its ranks at least twice the number of faculty members to be elected. Additional nominations shall be taken from the floor of the Senate. Election shall be by the General Faculty for three-year staggered terms to begin July 1. Each college or school shall have one representative; the Colleges of Education, Business, and Social Sciences shall have an additional representative; and the College of Arts and Sciences shall have four additional representatives. The Faculty Senate Steering Committee shall appoint the chairperson.

F-9, paragraph 3, Grievance Committee

~~This Committee shall consist of twenty-one members.~~ The chairperson of the Elections Committee shall, through the Secretary of the Senate, notify each college or school scheduled to nominate candidates for this Committee. The faculty of that unit shall, through procedures it shall determine, nominate from its ranks at least twice the number of faculty members to be elected. Additional nominations shall be taken from the floor of the Senate. Election shall be by the General Faculty for three-year staggered terms to begin July 1. Each college or school shall have one representative; Education, Business, and Social Sciences shall have an additional representative and the College of Arts and Sciences shall have four additional representatives. The Faculty Senate Steering Committee shall appoint the chairperson.

(Steering Committee Note: At present for those Standing Committees which require representation from all colleges and schools the Bylaws list not only the distribution of committee members among colleges and schools but also the total members of each committee determined by the number of schools and colleges that existed at the time the Bylaws were adopted. The purpose of these amendments is to eliminate the membership totals so that it will not be necessary to amend the Bylaws each time the number of colleges and schools changes. It was the intent of the proposals to make this change for all such committees, but one committee was inadvertently omitted. The Steering Committee does not consider the addition of this committee to the proposals to be a substantive change to the first reading, and therefore the Chair will request consent of the Senate to present for action at the September, 1984, meeting along with changes for the Professional Relations and Welfare and Grievance Committees the following change for the Graduate Policy Committee):

F-2, paragraph 1, Graduate Policy Committee

The Graduate Policy Committee shall consider university-wide policies relating to graduate education. ~~This Committee shall consist of twenty-one faculty members.~~ Members of this Committee shall be appointed by the Faculty Senate Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. Each college or school shall have one representative; the Colleges of Education, Business, and Social Sciences shall have one additional representative; and the College of Arts and Sciences shall have four additional representatives. The Vice President for Academic Affairs, or his or her designee, and the Dean of Graduate Studies and Research, or his or her designee, shall be ex-officio members; and membership shall include two graduate student representatives from different colleges appointed for one year terms by the President of Student Government. The Committee shall annually elect its chairperson from the faculty representatives. The Committee will make its recommendations to the Faculty Senate Steering Committee which will transmit the recommendations to the Senate for action.

VI. Unfinished Business

a. Proposals for a plus/minus grading system

Ms. Muhlenfeld reaffirmed her motion from the March meeting to adopt the plus/minus grading system as presented (attachment A) [page 16 of these minutes]. The motion was seconded.

Mr. Roeder moved to delete the A+ from the proposal. This motion was seconded and passed.

Mr. Wright moved to amend the proposal to delete the C-. This motion was seconded and failed.

Mr. Schroeder moved to amend the proposal to a .33 grading interval. This motion was seconded and failed.

Mr. Roeder moved to revise the proposal to the following scale: A=4.0; A-=4.0; B+=3.5; B=3.25; B-=3.0; C+=2.5; C=2.25; C-=2.0; D+=1.5; D=1.25; D-=1.0. This motion was seconded by Ms. Hendrickson. After discussion Ms. Hendrickson stated she would support Mr. Roeder's original motion if he would change the C-=1.75. Mr. Roeder agreed. After discussion voting resulted in the motion failing.

The Senate then voted on the amended motion of Ms. Muhlenfeld (the proposal without the A+). The motion passed with a vote of 29-24.

Ms. Muhlenfeld then presented the UPC proposal for implementation of the plus/minus grading system (attachment B) and moved its adoption. Her motion was seconded. Mr. Standley moved to amend the motion to state that the UPC report back to the Senate after two complete years of this system on its impact. Mr. Edwards ruled this motion was not germane and asked Mr. Standley to present his motion later.

Following a request from the floor, the Chair ruled that each question be considered separately and each one passed (page 19 of these minutes).

Mr. Standley restated his earlier motion that the UPC monitor the operation of the system and report back to the Senate on the impact of the plus/minus grading system in its third year of use. This motion was seconded and passed.

VII. University Welfare

There were no items of university welfare at today's meeting.

- VIII. Announcements of Deans and other administrative officers
- a. Director of the University Self-Study, James E. Pitts
Progress report on the University Self-Study including reports from the Self-Study Steering Committee and the four major committees

"In the fall of 1981, Dr. Sliger asked me to direct the institutional Self-Study, and in February, 1982, President Sliger appointed a Steering Committee composed of eight faculty from seven colleges; three Deans including the Dean of the Faculties and the Dean of Students; representatives of the Controller's office and the Office of Budget and Analysis; an undergraduate and graduate student; and the editor. This self-study process will culminate with the visit of our Southern Association visitation committee May 20-23, 1984. At this time, I would like to introduce Bruce Bickley, Chairman of the Steering Committee, to describe that committee's work and to introduce the chairs of the major self-study committees."

I. Bruce Bickley, Chair of the Self-Study Steering Committee

"The Director of the Self-Study, Dr. James E. Pitts, reminded the Steering Committee that the University's 1962 and 1972 self-studies had been traditional evaluations designed to review the entire operation of the University in terms of the eleven standards of the Southern Association. He also explained that once an institution had satisfactorily completed at least one traditional self-study, it could request permission to conduct a "non-traditional" review of a more focused or topical nature. It was President Sliger's belief, furthermore, that a topical self-study probing current major concerns of the University would be especially beneficial in the 1980s, particularly since the University had been reorganized since the 1972 self-study and had brought new emphases to its mission in recent years.

In a series of meetings during the spring of 1982, the Steering Committee evaluated proposed self-study topics submitted by deans, University committees, and concerned faculty. The committee also consulted several pertinent documents. The Steering Committee kept in mind this statement from the Southern Association's Manual for the Institutional Self-Study Program:

The essential purpose of the Institutional Self-Study program is the improvement of educational effectiveness in institutions of higher learning. The procedures of that program are designed to help institutions reassess their objectives, measure success in attaining objectives, explore ways and means by which educational efficiency may be improved, and prepare for the ever-increasing demands by society.

After a series of meetings during the spring of 1982, the Steering Committee selected as the University's self-study topic, "The Comprehensive University in Times of Change: Enhancing Quality at Florida State University." The Steering Committee's prospectus defining and supporting the proposed topic was approved by President Sliger and by the Southern Association of Colleges and Schools in April, 1982.

In June 1982, the Steering Committee developed in detail the specific charges to the four Major Committees that would examine the major themes of the self-study: strengthening the quality of the University's students, faculty, curriculum, and funding for academic programs.

The chairpersons of the four Major Committees asked for assurance that their findings would not be altered by the Steering Committee. The Steering Committee agreed that it was important to the integrity of the study that the reports not be altered. As the respective Major Committees completed their reports, they were presented to the Steering Committee and reviewed thoroughly. Once the Steering Committee and the individual Major Committee had agreed on any necessary clarifications or editorial corrections within the text, the Major Committee report was officially accepted. The first of the four reports was accepted in final form in the spring of 1983; the last was received in January of 1984. The Steering Committee met weekly throughout January and February of 1984 to analyze the findings of the Major Committees and from these to develop a set of recommendations for priority attention by the University; the Steering Committee's recommendations comprise the fifth and final chapter of the self-study report.

Now let me introduce the chairpersons of each of the four Major Committees for brief reports on their activities".

