



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
NOVEMBER 16, 2011
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2011-12 Faculty Senate was held on Wednesday, November 17, 2011. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

J. Adams, S. Aggarwal, B. Altman, A. Askew, TJ Atwood, P. Beerli, E. Bernat, J. Bowers, E. Chicken, R. Coleman, A. Darrow, J. Dawkins, L. DeBrunner, R. Dumm, I. Eberstein, B. Ellingson, G. Erickson, K. Erndl, S. Fiorito, A. Gaiser, J. Geringer, M. Hanline, C. Hofacker, R. Horton-Ikard, J. Ilich-Ernst, B. Jackson, F. Jordan, M. Kapp, T. Keller, Y. Kim, D. Latham, R. Lee, M. Leeser, J. Leiber, S. Leitch, S. Lewis, J. Lickson, T. Ma, C. Madsen, R. Marrinan, T. McQuade, M. Mesterton-Gibbons, U. Meyer-Baese, W. Mio, D. Moore, J. O'Rourke, J. Saltiel, K. Schmitt, J. Sickinger, L. Spainhour, L. Stepina, M. Teasley, F. Tolson, E. Treharne, J. Tull, G. Tyson, C. Upchurch, O. Vafek, S. Valisa, D. Von-Glahn, W. Weissert.

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

J. Ahlquist, E. Aldrovandi, D. Armstrong, E. Baumer, W. Carlson, T. Chapin, J. Clendinning, J. Cobbe, D. Cooper, M. Craig, A. Darabi, L. deHaven Smith, J. Diaz, J. Doran, C. Edrington, L. Edwards, W. Francis, K. Harper (**A. Avina**), A. Hirsch, G. Houlihan, W. Landing, T. Lindbloom, W. Logan, C. Lonigan, L. Lyons, M. Mascagni, H. Mattoussi, B. Menchetti (**A. Gallard**), R. Mizelle, A. Mullis, J. Ohlin (**C. Vaniddekinge**), V. Richard Auzenne, G. Rogachev, N. Schmidt, R. Schwartz, P. Steinberg, J. Standley, B. Stults, G. Tenebaum, D. Tsilimingras, M. Uzendoski.

II. Approval of the Minutes

The minutes of the October 19, 2011 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved with one addition, a special order to answer questions and concerns from the Faculty Senate.

IV. Report of the Steering Committee, S. Fiorito

Since the last Faculty Senate meeting on October 19th the Faculty Senate Steering committee has met four times and met once with each the Provost and President.

Our meeting with Provost Stokes following the last Faculty Senate meeting was productive and informative. We will continue our discussions on topics with the Provost when we meet with her this coming Monday, November 21st.

The Provost reported on the success of the President's Retreat and Governor Scott's letter to the Florida University Presidents and how the University will respond to each of his questions. Among the suggestions from the FSS was the opportunity in using the IEP portal to secure some of this information that we regularly collect.

Provost Stokes also sent the Faculty Senate Steering committee a list of members and chairs for the two committees who will weigh the pros and cons of the current structure of arts and sciences and health sciences and evaluate whether or not a change in the structure will benefit the disciplines and Florida State University as a whole. The report from these committees is due at the end of this semester.

After an extensive discussion with the Graduate Policy Committee chair, David Johnson, it was clear that better communication about policies, policy changes and deadlines for graduate students need to be announced early and often, giving students enough lead time to adjust their program due dates.

Faculty Senate President Lewis reported on the Direct Support Organization (DSO) meeting with President Barron held October 20th and 21st. After hearing reports and details of all the DSOs who attended the meeting, President Barron proposed at the Board of Trustees (BOT) meeting on November 1st that DSOs should conform to a more consistent appointed and nominated set of members and reporting time frames. The BOT approved this amendment. President Barron also promoted the idea of a Scholars house to be located on Landis Green, in order to attract top scholars to FSU. Seven DSOs participated in the meeting with several smaller Organizations not in attendance. One new DSO was created, the Real Estate Foundation. President Barron said that FSU's greatest weakness is that it is not talking about its academic strength.

