



The Florida State University
Tallahassee, Florida 32306-1030

Faculty Senate
904-644-6876

AGENDA
FACULTY SENATE MEETING
DODD HALL AUDITORIUM
April 12, 1995
3:45 p.m.

- I. Approval of the minutes of the March 8, 1995 meeting
 - II. Approval of the agenda for the April 12, 1995 meeting
 - III. Election of the Faculty Senate President, M. Young
Election of the Steering Committee, C. Lynch-Brown
 - IV. Report of the Steering Committee, M. Cowart
 - V. Special Order: Future of the University, D'Alemberte
 - VI. Reports of Standing Committees
 - a. Undergraduate Policy Committee, K. Laughlin
 - b. Computer & Information Resources, C. Lacher for Peter Ray
 - c. Grievance Committee, L. Fridell
 - d. Honors Program Policy, G. Kinloch
 - e. Professional Relations & Welfare, Robley Light and Sally Hansen-Gandy
 - VII. Special Order: Ad Hoc Committees
 - a. Liberal Studies, Leo Sandon
 - b. SIRS, Jack Taylor
 - c. Bylaws Committee, F. Standley
 - VIII. Unfinished Business
 - IX. New Business
 - a. Resolution for Faculty Regent
 - X. University Welfare
 - a. Update on Strozier Renovations, J. Clendinning
 - XI. Announcements of Deans and other administrative officers
 - XII. Announcements of the Provost
 - XIII. Announcements of the President of the University
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ANNOUNCEMENT

The University Club will host the University Wednesday Social at the President's house immediately following the Senate meeting. The University Club will collect \$2.00 to help defray their expenses.

THE NEXT SENATE MEETING WILL BE SEPTEMBER 13, 1995
IN THE EVERGLADES AUDITORIUM, TURNBULL CONFERENCE CENTER



The Florida State University
Tallahassee, Florida 32306-1030

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FACULTY SENATE MEETING
APRIL 12, 1995
DODD HALL AUDITORIUM
3:45 P.M.

I. REGULAR SESSION

The first regular session of the 1995-1996 Faculty Senate met on Wednesday, April 12, 1995 in Dodd Hall Auditorium. Marilyn Young convened the meeting.

The following members were absent. Alternates who were present are listed in parenthesis. K. Anderson (C. Reddick), P. Bowers, R. Braswell (J. Pitts), D. Clack, B. Colombo (K. Singh), P. Gielissee, L. Gould, W. Heard, A. Hirsch, K. Laughlin (H. Burke), S. Maxwell, B. Menchetti, W. Oldson, C. Patrick, G. Peterson (S. Merydith), M. Ponce, P. Ray (J. Ahlquist), A. Rowe (K. Cunningham), F. Vickory (K. Eastman), L. Vinton (C. Baker), L. Wollan.

II. Approval of the Minutes

The minutes of March 8 were approved as distributed.

III. Approval of the Agenda

The agenda was modified to 1) present a resolution by the Steering Committee and 2) allow Professor Laughlin to present her report when she takes a break from teaching her class.

IV. Election of the Faculty Senate President, M. Young

By acclamation Professor Marilyn Young was elected for a second term as Senate President.

V. Election of the Steering Committee, C. Lynch-Brown

Senator Lynch-Brown read the slate of names received by mail ballot for the Steering Committee. There were three (3) vacancies to be filled, so the slate had to have at least 6 nominees. Professor Young's name was removed. Professor Hal Fletcher requested that his name be removed from the ballot. The floor was opened for nominations. There were no additional nominations. The slate of nominees were Fred

Standley, Timothy Matherly, Marie Cowart, Jim Macmillan, Richard Dunham, Leo Sandon and Edwin Schroeder.

On the first ballot Professor Standley, with 45 votes, was elected. Other nominees received the following votes: Matherly, 29; Cowart, 35; Macmillan, 33; Dunham, 15; Sandon, 28 and Schroeder 30.

On the second ballot with two (2) vacancies to be filled, the slate had to include four (4) nominees. The ballot and voting was Timothy Matherly, 38; Marie Cowart, 55; Jim Macmillan, 33; Edwin Schroeder, 25. Professor Marie Cowart was elected.

On the third ballot with one vacancy to be filled, the slate had to include two (2) nominees. This ballot and voting included Timothy Matherly, 36 votes and Jim Macmillan 37. Professor Jim Macmillan was elected.

VI. Report of the Steering Committee, M. Cowart

Since the last Senate meeting, the Steering Committee has met weekly to discuss issues of academic concern. In addition, the Steering Committee met with President D'Alemberte, Provost Abele and Assistant to the President, Joe Hiett, in a retreat workshop held to discuss long range planning for the University. The meeting was very productive and you will be hearing more about our conclusions from the President in this meeting. In addition, Senate President, Marilyn Young has attended the weekly Board of Regents' and Presidents' Legislative Conference Call and met with the Provost on a weekly basis. The Senate President and Professor Ken Brewer also serve on the State University System statewide course/instructor evaluation committee.

University Administrative Searches. A number of University searches are nearing closure. Steering Committee members are participating on search committees or are interviewing candidates for these positions: Center for Professional Development, Director of Personnel, and Director of Public Safety.