1. Katherine Hoffman, Report on Student Quality

"In its search to define student quality, the Student Quality Committee decided that "the two most important indicators of quality are the student's contribution to society and the degree of satisfaction that the student realizes in achieving (worthy) goals." This portion of the self-study hence describes the selection of students at different levels of training, who can benefit from the Florida State University in its role as a center for advanced graduate and professional studies while both emphasizing research and providing excellence in undergraduate programs. The report then analyzes the services provided to assist students as they pursue their academic goals and reviews the interaction of students with the University once they have severed formal relationship with it.

As its first step the committee studied the student body's demographic profile and found that enrollment patterns reflect the comprehensive mission of the University with the exception that our number of black students has declined. As to the analysis of services provided to assist students while they are here and to learn their interaction with the University once they have left, this report to you, the Faculty Senate, reflects findings of the Student Quality Committee's (SQC) twenty-six members as the findings are translated into recommendations to the University.

To be competitive in recruitment of students the SQC recommends that an Academic Information Mailing System and a WATS line should be available to admissions counselors and students involved. To recruit graduate students, fellowships and assistantships should be financially equal to graduate institutions in the area and University Fellowships should be used exclusively to recruit top quality students.

Concerning admissions, the Admissions Committee should recommend undergraduate admissions policies and make decisions on appeals and exceptions, reaching a minimum base of exceptions in five years. A committee should be appointed to examine procedures followed in the admission of graduate students including the use of GPA, GRE and so on, while the Law School should focus on improving student quality via the establishment of minimum GPAs and LSAT scores.

In view of the present trend of transfer students to enroll in professional school majors instead of Arts and Sciences, the SQC recommends that the President and the BOR give consideration to the question of academic balance in programs. Also the function of the Office of Science Teaching Activities should be taken into account in recruiting and retention efforts.

The importance of student financial support and programs deserves considerable attention. The SQC recommends that a multi-media education/information center be established to help students make an informed application for financial aid. Awarding of no-need scholarships to academically gifted; increase in aid to community college transfers, to minority students; and attention to recruiting Merit/Achievement Scholars are recommended, as is a University-wide evaluation of all scholarship programs to assess priorities and the need for change.

Changes recommended in academic advising would recognize and reward the faculty member for his role in the total University enterprise. A computer program would be implemented to assist in academic advising and to connect advising with career counseling. Particular groups of faculty would assist student subsets, such as Honors, disabled and international students. A center would be established to assist undecided students. Steps would be taken to offer these support and academic services to students on weekends and evenings.

Now that the University is committed to providing a top-notch Honors Program, SQC recommendations that run as a thread through the several committee studies made in the past few years should be implemented. Among these, more courses and seminars from a wider variety of academic units should be offered. Support for Honors administration and a physical space for honors students and Merit/Achievement scholars to gather regularly should be provided. The academic Honors Program should be spread over four years and be accessible at several points. Separately recommended is support for the Florence/London programs in terms of adequate staff and supplies.

In regard to registration and drop/add systems, the SQC recommends that modifications and enhancements should be made, including automation and decentralization for the first week of classes. The development of a coordinated permanent record system for all former students is imperative. Concerning Community College relations, a University-wide articulation advisory committee should be appointed, and the University should continue to study quality and performance of transfer students to identify actions to take to enhance their academic success.

With respect to student services within the Division of Student Affairs, the SQC recommends that a University-wide task force should examine attrition and make recommendations regarding student retention. Support services for minorities, women, non-traditional, international, transfer students and student athletes require serious consideration. More counselors should be provided in the Counseling Center. Academic support programs should be continued and expanded. Placement activities should remain under coordination of the Director of Placement. Duplication of services between the Divisions of Academic Support Systems and the Division of Student Affairs should be examined to determine whether staff members could work jointly on projects for the benefit of students.

Concerning student support services outside the Division of Student Affairs, the SQC recommends that an analysis of services of the many counseling facilities on campus would make it possible to ascertain which are unique and to avoid unnecessary duplication.

SQC recommendations concerning Intercollegiate Athletics state that the number of athletes admitted by exception should be kept at a minimum and that monitoring should be continued to ascertain retention rate and academic progress in individual categories. The academic support system should be operated outside the Athletic Department, and the Internal Committee of the Athletic Department should be activated. Scheduling in sports should be done to reduce absences from campus for extended periods of time. Grading practices for athletes should be reviewed to determine whether grade distributions are aberrant.

"Problems of Student Academic Quality" was a topic discussed at considerable length. The SQC recommends that the BOR, the University and the faculty should seek funding based on the missions of the institutions in the SUS and that funding based solely on FTEs should not be followed because it is contrary to improving quality. Retention and enrollment data should be collected by discipline. Enrollment patterns should be studied to determine whether recruitment of freshmen in certain areas should be intensified. Academic support units should not have control over the teaching, testing, or grading of courses. All students should have academic support available to them. Community colleges should be informed of the preparation and performance of their students.

Importance of alumni to the on-going operation and welfare of the University was emphasized. The SQC recommends that departments should give serious attention to job placement and career activities for graduates and students about to graduate. Surveys should be continued by Budget and Analysis, and detailed computerized information files in the Office of Alumni Affairs should be kept up-to-date."

2. Edward Mellon, Report on Curriculum Quality

"When the Committee on Curriculum Quality (CCQ) was formed, the Steering Committee of the University Self-Study supplied a list of charges. The first segment of the work of the CCQ consisted of refining the charges to make them conveniently and precisely operational. After the refined charges had been granted Steering Committee approval, CCQ set to work via subcommittees to gather and interpret data.

The report of CCQ is built around eleven recommendations in the following areas:

- I. The recent institution-wide curriculum revision at the time of the calendar change.
- II. A survey of selected interdisciplinary programs and of Center for Professional Development.
- III. An investigation into the provision of instruction for state employees.
- IV. A discussion of our Doctoral Review Program.
- V. An assessment of library and laboratory resources
- VI. A discussion of the implications of computer advances for the curriculum.
- VII. An overview of the effected external influences on our curriculum.

3. Fred Standley, Report on Faculty Quality

"The Committee on Faculty Quality consisted of eleven faculty members (representing eight colleges and schools) three deans, and three students. After several months of deliberations, the Committee's report of ninety-seven pages was completed. The sheets which have been distributed (attachment C) indicate clearly the range of topics pertinent to the faculty quality which were ultimately included in the report. Additionally, those sheets contain the brief "Discussion of Salary Data" excerpted from the section on

"Statistical Data About Faculty" as well as the complete set of twenty-four recommendations formulated by the committee.

Within the discussion of salary data I would suggest you peruse carefully the conclusions pertaining to the following: (a) the differentiations of salary within ranks across the various schools and colleges at FSU for the past decade; (b) the leveling effect on average faculty salaries at FSU from 1976-82 compared to the other institutions in the SUS; (c) the comparative average salaries of professors among 25 southern doctoral institutions; and (d) the disparities between salaries by rank and sex at FSU and the other SUS institutions.

Regarding the set of recommendations, there isn't time today to comment on each one. However, I would point out that there are discussion and rationale for each in the text of the report. This list of recommendations has been provided by my committee to you as the elected representatives of the general faculty on the assumption that the Senate members should not be the last persons informed about those recommendations that pertain directly to faculty quality and welfare. As a result I would like to highlight today the following recommendations: 4. Quality Improvement Programs; 7. Council for Faculty Research Support; 8. Expansion of Sabbatical Leaves; 9. Improvement in Travel Support; 11. Enhancement of Faculty Salary System; 15. Formal Evaluation of Administrators (all levels subject to review); 19. Recruitment of Selected Senior Appointments in Academic Units; 21. and 22. Establishment of Named Professorships; and 23. Recruitment of Women and Minority Faculty.