The Faculty Senate Steering committee wants to emphasize the importance of the participation of both departments and college committees in carefully and thoughtfully reviewing all new courses that are being proposed. Department faculty should have some input in the form of open discussions regarding proposed courses. The most important level of Faculty governance is at the department level.

Gary Tyson and Susan Fiorito reported on the Ad Hoc Policy and Review Committee discussions regarding the new computer system for the Registrar called Campus Solutions.

- In the discussion of the APRC it was decided to limit the number of special topics that can be taught with the same title to 3 times with the new computer system this can be easily done. Extensive discussions are still taking place regarding the flagging of student who are trying to register for a class without taking the listed prerequisite.
- In addition, the registrar will now be able to integrate the Law School grading scheme into the FSU system.
- Another topic that has been brought up before the Ad Hoc Policy and Review Committee is the many organizations that request mid-term grades. These requests come from the Athletics department, CARE advisors, some fraternities and sororities, to name a few. Faculty who are teaching large classes often find this burdensome and are unsure if these requests are all "official." It was suggested that all requests be sent to the

registrar who would then compile them and send out one request once during mid-semester for these grade requests. Stay tuned to hear more about this.

Florida State University has a requirement that all students complete the Gordon Rule requirement as part of their liberal studies education. The Gordon Rule Requirement consists of six hours (2 courses) of liberal studies mathematics and six hours (2 courses) of freshman English coursework. In addition, students must select four other courses in the liberal studies listings that are identified by a “w” after the course number. History and literature courses will be two of these four. A minimum grade of a C- must be earned in each course in order to satisfy the requirement. Students must write a minimum of 3000 words for each class and must receive feedback.

The FSSC has had discussions focusing on the need to consistently maintain quality in some very large class sections. We are currently gathering data about class sizes and availability of graders for these Gordon Rule classes and would appreciate any input you may like to contribute.

Our discussions continue with the President and Provost regarding interdisciplinary courses and programs being offered across campus. We expressed our concern that faculty governance of curriculum requires oversight at the unit, college and university level. Where units cross multiple colleges, or where units without tenure track faculty are providing courses, faculty governance must be assured at each level.

V. Reports of Standing Committees

a. Undergraduate Policy Committee, Jennifer Koslow

I have only one item to report today, so won't take much of our time. The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following course as meeting for Liberal Studies Area V, Natural Sciences credit:

- ISC 3523C: Research Methods (See addendum 1)

On behalf of the Undergraduate Policy Committee, I move approval of this course by the Faculty Senate, effective for the Fall 2011 semester.

The motion passed.

VI. Special Order: Presentation of Dean of the Faculties Emeritus to Anne Rowe, S. Lewis

Faculty Senate President Sandra presented Dr. Anne Rowe with a certificate awarding her Dean of the Faculties and Professor Emeritus status.

VII. Special Order: Open Discussion, S. Lewis

Topics Discussed:

- More documentation and reporting of every small item, accountability means more documentation not improved services towards students. What can we do about that?
- Are we keeping track of the costs of being accountable?

