

**FACULTY SENATE MEETING
Dodd Hall Auditorium
October 18, 2000**

I. Regular Session

The regular meeting of the 2000-2001 Faculty Senate was held on Wednesday, October 18, 2000 at 3:35 p.m. Senate President Karen Laughlin presided.

The following members were absent. Alternates are listed in parenthesis: T. Anderson, D. Boroto, J. Bowers, K. Bunne, G. Fournier, M. Freeman, F. Garcia, L. Giunipero, B. Jordan, F. Jordan, N. Jumonville, J. Kelsey (M. Aubin), D. Ketchen, T. Lee, W. Leparulo, R. Mariscal, R. Marshall, T. Matherly, M. McElroy, W. Moore, R. Neuman, W. Nichols, B. Palmer (D. Rice), M. Ragheb, P. Ray, D. Scott-Simmons, M. Seppala, S. Sirmans, A. Srivastava, F. Standley, H. Thomas, D. Truesdell (D. Abood), F. Vickory, Z. Wang.

II. Approval of the Minutes

The minutes of September 20, 2000 were approved. as distributed.

III. Approval of the Agenda

The agenda for October 18, 2000 was approved.

IV. Report of the Steering Committee, V. Richard Auzenne

The Steering Committee has met four times since the last Senate meeting including our monthly meeting with President D'Alemberte and Provost Abele. During this meeting the President and Provost provided an update on several issues including:

- The Medical School, specifically plans for the facilities and efforts to avoid course duplication.
- Income for the Research Foundation. This remains strong despite the anticipated decrease in revenue from Taxol, which so far has not occurred.
- The Lab School and the Ringling properties in Sarasota.

At our last meeting, the Senate confirmed nominees for the Budget Advisory Committee. We wish to clarify that these names constituted a pool from which six nominees were selected. They include:

Joe Beckham, Jim Cobbe, Carol Darling, Cliff Madsen, Karen Laughlin (ex-officio-voting) and Fred Standley, chair.

The Steering Committee sent forward to Student Affairs names of three faculty nominees to serve on the New Student Academic Programs Committee. This committee allocates funds to student groups, such as the Debate Team, that are affiliated with but not funded by Academic Programs.

The Steering Committee also provided nominees to serve on the Parking Appeals Committee.

Fred Standley is the Steering Committee's representative on the task force a project sponsored by the Society for Values in Higher Education (SVHE). This task force is looking at the question of Civic Responsibility and efforts to enhance the "Culture of Learning" on the FSU campus.

In light of the continued expansion in distance learning, the Steering Committee is considering making the Ad Hoc Distance Learning Policy Committee a standing committee of the Senate.

The Steering Committee is especially concerned about the steep increase in parking fees in regards to USPS employees. It is encouraging the administration to mitigate the financial burden placed upon this category of employees.

The Steering Committee met with John Barnhill, director of Admissions on Monday regarding involving faculty in enhancing the recruitment of National Merit Scholars, National Achievement Scholars, and National Hispanic Scholars. He will be talking with us about his later in the meeting.

V. Announcements of Deans and other administrative officers

a. John Barnhill, Director of Admissions

Mr. Barnhill expressed his appreciation for the opportunity to address the Senate. Although the One Florida Initiative has been problematic, we have had a successful year increasing diversity on our campus. There has been a drop in recruiting merit scholars and we are looking for reasons for this decrease. Recruitment of National Merit, National Achievement and National Hispanic Scholars is very competitive. Faculty involvement in a formal mentorship program for students may be the deciding factor deciding to attend FSU. The Admissions Office is appealing to faculty to become involved in this process. Anyone interested should please call John Barnhill at 644-1224.

V. Reports of Standing Committees

a. Curriculum Committee, J. Cobbe

Over the past year the Curriculum Committee has reviewed some 350-course requests including new courses and changes to existing courses.

Several of the recurring problems are procedural. The Curriculum Committee requires that an attendance statement (if attendance is computed in the grading scheme), ADA statement and Honor Code statement be on every syllabus. Another area that needs special attention is that of duplication. Where there is potential overlap of course materials, those proposing new courses should check with the relevant units and certify to the Curriculum Committee that there is no duplication of materials. The Committee does not need to contact those other areas themselves; this will speed the appeal process.

Another problem area is that of using the proper forms. In addition to the FSU Curricula Form and the Statewide Course Numbering Form, the Registrar's office has worked with us to develop a File Syllabus Form. Use of this short form will greatly reduce the bulk of material kept in the University course master file.

Those who need any help with the forms and completions please feel free to call Janis Sass, 644-7497. Also, Janis is available to give workshops on how to successfully complete the paperwork for courses. If you are anticipating wholesale or major changes to your curriculum, please give her a call.