In conclusion let me stress three additional major considerations about this report and its recommendations:

1. The principal factor uppermost in the minds of the committee members was this sine qua non for an institution whose mission statement says that it is "a comprehensive, graduate-research university" whose "faculty members have been selected for their commitment to excellence in teaching, their ability in research, and their interest in public service," viz. that this institution can survive and flourish only to the degree that it pursues quality and makes the tough decisions to implement that goal.

2. The section on "National and Regional Reputations of Program" was never intended to be used for the purposes of including or excluding departments and/or schools and colleges within or from the Quality Improvement Program designation. The rationale for such designation was adapted several years ago, remains relevant, and should be continued as the basis for inclusion or exclusion. This present study with its compilation of data should be nothing more than a corollary to the prime facie decision about Quality Improvement.

3. This committee remains concerned about the most important question pertaining to its report and the rest of the Self-Study. Accreditation is a perfunctory matter for Florida State. The most important question, and I raised it with the Self-Study Steering Committee previously, is this: Who in this University has the responsibility, and will actively accept that responsibility, for implementing the recommendations that have emerged from these primarily faculty committees as substantive and constructive actions for the enhancement and development of this University?

4. Steve Edwards, Report on Funding for the Future

"The Committee on Funding for the Future divided its investigation of University funding into seven categories:

1. Funds Sources and Expenditure Levels
2. The Budgetary Process
 - a) Legislative Request Budget
 - b) Allocation of Resources to each university
 - c) Allocation within the University
3. Effects of Formula Budgeting
 - a) Evolution of Formula Budgeting Process
 - b) Proposed Modification to Funding Approach
 - c) Effects of Formula Budgeting on Summer Sessions
 - d) Effects of Formula Budgeting on Support for Graduate Students
4. Effect of Funding on Frequency of Undergraduate Course Offerings
5. The Quality Improvement Program and Recent Improvements in the Level of University Funding
6. Outside Funding Programs
 - a) Private funding through the FSU Foundation
 - b) Contributions from athletic funds to University programs
 - c) The Eminent Scholars Programs
 - d) Sponsored Research Funding

Subcommittees corresponding to these categories made reports to the full committee which discussed them and drew conclusions. Those conclusions are embodied in a set of twelve recommendations to the Self-Study Steering Committee and the University. A copy of the detailed recommendations will be attached to this report for inclusion in the Senate Minutes, (attachment D), so I shall not read them here. Rather I shall discuss the implementation that has already taken place for some of them.

This committee finished its work and submitted its recommendations last spring. It was the committee's view that while its report was formally a submission to the Self-Study Steering Committee, opportunities to pursue its recommendations which might arise before completion of the full Self-Study should not be ignored and so instructed its chairman. Such opportunities have arisen during the year, and ten of the recommendations have been at least partially implemented. These include the following (with some involvement of members of the committee):

1. Modified approach to funding. Vice-President Turnbull has been very active through the Council of Academic Vice Presidents in the development of a modified funding approach that would extend the present limited use of lump sum.
2. Summer session funding. At last month's Senate meeting Vice-President Turnbull announced improvements in funding for the 1984 summer session including some provision for research and service support.
3. Separate study of OPS allocations. The recommended committee has been appointed and has begun its investigations with special emphasis on support for graduate students. This committee expects to report by June 15, 1984.
4. Return of Quality Improvement Program to original design and protection of base funding. Later in this meeting Vice President Turnbull will report on very recent efforts in conjunction with the BOR and the State Senate that would lead to the desired outcome.
5. Restoration of normal OCO funding levels. At present all three proposed Legislative budgets, Governor's, House, and Senate, include a return to the normal 10% OCO allocation procedure after several years of extremely reduced levels. This should allow the STOCO program to be redirected to its original goal of eliminating obsolescence from laboratories and classrooms.
6. Inclusion of resource people for FSU Foundation outside funding programs such as the Eminent Scholars Program as members of the visiting committee. Two such people have been appointed.
7. Modifications to the Eminent Scholars Program. The University has joined with the BOR in seeking improvements in the program.
8. Major Capital Gifts campaign. The FUS Foundation's proposal to conduct the recommended campaign has recently been approved by President Sliger.
9. Restoration of SRAD funds. The University has continued to implement its commitment to restore these funds. Most recently, President Sliger has provided \$100,000.00 to faculty support programs, releasing SRAD funds to their intended purpose.

The Committee looks forward to the complete implementation of all of its recommendations.

IX. Adjournment

The 1983-1984 Senate meeting adjourned at 5:05 p.m. The annual reports of standing committees and announcements by President Sliger will be given during the election of the 1984-1985 Faculty Senate President and Steering Committee members immediately following this meeting.

M E M O R A N D U M

To: Faculty Senators

From: Elisabeth Muhlenfeld, Chairman, Undergraduate Policy Council

Re: Plus/Minus Grading System

Date: April 9, 1984

On March 23, 1984, at the direction of the Faculty Senate, the Undergraduate Policy Council revisited the issue of a modification of our current grading system to incorporate pluses and minuses in each grade range. It is the firm conviction of the UPC that its recommendation of a plus/minus system as presented, moved and seconded in the Faculty Senate was thoughtfully made after extended discussion and debate covering all aspects of the proposal. Therefore, the UPC reaffirms its recommendation without modification.

Questions from the floor of the Senate, however, suggest that the following points may help to clarify that recommendation.

1. The UPC's recommendation of intervals of +/- .25 rather than some other value such as +/- .33 was based on several factors.

a. +/- .25 was the preferred interval of the Executive Branch of the Student Government, and was approved overwhelmingly by the Student Senate. Although the Faculty Senate may amend to intervals of, for example, .33 (C-: 1.67; C: 2.0; C+: 2.33), such amending should only be done if the amended system is decidedly superior to the system as proposed.

b. The total differential (.5) within a given grade range (e.g.: 1.75 to 2.25 from C- to C+) is equal to the total differential (.5) between two grade ranges (e.g.: 2.25 to 2.75 from C+ to B-). These point values serve to focus on the integrity of each grade range because the difference between two different grade ranges (.5) is twice that between any two grades within the same grade range (.25, e.g.: 2.0 to 2.25 from C to C+ or 1.75 to 2.0 from C- to C). In a system which assigns values +/- .33, the difference between a C+ and a B- would be .33, no greater than that between C and C+, and the difference between C- and C+ (or the entire 'C' range) would be .66. The UPC feels it is somewhat more desirable to have plus and minus grades cluster close to the straight grade, emphasizing the grade range, than to have equal differentials between each individual grade.

c. The question of what point values are assigned to plus and minus grades is not directly related to how an individual faculty member decides to break down the grade range he or she currently uses. Regardless of what point values are assigned to minus and plus grades, the individual faculty member will always have the prerogative to assign grades as he or she deems appropriate. A faculty member who, for example, currently assigns a C to all students who achieve a semester average between 70 and 79.9 would, under the proposed system, decide where within the grade range a student would earn a C+ or a C-. One professor might divide the range in thirds, assigning the bottom third a C-, the middle third a C, and so on. Another professor might

assign a C- only to those students whose averages fall at the very bottom of the range (those earning averages, say, of 70 and 71) and a C+ only to those students at the very top of the range. A third professor might decline to use minus grades altogether. The UPC feels that the +/- .25 differential encourages individual faculty members to decide how they may most appropriately use the plus/minus system. Intervals of +/- .33 would seem to say that faculty are expected to divide each grade range into three equal parts. The UPC assumes the Faculty Senate would prefer to offer faculty the widest possible range of options as each instructor works to adapt his or her own grading system to the plus/minus modification.