- To what extent are we trying to automate accountability? That would be a way to handle some parts of that. If you have the same questions every time that's a very valuable approach. It depends on who's looking at it.
- When we teach we get grades, but it seems like grades aren't enough when we're earning so we have to document what's being earned by other means. We get asked other questions like "did they learn the subject?" Will SACS will accept grades of what someone has learned?
- Universities seem to be getting more rules and regulations when people are ready for de-regulation.
- How do you feel about looking more closely at writing skills of students, Gordon Rule?
 - Huge concern of mine, a lot of those classes are taught by grad students. In my school there were writing workshops where I learned valuable rules of writing that I passed on to my students.
 - Gordon rule students are being told they're placed out of English from high school, but they aren't getting the skills they need. The resources are needed for instruction in writing.
 - A way would be to approach normal faculty to teach liberal studies students so they can supervise the way the grading is actually done. It seems like there's more graduate students and adjuncts teaching these students.
 - I wonder if tenured faculty were teaching Gordon Rule classes if the number of students would decline because tenured faculty may say they only teach 30 at a time.
 - The idea of Gordon rule is being the gold standard of writing, but I disagree. Our department had Gordon rule in some classes but couldn't afford it. We got rid of them. Faculty teach fairly and the quality reflects that.
 - Writing is a craft and skill and I don't know if all of us feel confident to teach that, but if we were to create a formula to teach that. For graduate students it helps them learn.
- We turn away quite a few students every year but if that's not proof that we have a product that is desired then I don't know what is.
- I will say at the meeting of the DSO's, there were several meetings and sessions where they looked at what FSU is known for now. But football was always mentioned but so was a great emphasis on the value of academics. We need to do a better job of branding the academic accomplishments of students and faculty, and that's coming from Boosters and the President.
- AP classes in high school allow them to skip some college classes. It's required by state.
- We increased the criteria to get into social work, and students that plagiarized said, well what are we supposed to do to articulate it? Put it in our own words? And I said yes and they just generally didn't understand. They said in high school all they did was take a test. So I wonder if there's a role for the university to help high schools to do a better job.
- Should we be accountable and have measurable standards across campus? We do have evaluators around campus and measures. And there's things that signify what your student should know by different points in your college career.
- Using a writing rubric makes it easier for the students to know what's expected in their writing.

VIII. Old Business

There were no items of old business.

IX. New Business

There were no items of new business.

X. University Welfare**a. Updates on Bargaining and Related Matters, J. Fiorito**

I heard that my report was missed last month! I will try to make it up to you in a brief update on UFF and Faculty Welfare since my previous report in September.

Consultation

UFF representatives met with President Barron and Provost Stokes on September 30th. It was our first consultation with both a President and Provost, and a useful conversation. We are impressed with our administrative leadership and mindful that our common interests far surpass our differences.

Collective Bargaining

Weekly bargaining sessions since September have focused on the Collective Bargaining Agreement's (CBA) Article 10 on Performance Evaluations. The Administration/BOT team has pushed for more detailed rating categories for annual evaluation and other changes, and we are close to tentative agreement on a five-category scheme to replace the current three-category scheme. Our faculty team has stressed maintaining a strong role for faculty in peer review and in designing the evaluation process and in merit pay distributions. As I listened to comments and questions in the "open discussion" session just concluded, I could not help but be reminded of some of the important provisions in Article 10 on evaluations, including limitations on the role of student perceptions. In upcoming sessions, we will discuss evaluation further, and also focus on some the faculty team's agenda, including academic freedom and non-tenure track faculty concerns.

You probably heard that the merit bonus determination process is moving forward, but due to various delays the distribution of merit bonuses is now scheduled for December 16th paychecks. One might say the merit distribution system has rusted from disuse, and we are pleased that the Administration seems determined to change that.

Contract Enforcement

Contract enforcement gives meaning to our CBA. A variety of cases are in process, including some arising over possible misapplication of our agreement regarding Salary Plan for Professors increases.

At the Ledge

It could be worse. That may sound like cold comfort, and by itself it is. I can assure you that UFF state leadership and leaders in UFF's Florida Education Association (FEA) affiliate are carefully monitoring developments in legislative committees. They are also developing strategies for optimizing outcomes for faculty. It is indeed a highly constrained optimization problem we face, but we will do our utmost to

protect and advance faculty and university interests. I am deliberately vague, but I encourage all of you to attend our December 15 luncheon featuring FEA's Director of Public Policy Advocacy and FSU alum Jeff Wright.

Upcoming Events

- Thursday, December 15th, 12:30 pm. Lunch with Jeff Wright, FEA, in the Askew Student Life Center (SLC) Rooms 101A-D. Tentative topic: "*It Could Be Worse* (And How Faculty Can Make It Better)."

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans or Other Administrative Officers.