It is also important that units correctly use the Form 2, Alternative Mode of Delivery. If you are changing the mode of delivery for an approved course, please complete the Form 2, obtain all unit or department signatures and forward the form and syllabus to Janis.

b. Undergraduate Policy Committee, M. Young

The UPC has been very busy with the following. Five courses were approved as follows:

- Multicultural credit:
 - CHI 3391x, Chinese Cinema and Culture
 - THE 4432x, Latin-American and Caribbean Theatre
 - PHI 2121y, Philosophy of Race, Class, and Gender
- Computer Skills:
 - EGN 2212, Engineering Statistics and Computation

EME 2040, Introduction to Educational Technology

- Literature credit:
FOW 3240, Literature and Sexuality

We also approved final examinations changes for CHM 1020, Chemistry for Liberal Studies and MAE 4326, How Children Learn Mathematics.

We have seven (7) subcommittees in place and if you need to contact them please feel free to call either Janis Sass or me for the chairs of those subcommittees. We will bring several Liberal Studies courses for your consideration next month.

In preparing for our discussion of recommendation #1, the UPC discussed several possible actions: expanding the first year experience, providing liberal studies credit for President's Seminars courses, reviewing possibilities in the Living/Learning Centers and the role of advising in the Liberal Studies process.

c. Liberal Studies Task Force, P. Wright

"By now you have read the report of the Task Force on Liberal Studies and the Future. To begin our discussion today, I would like to offer a few introductory remarks.

No matter how often I read and reread this report, I keep returning to the seventh and last recommendation as the starting point. It is the part that deals with the size of the faculty. To address the remaining recommendations without addressing this one is to miss one of the primary catalysts that has made the others necessary.

At some time in the 1980's the funding of higher education in Florida went from mediocre to poor. The usual suspects were the unfunded health care mandates from the federal government and the one-sided decision to put a funding floor under K-12 but not under higher education. As a result, higher education received a steadily declining percentage of the annual budget, and it was the standard joke year after year that higher education was the budget balancer.

At every turn, the legislature chose to cover its own funding failures by mounting an attack on its own higher education system, and by entering into an unprecedented micromanagement of that system. In the early 1990's we were subjected to a strange three-year sequence in which the legislature flogged the faculty for being lazy and unaccountable, the

students for taking too long to get their degrees, and the curriculum for being too bloated. Very little of this criticism was deserved.

The effect of chronically poor funding has been an alarming deterioration in faculty-student ratios at FSU and UF, which are now far out of line with other national universities. You would be hard pressed to find other institutions whose faculties have accomplished so much with so little as these two. In my own Department of Mathematics, for example, we would have to double the size of our faculty just to rise to the average of mathematics departments in the ACC. We cannot find any mathematics departments with graduate programs ranked in the top 135 in the NRC rankings whose faculty-student ratio is anywhere nearly as bad as ours, except for (you guessed it) the other Florida Tier 1 universities. I use mathematics only as a convenient illustration. Many of you have similar stories to tell about your own departments.

Plans for new hiring are encouraging, but we shouldn't be lulled into complacency. With an ever-growing student body, our faculty-student ratio is not going to improve much. We would have to hire more than 600 new faculty on the spot, today, not counting replacements, and without increasing the student body, just to bring our ratios in line with Georgia, Kansas, Ohio State, Auburn and Clemson, and these institutions are altogether typical of our natural competitors.

Liberal studies and the freshman-sophomore experience have suffered the most from this long-term neglect. Over the years FSU has seen the advent of many large lecture courses, a decline in faculty-student contact, and a troubling increase in the use of graduate students in teaching freshman and sophomores. Even now, when FSU is on the verge of hiring many new faculty, we must be careful that these positions be balanced in such a way that they are not all devoted to specialties and graduate teaching, but that most of them can be used to bring more faculty into contact with students in the lower division as well.

The Steering Committee has discussed this problem at length with FSU administrators, and we all seem to agree on the source of the problem. It is a State of Florida funding problem. Only when we are caught up in the details of hiring and operating do we argue with each other. The departments argue with the Deans, and the Deans with the Provost, but we all agree on one thing: our resources haven't matched our needs, much less our ideals and goals, and they certainly don't match the resources of our competitors.

The state of Florida does not deserve the level of excellence that now resides in its own university system, a level that has been attained chiefly through the good will and high standards of its faculty and staff over the years. Florida does not want to hear this message, but it is up to us to give it to them anyway. The seventh recommendation, then, is that we become bold in seeking to enlarge the faculty.

Most of the other recommendations in the report depend somehow on improvement in the size of the faculty, but we have to discuss them now anyway, even though more faculty are barely yet in the pipeline.

The first recommendation deals with the need to transmit to the new student a strong sense of the academic culture of our institution. We know we have a well-developed academic culture, but how well do we display it? Imagine the three earliest impressions our students might form when they first walk (or should I say drive?) onto the FSU campus as freshmen? If academic culture is one of them, I will be totally surprised. The counterculture makes very loud noises. What are we saying to the students? Are we saying it loudly enough for them to hear it? We'll have more discussion on this point today.