2. The problem of "borderline" students remains precisely the same under the proposed system as under our current system. The above professor, whose student achieves a 79.9 average, now must decide whether to round off the grade or not, whether to give the student a B (a "low" B) or a C (a "high" C). Under the proposed system, the professor would have to make the same decision, but could debate between a B- and a C+. Under the proposed system, therefore, the professor's decision about a borderline student will at least have less stark results. Under the current system, the decision will make a one point difference (2.0 or 3.0); under the proposed system, the same decision will make only half that difference or .5 (2.25 or 2.75).

3. Certainly the most problematical matter in the proposed system is the C- which is figured into the grade point average at less than 2.0. It should be reiterated that under the UPC proposal, no student will be penalized for earning a C- in a particular course. Penalties are associated, under both the current and the proposed systems, with grade point averages for all courses taken. Certainly, a student who earns a C- in one course will have to offset that grade with a C+ in another course. On the other hand, currently a student who earns a D must offset that with a B (no number of C's in courses can offset the D). Under the proposed system, a D+ could be offset by a B-, or by three C pluses a straight D may be offset by four C pluses and so on. Thus, the proposed plan can work to a student's advantage in ways that the current system cannot.

4. There exists no unanimity among grading systems in schools which use plus/minus systems. Most schools (University of California at Berkeley, for example, Vanderbilt or the University of Michigan) use a system valuing pluses at .3 (B+: 3.3) and minuses at .7 (B-: 2.7). (The University of Michigan has an A+ which it values, like the A, at 4.0). Other schools (Mills College, for example) value the plus at .33 and the minus at .67. Cornell and Columbia include an A+ valued at 4.3. Harvard has a system which does not include an A+, and assigns point values from 1 to 11 (A: 11; A-: 10; B+: 9 and so on). Of all these institutions, the one which most recently changed to a plus/minus system is Vanderbilt, which shifted in 1982. Administrators at Vanderbilt have perceived no significant difference in grade point averages as a result of the change and expect none in future. In 1968, the University of Georgia dropped a plus-only system (A+: 4.5; B+: 3.5 and so on), at the height of the student protests about the irrelevance of grades. Recently, the University of Florida instituted the same system (plus only); faculty debate at the University of Florida suggests a reluctance to assign 'minus' grades and a compromise decision to try, as a first step, pluses with the option to institute minuses at some future date. The UPC (and, we suspect, the GPC) feels that a plus-only

system would simply insure grade inflation and would therefore be unacceptable to the faculty.

Finally, and for your information, we note that the Law School Data Assembly Service converts pluses and minuses to .33 in either direction, and includes A pluses at 4.33. The Association of American Medical Colleges converts to .3 in either direction; however, the AAMC values an A+ at 4.00.

Recommendations of the Undergraduate Policy Council

I. The Undergraduate Policy Council of the Florida State University recommends that the Faculty Senate endorse the plan presented by the Student Senate, with the following modification: we recommend that the plan include an A+ to be awarded the value of 4.25:

*

A+ : 4.25	B+ : 3.25	C+ : 2.25	D+ : 1.25	F : 0.00
A : 4.00	B : 3.00	C : 2.00	D : 1.00	
A- : 3.75	B- : 2.75	C- : 1.75	D- : .75	

II. This recommendation and the recommendations that follow are based on the premise that the grade range from plus to minus is considered to be equivalent to the current letter grade range. In other words, a student currently awarded a "C" in a course has, in fact, been awarded a grade in the "C range" which, under the proposed plus/minus plan would include "C-," "C," and "C+." See accompanying illustration.

III. Our recommendation pertains only to the grading scale. The Faculty Senate should understand that passing the new plus/minus scale will not affect any university requirements. All university regulations currently announced in the BULLETIN will be considered binding, to be interpreted as follows:

- A. All regulations currently tied to a specific GPA will remain exactly as they are (e.g., GPA of 2.0 required for undergraduate students to remain in good academic standing; 3.0 for graduate students to remain in good academic standing; 3.50 for cum laude, etc.).
- B. All regulations currently applicable on a course-by-course basis and currently tied to a specific letter grade would be interpreted to mean a specific letter grade range. Hence, if a student currently must achieve a "C" in one course in order to proceed to another course, under the proposed plus/minus system, that student would have to achieve a grade in the "C range," to include "C-."

NOTE: It follows from recommendation III.B. that in the case of "Gordon Rule" courses (and in the absence of any ruling by the Board of Regents), which currently do not fulfil the Gordon Rule word-count requirement unless the student achieves a C or better, the university will consider that a C- earned in a Gordon Rule course will constitute successful completion of the Gordon Rule word-count requirement for that particular course.

- C. All regulations currently tied to a specific grade average would be interpreted to mean the numerical average currently associated with that specific grade. Hence, the required "C average or better" on all Liberal Studies courses would be interpreted as "2.0 average or better."

IV. Each college and department will review its current regulations as stated in the BULLETIN and make any changes it deems necessary to clarify its program requirements in light of the plus/minus system.

* The A+ proposal was NOT APPROVED by the Senate. The remainder of the proposal was approved.

CHAPTER III: REPORT OF THE COMMITTEE ON FACULTY QUALITY

The Role of the Faculty in University Governance
The Faculty Senate and the General Faculty
University Committees: Appointed and Elected
College, School, and Department Governance

National and Regional Reputations of Programs

College of Arts and Sciences
Humanities Area
Science Area

Other Programs
College of Business

College of Communication
School of Criminology

College of Education
College of Home Economics

College of Law
School of Library and Information Studies

School of Music
School of Nursing

College of Social Sciences
School of Social Work

School of Theatre
School of Visual Arts

The Center for Professional Development and Public Service
Research and Development Ranking for the University
Profiles of Distinguished Faculty

Recipient of Nobel Prize for Physics
Members of the National Academy of Science
Faculty in Endowed Chairs

The Robert O. Lawton Distinguished Professors
Chemistry

English
Educational Research, Development and Foundations

Mathematics
Mathematics Education

Music
Psychology

Religion
Statistics

Other Faculty Representative of Distinguished Accomplishments
Art History

Biological Sciences
Dance

Economics
English

Home Economics
Music

Oceanography
Philosophy

Political Science
Statistics

Professional Growth and Development
Recipients of President's Teaching Awards

Recipients of Summer CDFRS Awards
Recipients of Academic Year CDFRS Awards

Recipients of Developing Scholar Awards
Other Facets of Faculty Quality

The Relationship Between Teaching and Research/Creative Activity
Graduate/Undergraduate Faculty Status

Recruitment of Faculty
The Impact of Collective Bargaining

Comments of First Faculty Member
Comments of Second Faculty Member

Comments of Faculty Member/Administrator
Statistical Data
Recommendations of the Committee on Faculty Quality

(From section: "Statistical Data About Faculty")

Discussion of Salary Data

Within Florida State University during the period from 1973-1982, there was a diverse spectrum of average percentage salary increases at all ranks as revealed by the data on increases in each college or school. At the professor level, the average varied from a low of 32.8 percent (Theatre) to a high of 107.4 percent (Law). Likewise, the range was quite broad at the associate professor level, from a low of 26.8 percent (Criminology) to a high of 83.8 percent (Law). Similarly, at the assistant professor level, the low was 32.9 percent (Criminology) and the high was 89.8 percent (Law). Such ranges of differentiation obviously reflect the University's priorities, whether those priorities are ^{incentivizing} inspirational or not.

For the period from 1976-82, among the nine universities within the State University System, Florida fared poorly at all ranks of the basis of percentage of average faculty salary increases. At the professor level, Florida State ranked 7th of 9 institutions (ahead of North Florida and West Florida) at the associate professor level, Florida State was last with the lowest average increase and at the assistant professor level, Florida State was 8th of 9 schools (above only North Florida). The obvious negative factor in this evolution is the failure to compete favorably with the other two Ph.D. granting schools: Florida and South Florida.