XII. Announcements by Provost Stokes

Provost Stokes announced that she continues to make her way across campus meeting with colleges and departments. She announced that Anne Blankenship was the point person for the Governor's request. She put in a lot of time and work collecting information around campus. Provosts Stokes also just returned from the APLU (American Public and Land Grant Universities) meeting. She also was thankful that she was in attendance to hear the open discussion of the faculty senate.

XIII. Announcements by President Barron

President Barron was not in attendance.

XIV. Adjournment

The meeting adjourned at 4:45p.m.



Melissa Crawford
Faculty Senate Coordinator

Course Syllabus: Research Methods ISC – 3523C
SAMPLE SYLLABUS

Date/Time:	Unique Number:
Instructor(s)	
Instructor: Alice Winn Location: King 4018 Office Phone: 644-9833 Office Hours: Monday 1 - 3 E-mail: winn@bio.fsu.edu	Meeting time: TU/TH 9:30 – 11:30 Location: MCH 423
Teaching Assistant: Ahmed Derar Islim Office Hours: TH 2:30 – 3:30 E-mail: adi08@fsu.edu Please include “RM” in subject line	Teaching Assistant: Katie Lotterhos Office Hours: E-mail: klotterhos@bio.fsu.edu Please include “RM” in subject line

Course Description

Research Methods is a one-semester three-hour course in the required FSU Teach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills both Liberal Studies science and computer competency requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab.

The goals of the course are:

- To provide FSU Teach students with the tools that scientists use to solve scientific problems;
- To give students the opportunity to use these tools in a laboratory setting;
- To make students aware of how scientists communicate with each other through peer-reviewed scientific literature;
- To enable students to understand how scientists develop new knowledge and insights, the most important of which are eventually presented in textbooks and taught in conventional science classes.

Students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.

Course Topics

Class	Topic
Topic 1:	Curiosity and Scientific Inquiry
Topic 2:	Scientific Methods
Topic 3:	Lab: Inquiry I Preparation
Topic 4:	Experimental Design: Error Analysis
Topic 5:	Experimental Design: Reducing Systemic Error
Topic 6:	Lab: Safety, Introduction to Inquiry II
Topic 7:	Graphical Analysis of Data
Topic 8:	Grading Inquiries or Evaluating Inquiries
Topic 9:	Lab: Inquiry II, Using Equipment
Topic 10:	Statistics: Quiz, Overview
Topic 11:	Statistics: Sampling and Averaging
Topic 12:	Lab: Inquiry II
Topic 13:	Statistics: Standard Deviation
Topic 14:	Statistics: Standard Error
Topic 15:	Lab: Inquiry II, Applying Statistics to Data
Topic 16:	Statistics: Distributions and Central Limit Theorem
Topic 17:	Statistics: Z Test
Topic 18:	Lab: Inquiry III: Starting Off
Topic 19:	Statistics: And Now It's Up to You
Topic 20:	Inquiry II Partner Grading
Topic 21:	Lab: Inquiry III, χ^2 test
Topic 22:	Inquiry II Presentations
Topic 23:	Lab: Inquiry IV Planning
Topic 24:	Scientific Literature: Existence
Topic 25:	Scientific Literature: Searching
Topic 26:	Lab: Inquiry IV
Topic 27:	Modeling: Order of Magnitude, Examples
Topic 28:	Modeling: Order of Magnitude, from Numbers to Formulas
Topic 29:	Modeling: Describing Physical Phenomena with Mathematics
Topic 30:	Modeling: Temperature Change-- Big Idea of Calculus
Topic 31:	Modeling: Temperature Change with Excel
Topic 32:	Modeling: Nonlinear Equations in Excel
Topic 33:	Presentation Preparation
Topic 34:	Topic Presentations
Topic 35:	Lab: Inquiry IV
Topic 36:	Final Exam: Inquiry IV Presentations