Second, we need to decide on the desired effect of liberal education on the student, and then make sure that each liberal studies course we teach produces the desired confrontations, not only between the student and the discipline, but also between the student and the process. Here we would emphasize over and over again that education is a process, not a commodity. Something important is supposed to happen here. Is it happening?

Third, those who teach liberal studies courses or give advice about them should be those who have a keen awareness of this process and can transmit the proper thoughts about it. Good selection of faculty instructors and advisers, and good selection and training of graduate teaching assistants are paramount.

Fourth, the liberal studies curriculum should be made more flexible to accommodate new modes of offering, such as Presidential seminars, interdisciplinary courses, and perhaps even some creative groupings of students within courses.

Fifth, since the 1950's, foreign language requirements at FSU have been left to the discretion of the individual colleges. Indeed, the distaste for a foreign language requirement provided much of the impetus for the formation of the College of Social Sciences in the 1970's. The Task Force

finds ironies in the continued downplay of a language requirement in the face of an increasingly global society and urges colleges to consider adopting one. Even if English were to become the second language of the entire world, the value to American students of learning a foreign language, as a first step toward cultural broadening is evident.

Sixth, there should be a Liberal Studies Oversight group for the purpose of coordinating and boosting efforts to strengthen liberal education. Such a group would not be an extension or duplication of the UPC or the Curriculum Committee. It would have a much broader outlook, and it would naturally have an interest in all of these recommendations.

Seventh, and last, and first and foremost, we need more faculty to restore the balance between the job to be done and the constantly expanding FSU student body.

These opening remarks have been very idealistic. This is not by accident. As the Task Force deliberated last year, it became very clear to us that our institutional ideals have suffered along with our delivery. I hope that you will take an equally idealistic approach in discussing this report. Any useful action must be preceded by a renewal of our commitment to liberal studies, and any commitment must be preceded by a reaffirmation of our ideals. It is the fervent hope of the Task Force that you will respond with enthusiasm and care, and that this singular part of our heritage will take on an even stronger place in the lives of FSU students of today and tomorrow".

End remarks by P. Wright.

Senate President Laughlin encouraged the Senate to speak openly and for those who had additional comments a survey form was available on the sign-up table. Other written any comments or suggestions are also welcome and may be sent to klaughlin@english.fsu.edu or to Janis Sass.

Recommendation #1 - Establish a highly visible university culture where students, staff, faculty, and alumni affirm the purpose of liberal studies as a basis for life-long learning valued for its own sake rather than as a means to an end. Introduce students to this "culture of learning" from their first contact with the university through our advertising to prospective students, during the admission process, and especially during their orientation, initial advising, and first year at Florida State.

Discussion centered around three major themes: involvement of faculty through incentives and/or social settings; ways to improve the offering of Liberal Studies courses; increased training for both professional and faculty advisors.

Suggestions in the first category included the following:

- Encourage cross-disciplinary exchanges
- Bring the campus together through an interdisciplinary lecture series
- Establish a faculty club to promote informal faculty interaction
- Establish a film series

In terms of improving Liberal Studies offerings, the following ideas were put forward:

- Drop the phrase "rather than a means to an end" from the first sentence of the recommendation.
- Rethink the image of Liberal Studies courses. We tend to describe the program in terms of "requirements." Many students see Liberal Studies only as a means to an end or as an obstacle to be overcome en route to the major.
- Provide administrative incentives for faculty to participate in Liberal Studies teaching
- Encourage faculty-student interaction. Professors should encourage or even mandate that students come to office hours.

It was also suggested that advising should be a personal way to introduce students to the University. Pat Hayward informed the Senate that more advisors are being hired and that the ratio of advisors to students has dropped from 1/1000 to 1/300. Twenty-six new professional advisors are being given training sessions including training about Liberal Studies. It was suggested that every student be assigned an academic advisor from the time they are admitted. Additional courses to help students who may be overwhelmed by the large campus environment were also recommended.

VI. Unfinished Business

There were no items of unfinished business today.

VII. New Business

There were no items of new business today.

VIII. University Welfare

Faculty and students are invited to participate in a student-faculty lunch (or diner) at the Crossroads Dining Facility, sponsored by SGA, on Wednesday, October 25. The cost is \$2.95 for lunch and \$3.37 for dinner.

IX. Announcements of Provost Abele

Provost Abele was not present today.

X. Announcements of President D'Alemberte

President D'Alemberte informed the Senate that major projects are going well. The plans for the Medical School are exceeding everyone's expectations. The Ringling acquisition is a very politically charged atmosphere. Please consider John Barnhill's request for working with National Merit Scholars. We can't afford to lose the brightest students to other areas of the State and country.

XI. Adjournment

The meeting adjourned at 5:10 p.m.

Janis D. Sass
Secretary to the Faculty