For the year 1976-77, Florida State ranked 18th of 25 on average salary of professors among the southern doctoral level institutions. In 1982-83, Florida State dropped to 18th of 28 on the same average salary of professors. However, the significant factors for consideration during that period are (1) that the highest paying institution (Virginia) raised its professor salary by an average of 84 percent, while the lowest paying institution (Mississippi State) raised its by 37 percent;

Florida State raised the average salary only by 34.4 percent. Equally significant is the fact that the University of Florida which had \$23,808 in 1976-77 (compared to \$23,800 for Florida State) was able to raise its average professor salary in 1982-83 to \$37,708 compared to \$36,388 for Florida State.

For the academic year 1982-83, the national salary average at the professor level in public institutions was \$28,188. Among the twenty public institutions at the doctoral level in the south, nine were above average in this descending order: Virginia, Texas A&M, Texas, Houston, Georgia, VPI, North Carolina, Georgia State and Louisiana State. Eleven institutions were below the national average, including Florida State, which ranked fourteenth of twenty in the south. Above Florida State in positions 10-13 were Florida, Texas Tech, South Carolina, and Kentucky. Below Florida State placed in positions 15-20 were Alabama, South Florida, Auburn, Tennessee, Mississippi, and Mississippi State.

Within the State University System, disparities between salaries by rank and sex are clearly evident. At every institution and in every rank (with the exception of full professor at Florida A&M), there is a lower salary for females than for males. These differences across the ranks and the institutions range from an average low of \$700 (Florida A&M, associate and assistant) to an average high of \$5,400 (University of Florida, professor). Thus, in spite of recent efforts to offset such differences, the evidence seems to suggest that inequities persist.

Recommendations of the Committee on Faculty Quality

III-1. The University should endeavor to delegate and share authority for academic and budgetary decision making in order to allow the maximum

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flexibility within colleges/schools and departments outstanding universities delegate and share authority for decision making to departments or comparable units within the collegial process (See also Funding for the Future, QIP Programs) (p. 1).

III-2. As a result of Florida State University's mission as a graduate-research institution, departments or their equivalents should be given sufficient funds and the flexibility to decide how these funds may best be used for teaching and research as well as for the development of graduate programs (p. 1).

III-3. The University should encourage faculty to understand more clearly the educational outreach of the Center for Professional Development and Public Service (p. 1).

III-4. The University should maintain the Quality Improvement Program designations for the annual enhancement of programs by budgetary allocations within the University, even when the Legislature does not specify QIP funds in its appropriations bill (See also Funding for the Future) (p. 1).

III-5. The University should require an annual orientation under the sponsorship of the Deans of Faculties for the benefit of all new faculty in all colleges (p. 1).

III-6. The University should develop and implement a multi-faceted reward system based on excellence of performance and productivity (p. 1).

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by the American Association of University Professors, a report which is both comprehensive and analytical as opposed to the annual "Faculty Salary Survey" by Oklahoma State University, which is both non-comprehensive and highly selective in its omission of institutions that are competitive with Florida State in their missions (p. 1).

III-7. The Council for Faculty Research Support should be revitalized, and research grants should be provided to the faculty on a competitive basis for the summer term (p. 1).

III-12. An adequate and uniform summer school program should be designed with a balance of graduate and undergraduate offerings and with faculty appointments on a basis other than merely that of credit hour productivity (p. 1).

III-8. The University should intensify its efforts to secure state funding for sabbatical leaves with an increase in the number of one semester, fully funded leaves. However, the University should also expand the sabbatical program within schools, colleges, and departments even if additional funds are not forthcoming (p. 1).

III-13. The University should make Strozier Library a continuing priority for funding for the explicit purpose of increasing its books and periodicals in support of the mission of the University as a graduate research center (p. 1).

III-9. The University should continue to seek funds, public and private, for supporting travel requests of faculty, within a system that provides for distribution of funds on a basis of the merit of the request (p. 1).

III-14. Adequate facilities should be provided for the rare books (including the Shaw Collection) in Strozier Library (p. 1).

III-10. The departments or their equivalents should be authorized and directed to encourage and reward productive scholarship and creative activity by differentiating teaching, service and administrative loads of faculty, with particular attention given to those schools and colleges with a high proportion of women faculty who traditionally have been assigned heavy teaching loads (p. 1).

III-15. A University-wide committee of faculty and administrators should be appointed to institute a systematic means to evaluate administrators (who are also faculty) annually and to disseminate that data appropriately within the University; the President and the Academic Vice President shall use the resulting data in determining annual salary increases for administrators (p. 1).

III-11. The University administration and the Faculty Senate should advocate vigorously a faculty salary system consistent with the institutional mission statement of "a comprehensive graduate-research university." Such a system should make Florida State faculty salaries commensurate with those in the upper quartile of Category I (Doctoral Level Institutions) in "The Annual Report on the Economic Status of the Profession"

of the department chairs or their advisory committees in consultation with the dean (p.).

MI-31. The University should embark on a campaign to establish named professorships under a fund-raising and endowment plan as outlined in the section of this report entitled "Recruitment of Faculty (p.)."

MI-32. The University should appoint a committee of distinguished faculty to develop a plan for the new category of professorships or chairs that would be financed by minimal supplements to state lines. This new category of professorships might be called Annual Distinguished Professorships (p.).

MI-33. The University should make every effort to intensify the recruitment of women and minority faculty through an Affirmative Action policy affecting every college and school (p.).

MI-34. The University, by means of the central administration and the Faculty Senate, should inform the faculty about the structure and mechanics of union representation in the collective bargaining process. For example, the faculty should know that their numerical representation in the collective bargaining process of the campus chapter of the union is related to the other eight universities of the State University System in directly related to the number of members of the Florida State University faculty who are dues-paying members of the union (p.).

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MI-16. The University should enunciate a clear, strong, and continuing commitment to scholarship and creative activity at all levels of administration (p.).

MI-17. A University committee of distinguished faculty should establish uniform and fair criteria related to the quality of research and creative activity that will be required for promotion and tenure appropriate to the specific disciplines; important research and creative activity should be required of all faculty, and new appointees should be informed of the expectations inherent to their disciplines (p.).

MI-18. The University should require that the formal evaluation of teaching, which is presently required by the Faculty Senate for use by all faculty in the fall term and is also required for consideration in the promotion and tenure process, must be used in the annual evaluation of faculty for discretionary and/or merit increases in salary (p.).

MI-19. The University should adopt a policy of encouraging and supporting selected appointments at the upper ranks for programs, both within the Quality Improvement designation and outside that designation; such appointments are essential for replacing outstanding senior faculty with new faculty of equal or greater caliber in order to maintain or enhance programmatic quality (p.).