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning and Engagement

<i>Students will:</i>	<i>Evidence:</i>
create their own experiments to answer scientific questions.	<ul style="list-style-type: none"> Four papers on four separate independent inquiries, designed and carried out by the student: (1) brief home inquiry, (2) laboratory inquiry using high school equipment, (3) survey involving human subjects, and (4) extended laboratory inquiry
design experiments to reduce systematic and random errors and use statistics to interpret the results.	<ul style="list-style-type: none"> Papers on inquiries 2, 3, and 4 Proposals for inquiries 2 and 4
use probes and computers to gather and analyze data.	<ul style="list-style-type: none"> Instructor observations during inquiry 2 or 4 or both
use statistics to interpret experimental results and deal with sampling errors.	<ul style="list-style-type: none"> Two homework assignments Two brief in-class papers Class performance Write-ups for inquiries 2, 3, and 4
treat human subjects in an ethical fashion.	<ul style="list-style-type: none"> Certificate demonstrating completion of human subjects training Satisfactory completion of inquiry 3, which involves human subjects
apply safe laboratory procedures.	<ul style="list-style-type: none"> Instructor observations during inquiries 2 and 4
find and read articles in the scientific literature.	<ul style="list-style-type: none"> Two homework assignments Performance assessment during debate
create mathematical models of scientific phenomena.	<ul style="list-style-type: none"> Two homework assignments Personalized modeling assignments as part of inquiries 2 and 4
apply scientific arguments in matters of social importance.	<ul style="list-style-type: none"> Student presentations of open questions
write scientific papers.	<ul style="list-style-type: none"> Four written inquiries, with inquiries 2 and 4 involving at least two drafts
give oral presentation of scientific work.	<ul style="list-style-type: none"> In-class oral reports on inquiries 2&4

Course Requirements and Expectations

- You must purchase a course packer from Target Copy. Other materials will be provided.

- Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.
- Your final inquiries write-ups will be graded according to a rubric you will find in your course packet and checklists you can find on the course Website.
- Inquiry drafts will be graded by checking whether the major sections of the report have been completed (Abstract, Introduction, Design, Analysis, Conclusions).
- Rewrite policy: Final drafts of Inquiries 1, 2, and 3 that have been turned in on time can be rewritten for additional credit. Contact the instructor for details of the policy.
- Please note that the final inquiry must be related to the subject for which you have signed up for the class. For example, if you are registered in biology, your final inquiry must be a biology inquiry.
- Research Methods is a Substantial Writing Component course. Therefore, your inquiries will be evaluated both **on content** and the quality of written expression. There will be no formal examinations.

Assignments and Grading Policy

Activities	Points
Class and Laboratory Attendance. as determined by checks of active participation and submission of in-class assignments.	10
Homework Assignments.	25
Inquiry 1	5
Inquiry 2 Proposal	2
Inquiry 2 Draft. The draft may not be accepted if the proposal was not turned in on time.	3
Inquiry 2 Oral Presentation	3
Inquiry 2 Final Write-up. The formal write-up may not be accepted unless the first draft was turned in on time, the presentation was delivered, and the student participated in partner grading.	10
Inquiry 3 Write-up.	10
Inquiry 4 Proposal.	2
Debate Presentation.	5
Inquiry 4 Draft. The draft may not be accepted if the proposal was not turned in on time.	5
Inquiry 4 Oral Presentation.	5
Inquiry 4 Final Write-up. The formal write-up may not be accepted unless the first draft was turned in on time, the presentation was delivered, and the student participated in partner grading. Note: Inquiry IV is required to meet	15

Computer Competency credit and students must receive a "C-" or better on it.	
TOTAL	100

Grading Scale

90 -- 100 = A
80 -- 89 = B
75 -- 79 = C
70 -- 74 = D
Below 70 = F

Late Work Policy: Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.

University Attendance Policy/Excused absence policy: Excused absences include **documented** illness, deaths in the family, and other **documented** crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Liberal Studies Area V: Natural Science: The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for **Liberal Studies Area V, Natural Science**, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

Computer Competency: This course meets the University Computer Competency requirement.

In order to receive a "C-" or better in the course, the student must earn at least a "C-" on the computer competency component of the course. If the student does not earn a "C-" or better on the computer competency component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice) (850) 644 8504 (TDD)
srdc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

FSU Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Syllabus Change: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.