MI-20. The authority to make senior appointments should always be delegated to the departments or their equivalents and should be the responsibility

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RECOMMENDATIONS OF THE COMMITTEE ON
FUNDING FOR THE FUTURE

1. The Committee recommends that the University continue to pursue its efforts to have the timing of the budgetary process modified to bring it into a more rational relationship with the operational calendar of the Institution.
2. The Committee commends the efforts of the Vice President for Academic Affairs to simplify and strength procedures for developing the Request Budget in ways that will make its evolution from programmatic needs clearer and recommends that he be encouraged to continue them.
3. The Committee recommends that The Florida State University take whatever steps it can to support the adoption of the modified approach to funding higher education in Florida proposed in the 1981 Study of Funding of Postsecondary Education in Florida.
4. The Committee commends the efforts of the University to maintain adequate funding for the summer session and recommends that in the pursuit of a modified approach to funding higher education in Florida, it make sure that the approach sought be one that recognizes the differences between the use of faculty resources in summer sessions and in the regular academic year and the central role played by summer faculty resources in maintaining quality in graduate education and research programs, its central mission.
5. The Committee recommends that the University undertake a separate study of both its internal OPS allocation policies and external OPS funding procedures with a view to ensuring that both its own use of OPS funds and the external basis for generating them recognize their central role in the maintainence of quality in graduate education and research programs, its central mission.
6. The Committee commends the ongoing efforts of the University to implement the Quality Improvement Program as originally designed and urges the University to bring to the attention of the appropriate funding authority the diversion of the program from original intent by recent changes that have lessened its selectivity and directed it toward problems of a

different nature, such as implementation of the "Gordon Rule" and undergraduate education enhancement before significant progress towards its original long-term goals could be made.

7. The Committee recommends that the University make every effort to maintain base funding in the Quality Improvement Programs and urges it to bring to the attention of the appropriate funding authority the sources of these problems and their effects on the ability of QIP to attain its long-term goals, which have the greatest potential of any state programs for improving the climate for the development of high technology industrial base that the State of Florida currently desires.
8. The Committee recommends that the University seek restoration of the normal level of its OCO funding so that the STOCO program can proceed towards its original intent of eliminating obsolescence from the laboratories and classrooms.
9. The Committee recommends that the Self-Study Steering Committee include in its suggestions for members of the Visiting Committee persons who are qualified to act as resource people for the programs of the Florida State University Foundation, such as the Eminent Scholars Program.
10. The Committee recommends that the University seek the following modifications to the state Eminent Scholars Program: 1) removal of the time limit for obtaining funds, making it a permanent program of the SUS, 2) removal of the limit in number of chairs authorized for Florida State University, and 3) change of the required matching ratio from 60/40 to 50/50.
11. The Committee recommends that The Florida State University Foundation reconsider the feasibility of conducting a major capital gifts campaign from the point of view of increasing its assets to the point where it could hope to play a role in providing stability for the University budget from private sources.

12. The Committee recommends that the University seek means to restore recent losses in SRAD funds available to faculty for the development of research programs due to shortfalls in other areas of the University budget and also seek ways to avoid such use of SRAD funds in the future.

Faculty Senate Minutes
Moore Auditorium
April 18, 1984

I. Regular Session

The first regular meeting of the 1984-1985 Faculty Senate met on Wednesday, April 18, 1984, at 5:10 p.m. in Moore Auditorium. As this was an organizational meeting, Steve Edwards presided.

The following members were absent. Alternates who were present are listed in parenthesis following the member they represent. D. Abood, C. Adcock, D. Ammerman, B. Atkins, J. Baker, S. Baker (J. Degen), D. Beaty, N. Betten, J. Bowman, J. Brigham, J. Carey, R. Dalton, M. DeBaroncelli, J. Gapinski, W. Heard, J. Hills, K. Hofer, F. James, G. Kleck, S. Klees, A. Krothapalli (T. Kitze), T. Kuehne (C. Darling), C. Lilly, J. Orcutt, J. Piersol, R. Reiser, D. Robinson, L. Robison, S. Rollin, R. RuBino, P. Russo, C. Schluck, K. Singh (M. L. King), W. Snyder, A. Tucker, H. Van Wart, L. Weingarden.

II. Election of the President of the Faculty Senate, Douglass Seaton

The floor was opened for nominations for this office. The only nomination received was for Steve Edwards. Mr. Edwards accepted this nomination and thanked the Faculty Senate for their trust and support.

Mr. Seaton directed the Senate to turn to the third page of the ballot package. The following persons had been nominated for the Steering Committee on the mail-in ballots: Patricia Martin, Ross Heck, Steve Edwards, David Ammerman, John Simmons, Fred Standley, John Carey, John Kerr, Martin Roeder. Mr. Seaton asked the members to strike Mr. Edwards name from the list as he had been elected Faculty Senate President and is therefore the chairman of the Steering Committee.

The Senate was reminded that there were four vacancies on this Committee. The floor was opened for nominations. New procedures in effect for the first time at this meeting required that nominations from the floor must have four seconds. The following persons were nominated: Laurel Schendel, James Gapinski, Tom Denmark, Elizabeth Mann.

After the first ballot Patricia Martin and Fred Standley were elected. Since a majority of the votes are necessary, a run-off ballot was needed for the following: Ross Heck, John Carey, Martin Roeder, Elizabeth Mann.

On the second ballot Ross Heck and Elizabeth Mann were elected.

Mr. Seaton thanked the members of the Election Committee, Diane DiNitto and Peter Garretson. Mr. Seaton also thanked Janis Sass, Secretary to the Faculty, for her assistance in the election process.

The following is the 1984-1985 Steering Committee:

Steve Edwards, Physics (1985), Senate President
Ross Heck, Accounting (1986)
Merrill Hintikka, Philosophy (1985)
Fred Kreimer, Mathematics (1985)
Clifford Madsen, Music (1985)
Elizabeth Mann, Library and Information Studies (1986)
Patricia Martin, Social Work, (1986)
Fred Standley, English (1986)

III. Annual Reports of Standing Committees

a. Student Academic Relations Committee, Walter Moore

"The following paragraph from the Bylaws of the Faculty Senate outlines the constitution and responsibilities of the Student Academic Relations Committee:

"The Committee on Student Academic Relations shall hear appeals from students who think that decisions about their academic work have been made improperly or unprofessionally in colleges or schools. The Committee shall consist of five persons appointed annually by the Steering Committee, with the advice and consent of the Senate, for staggered two-year terms; an undergraduate student member and a graduate student member shall be appointed annually by the President of the University. The Committee shall elect its chairperson annually from the faculty representatives. The Committee shall report its findings and recommendations to the Vice President for Academic Affairs. It shall also report each term to the Faculty Senate." (Bylaws, Section F.5; 1981 FSU Constitution, p. 16)

During the academic year 1982-83, the committee dealt with no cases. Our docket remained clear through the present academic year until this month. Now we have a case. It is our hope to complete deliberations within the present academic term and to present our report to Vice President for Academic Affairs early in May.

The committee's thanks go to Janis Sass, Secretary to the Faculty, who has served as secretary to the committee. My thanks also to the excellent committee itself: faculty members Bonnie Braendlin, Stephen Goodman, Merrill Hintikka and Leslie Wilson; and student members Jeanette Deas and Ellen Vansuch."

b. The Grievance Committee, Laurel Schendel

"The committee received one grievance during the past academic year. A three-member Hearing Panel was selected and the panel is now in the process of hearing this grievance. Recommendations from the Hearing Panel will be sent to President Sliger when completed. The committee met as a whole on March 15th to discuss grievance procedures. It recommended that a sub-committee study the current grievance process and make recommendations for future committee considerations. These recommendations will be presented to the 1984-1985 Grievance Committee."

c. Center for Professional Development and Public Service, Mary Pankowski
Summary of Center Activities

1. In the very important off-campus credit area, for the Spring Semester '84, our enrollment is 1490. This represents very nearly a 50% increase over the same period last year. The co-listing of courses greatly assisted in the enhancement of enrollment.
2. For this summer we expect to offer approximately 200 courses and 43 intensive workshops. We are anticipating a summer enrollment in the vicinity of 2250 or 35% better than last summer.
3. During the 1984 year 16 degree programs will be offered for Florida citizens in 11 subject areas in nine different locations. These include Home Economics Education in Tampa, Library and Information Studies in Jacksonville, Social Work in Orlando and Gainesville, and Urban and Regional Planning in Orlando.
4. A program of particular interest is the College of Education Department of Curriculum and Instruction Master's Degree in Teaching English as a Second Language being offered in Saudi Arabia for the Aramco Service Corporation. Fifty-four students are nearing completion of their work. A second cycle of that program, smaller in size, is just beginning.
5. On November 30th FSU had a first - delivering a credit instructional program via teleconference. Dr. Fred Faust of the School of Criminology taught a session which was received by his regular classes in Lake City and Panama City. The receiving sites were the local community colleges.
6. This year the Center is involved in ten contracts and grants totaling \$184,553.
7. In the Florida State Conference Center, since July 1st, 1983, we have had 353 functions and programs involving 14,550 participants. You may be interested to know that the average program size is 41 persons and average program length is 2.5 days.

8. Some of our more interesting programs during this period were:

- Waldheim Conference-scholarships for faculty
- Wetlands Management Conference
- American Society of Public Administrations Regional Meeting
- Governor's Commission on Advocacy
- Research in Teaching
- Mainstreaming the Non-Traditional Student
- Hazardous Waste Symposium
- Quality of Life Seminar
- Ninth Annual Conference on Literature and Film
- Tenth Annual Conference: Florida Association Student Council
for Exceptional Children
- National Consortium on Quality Instructional Materials
- Southern Conference on Corrections

9. Programs scheduled in the months ahead include the following interesting representations:

- Honors Program for Science Teachers
- Citizen Participation in Public Schools
- FSU Accounting Conference
- Learning Disabilities
- In Search of Intellectual Freedom
- Microcomputers in Support of Generic Nutrition
- Applied Geography Conference
- Southern Chapter of the College of Music Society
- Christianity and the Renaissance

10. The National University Continuing Education Association Southeastern Regional Conference will be co-sponsored by Center for Professional Development and Public Service and hosted in the Florida State Conference Center on October 16-17, 1984. The title of the conference is The Search for Excellence and Educational Technology. One highlight of the program is that participants will be able to attend a lecture by Dr. Carl Sagan, who will be visting the campus as part of a new Distinguished Lecture Series.
11. The Center is continuing to work closely with the University Advisory Board which consists of faculty from each college and school. Recent topics of study and discussion include ways to expand enrollments in off-campus courses through co-listing arrangements, maintaining quality in off-campus programs, and criteria for special usage of the FSCC for University and Public Service programs. The latter culminated in a report to Vice President Turnbull containing recommendations on ways to enable faculty groups to use the Florida State Conference Center.

Bor

PLEASE REPLACE THIS PAGE IN THE APRIL 18, 1984, FACULTY SENATE MINUTES

Faculty Senate Minutes
April 18, 1984
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12. Working hand-in-hand with the University Advisory Board, our Community Advisory Board is made up of a cross section of civic and business leaders in the Tallahassee area. The Community Advisory Board has rendered valuable assistance in marketing the Center for Professional Development and the Florida State Conference Center as vital resources for inservice training, staff development, and professional continuing education for both public and private sector agencies and organizations. The Community Advisory Board has also proven to be an important source of program ideas of particular interest to the private sector. At the present, the Center is working with a diverse planning group to organize a major conference on Health Care and the Elderly in which the Community Advisory Board has expressed an interest.

IV. Announcements of the President of the University

President Sliger expressed his belief that this year would be a better one for the University than the last. He thanked the faculty for all the hard work it has done and this was definitely the 'year of committees'. He read more documents and responded to more reports than in the past. "All in all though, it has been an enjoyable year. I am pleased that Steve Edwards was re-elected. It is a pleasure working with him."

The President stated the non-traditional self-study was a good idea. He has no objections any of the recommendations. He will personally deal with: salaries, graduate student assistance, a university-wide scholarship program, athletic recommendations, enrollment/retention, differential funding, recruitment of faculty, the issue of women/minority faculty and the SRAD funds. Dr. Sliger commended Dr. Pitts and Dr. Bickley and all the members for the comprehensive work they have done.

Dr. Sliger also expressed his appreciation for the support of all the faculty and staff of FSU.

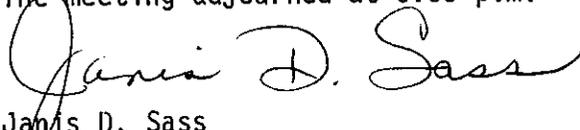
Vice President Turnbull recounted the events leading up to the recent request from the BOR on Quality Improvement Programs. The President of the Florida Senate asked the BOR to "make an independent evaluation of those programs in the SUS that have the greatest potential for achieving excellence". In response the BOR submitted a "List of Programs Within the State University System of Florida with the Short Term Potential for Achieving Excellence and National Prominence" selected on the basis of evaluations in recent national studies of program quality. Fifteen SUS programs were listed, seven from Florida State University (Biology, Molecular Biophysics, Chemistry, Physics, Statistics, Political Science, and Music) and eight from University of Florida (Botany, Zoology, Chemistry, Chemical Engineering, Electrical Engineering, Anthropology, Economics, and Psychology). Two other lists of programs were appended to this response,

one underscoring the need for improved undergraduate education and programs to meet state needs as identified in the BOR Master Plan, and one that lists other SUS programs which have been rated highly in state and national evaluations. The total number of listings from all three lists for each SUS institution (some programs appear on more than one list) is as follows:

FSU	40	UCF	3
UF	36	FIU	3
USF	20	UNF	1
FAMU	5	UWF	1
FAU	5		

V. Adjournment

The meeting adjourned at 6:00 p.m.



Janis D. Sass
Secretary to the Faculty

DR DAISY P FLORY
314D WES
VP-ACADEMIC AFFAIRS

The following amendments to the Bylaws of the FSU Constitution will be presented on April 18, 1984. Material hyphened out is being deleted.

F-8, paragraph 2, Professional Relations and Welfare Committee

~~This-Committee-shall-consist-of-twenty-one-members.~~ The chairperson of the Elections Committee shall, through the Secretary of the Senate, notify each college or school scheduled to nominate candidates for this Committee. The faculty of that unit shall, through procedures it shall determine, nominate from its ranks at least twice the number of faculty members to be elected. Additional nominations shall be taken from the floor of the Senate. Election shall be by the General Faculty for three-year staggered terms to begin July 1. Each college or school shall have one representative; the Colleges of Education, Business, and Social Sciences shall have an additional representative; and the College of Arts and Sciences shall have four additional representatives. The Faculty Senate Steering Committee shall appoint the chairperson.

F-9, paragraph 3, Grievance Committee

~~This-Committee-shall-consist-of-twenty-one-members.~~ The chairperson of the Elections Committee shall, through the Secretary of the Senate, notify each college or school scheduled to nominate candidates for this Committee. The faculty of that unit shall, through proecdures it shall determine, nominate from its ranks at least twice the number of faculty members to be elected. Additional nominations shall be taken from the floor of the Senate. Election shall be by the General Faculty for three-year staggered terms to begin July 1. Each college or school shall have one representative; Education, Business, and Social Sciences shall have an additional representative and the College of Arts and Sciences shall have four additional representatives. The Faculty Senate Steering Committee shall appoint the chairperson.

COMMITTEE PROPOSAL FOR DISTRIBUTION OF QUALITY POINTS

A+	4.25				
A	4.00		.25	}	.50
A-	3.75		.25		
			.50	}	.50
B+	3.25		.25		
B	3.00		.25	}	.50
B-	2.75		.25		
			.50	}	.50
C+	2.25		.25		
C	2.00		.25	}	.50
C-	1.75		.25		
			.50	}	.50
D+	1.25		.25		
D	1.00		.25	}	.50
D-	.75		.25		
F	0.00				

Recommend that
 GPA is specified
 in Bulletin as they
 are all
 Distribution, etc.
 C, B, A, etc.
 to interpret
 total range
 3.0 average
 average

CHAPTER III: REPORT OF THE COMMITTEE ON FACULTY QUALITY

The Role of the Faculty in University Governance
The Faculty Senate and the General Faculty
University Committees: Appointed and Elected
College, School, and Department Governance

National and Regional Reportations of Programs
College of Arts and Sciences

Humanities Area

Science Area

Other Programs

College of Business

College of Communication

School of Criminology

College of Education

College of Home Economics

College of Law

School of Library and Information Studies

School of Music

School of Nursing

College of Social Sciences

School of Social Work

School of Theatre

School of Visual Arts

The Center for Professional Development and Public Service

Research and Development Ranking for the University

Profiles of Distinguished Faculty

Recipient of Nobel Prizes for Physics

Members of the National Academy of Science

Faculty in Endowed Chairs

The Robert O. Lawton Distinguished Professors

Chemistry

English

Educational Research, Development, and Foundations

Mathematics

Mathematics Education

Music

Psychology

Religion

Statistics

Other Faculty Representative of Distinguished Accomplishments

Art History

Biological Sciences

Dance

Economics

English

Home Economics

Music

Oceanography

Philosophy

Political Science

Statistics

Professional Growth and Development

Recipients of President's Teaching Awards

Recipients of Summer CUPRS Awards

Recipients of Academic Year CUPRS Awards

Other Facets of Faculty Quality

The Relationship Between Teaching and Research/Creative Activity

Undergraduate Faculty Status

Recruitment of Faculty

The Impact of Collective Bargaining

Comments of First Faculty Member

Comments of Second Faculty Member

Comments of Faculty Member/Administrator

Statistical Data About Faculty

Recommendations of the Committee on Faculty Quality

(From Section: "Statistical Data About Faculty")

Discussion of Salary Data

Within Florida State University during the period from 1973-1982, there was a diverse spectrum of average percentage salary increases at all ranks as revealed by the data on increases in each college or school. At the professor level, the average varied from a low of 32.8 percent (Theatre) to a high of 107.4 percent (Law). Likewise, the range was quite broad at the associate professor level, from a low of 36.8 percent (Criminology) to a high of 83.8 percent (Law). Similarly, at the assistant professor level, the low was 32.6 percent (Criminology) and the high was 93.8 percent (Law). Such ranges of differentiation obviously reflect the University's priorities, whether those priorities are ^{intravital} ~~interpersonal~~ or not.

For the period from 1976-82, among the nine universities within the State University System, Florida fared poorly at all ranks of the basis of percentage of average faculty salary increases. At the professor level, Florida State ranked 7th of 9 institutions (ahead of North Florida and West Florida) at the associate professor level, Florida State was last with the lowest average increase; and at the assistant professor level, Florida State was 8th of 9 schools (above only North Florida). The obvious negative factor in this evaluation is the failure to compete favorably with the other two Ph.D. granting schools Florida and South Florida.

For the year 1976-77, Florida State ranked 18th of 35 on average salary of professors among the southern doctoral level institutions. In 1983-85, Florida State dropped to 18th of 26 on the same average salary of professors. However, the significant factors for consideration during that period are (1) that the highest paying institution (Virginia) raised its professor salary by an average of 84 percent, while the lowest paying institution (Mississippi State) raised its by 57 percent;

Florida State raised the average salary only by 54.4 percent. Equally significant is the fact that the University of Florida which had \$23,000 in 1976-77 (compared to \$23,500 for Florida State) was able to raise the average professor salary in 1982-83 to \$37,700 compared to \$36,300 for Florida State.

For the academic year 1982-83, the national salary average at the professor level in public institutions was \$28,100. Among the twenty public institutions at the doctoral level in the south, nine were above average in the descending order: Virginia, Texas A&M, Texas, Boston, Georgia, VPI, North Carolina, Georgia State and Louisiana State. Eleven institutions were below the national average, including Florida State, which ranked fourteenth of twenty in the south. Above Florida State in positions 10-13 were Florida, Texas Tech, South Carolina, and Kentucky. Below Florida State placed in positions 15-20 were Alabama, South Florida, Auburn, Tennessee, Mississippi, and Mississippi State.

Within the State University system, disparities between salaries by rank and sex are clearly evident. At every institution and in every rank (with the exception of full professor at Florida A&M), there is a lower salary for females than for males. These differences across the ranks and the institutions range from an average low of \$100 (Florida A&M, associate and assistant) to an average high of \$5,400 (University of Florida, professor). Thus, in spite of recent efforts to offset such differences, the evidence seems to suggest that inequities persist.

Recommendations of the Committee on Faculty Quality

III-1. The University should endeavor to delegate and share authority for academic and budgetary decision making in order to allow the maximum

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flexibility within colleges/schools and departments outstanding universities delegate and share authority for decision making to departments or comparable units within the collegial process (See also Funding for the Future, QIP Programs) (p. ___).

III-2.

As a result of Florida State University's mission as a graduate-research institution, departments or their equivalents should be given sufficient funds and the flexibility to decide how these funds may best be used for teaching and research as well as for the development of graduate programs (p. ___).

III-3.

The University should encourage faculty to understand more clearly the educational outreach of the Center for Professional Development and Public Service (p. ___).

III-4.

The University should maintain the Quality Improvement Program designations for the annual enhancement of programs by budgetary allocations within the University, even when the Legislature does not specify QIP funds in its appropriations bill (See also Funding for the Future) (p. ___).

III-4.

The University should require an annual orientation under the sponsorship of the Dean of Faculties for the benefit of all new faculty in all colleges (p. ___).

III-4.

The University should develop and implement a multi-faceted reward system based on excellence of performance and productivity (p. ___).

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III-16. The University should enunciate a clear, strong, and continuing commitment to scholarship and creative activity at all levels of administration (p. 1).

III-17. A University committee of distinguished faculty should establish uniform and fair criteria related to the quality of research and creative activity that will be required for promotion and tenure appropriate to the specific disciplines. Important research and creative activity should be required of all faculty, and new appointees should be informed of the expectations inherent to their disciplines (p. 1).

III-18. The University should require that the formal evaluation of teaching, which is presently required by the Faculty Senate for use by all faculty in the fall term and is also required for consideration in the promotion and tenure process, must be used in the annual evaluation of faculty for discretionary and/or merit increases in salary (p. 1).

III-19. The University should adopt a policy of encouraging and supporting selected appointments at the upper ranks for programs, both within the Quality Improvement designation and outside that designation such as appointments are essential for replacing outstanding senior faculty with new faculty of equal or greater caliber in order to maintain or enhance programmatic quality (p. 1).

III-20. The authority to make senior appointments should always be delegated to the departments or their equivalents and should be the responsibility

of the department chairs or their advisory committees in consultation with the dean (p. 1).

III-21. The University should embark on a campaign to establish named professorships under a fund-raising and endowment plan as outlined in the section of this report entitled "Recruitment of Faculty (p. 1)."

III-22. The University should appoint a committee of distinguished faculty to develop a plan for the new category of professorships or chairs that would be financed by minimal supplements to state lines. This new category of professorships might be called Alumni Distinguished Professorships (p. 1).

III-23. The University should make every effort to intensify the recruitment of women and minority faculty through an Affirmative Action policy affecting every college and school (p. 1).

III-24. The University, by means of the central administration and the Faculty Senate, should inform the faculty about the structure and mechanics of union representation in the collective bargaining process. For example, the faculty should know that their numerical representation in the collective bargaining process of the campus chapter of the union as related to the other eight universities of the State University System is directly related to the number of members of the Florida State University faculty who are dues-paying members of the union (p. 1).