Criteria for Short Course Offerings. Discussions with the Dean of the Faculties and faculty from the College of Human Sciences led the Steering Committee to appoint a small ad hoc committee to examine policies for short courses offered for credit. The committee is chaired by Cliff Madsen.

Senate Committees. After receiving faculty nominations for Senate Committees, the Steering Committee prepared a slate of faculty for committee appointments. These recommendations will be available for confirmation by the

Senate. The Steering Committee appointed senators to many vacancies although a balance of university representation, and experienced and inexperienced members was considered. An exception is the re-appointment of most members of the Undergraduate Policy Committee because of the urgent concerns about issues surrounding liberal studies and the time to degree mandates of the Board of Regents and the Legislature.

Senate Orientation. For the first time in the history of the Senate, an orientation for new and continuing senators was held on Wednesday, April 5, 1995. There was much sharing of information and lively discussion.

Dates for Senate Meetings. The following dates were confirmed by the Senate for meetings: September 13, October 11, November 8, December 6, January 17, February 14, March 13, and April 10.

Liberal Studies Ad Hoc Committee. Last, the subject of Liberal Studies and Graduation Requirements. As a result of former Senate President Leysieffer's initiative, an ad hoc committee on Liberal Studies, chaired by Leo Sandon, was formed. The committee report was received by the Steering Committee this week and we thank the committee members for their timely action. For the past two months, we have been subjected to an invasion of faculty authority over the curriculum. We applaud President D'Alemberte for his strong stand before the Board of Regents on behalf of liberal studies and the academic integrity of the University. We consider the report of the ad hoc committee a reaffirmation of our present liberal studies program which comes under regular review by the Undergraduate Policy Committee. To underscore our position, the Senate Steering Committee has prepared a resolution on the issues related to The Undergraduate Degree Requirements for your consideration. At this time, President Young, I call upon Steering Committee member Cliff Madsen to read the resolution.

Determination of Undergraduate Degree Requirements

Traditionally, an institution's faculty determine all curricular issues within the university. Furthermore, faculty are the only qualified group to determine the important substance of what the curriculum ought to be. While curricular issues and programs have changed over the years, since the initial establishment of Harvard in 1636, faculty have been charged with the responsibility of maintaining the content and integrity of what constitutes the "core curriculum." There is good reason for each institution to determine its own program. Institutional missions vary, professional requirements vary, faculty

vary, and certainly students have specific needs. While individual academic units determine content for each specific discipline, faculty from the entire university determine the "liberal studies" content. this content seeks to insure that all students acquire the knowledge, understanding, and skills necessary for being productive members of society as well as to insure that each student is prepared for life-long learning.

Since the inception of The Florida State University in 1857, the faculty at this institution has taken this charge with utmost commitment. The liberal studies program at this institution has been traditionally recognized as being one of the best examples of what a general curriculum ought to be. Furthermore, liberal studies requirements are not static, but are constantly reviewed and renewed as the faculty, through its Senate Undergraduate Policy Committee, meet the requirements of expanding knowledge and changing times.

Therefore, be it resolved that the Senate representing the faculty at The Florida State University: 1) Rejects the notion that there ought to be one state-wide curricular program, 2) Strongly rejects the notion that there ought to be some pre-determined hour limitation imposed upon all institutions either for "general studies" or for graduation, and 3) Rejects the concept that non-faculty are qualified to determine such limitations. We firmly believe that we have both the resources and the structure to establish and maintain these requirements for our students. Indeed, we submit that any object analysis will indicate that we are, and have been, discharging our responsibility to see that all our students receive a complete "general education" as well as establishing academic programs that insure timely progress toward graduation.

This resolution passed unanimously by the Faculty Senate.

Professor Leo Sandon, chair of the Liberal Studies Committee, distributed for discussion a report, EDUCATION FOR RESPONSIBLE CITIZENSHIP: Liberal Studies at The Florida State University. The report is attached as addendum 1 to the minutes.

VII. Special Order, President T. D'Alemberte

President D'Alemberte discussed topics that he and the Steering Committee feel are important goals for FSU. These goals included:

1) The University should preserve and enhance its traditional emphasis on liberal studies.

- 2) The University should preserve and expand its historic mission as a statewide university.
- 3) The University should continue and amplify its commitment to demanding academic standards.
- 4) The University should continue to promote diversity in its faculty, staff, and student body.
- 5) The University should improve its communications with the public to convey the values of a research institution which takes its teaching mission seriously.
- 6) The University should continue its commitment to shared governance with both faculty and administration playing a role in maintaining high standards of academic performance.
- 7) The University should vigorously pursue the development of additional resources through private fund-raising and increased contract and grant efforts.
- 8) The University should encourage good citizenship on campus and off.
- 9) The University should develop international education and service programs to prepare students for life in a global economy.

Senators commented on the goals as presented. Of particular interest was item #6. The President insured the Senate that both faculty and administration are working toward clarification of important issues.

VIII. Reports of Standing Committees

a. Undergraduate Policy Committee, K. Laughlin

After the discussion at the March Senate meeting, and, at the request of President D'Alemberte that the statement on the definition of a full-time student be given further consideration, the following language was proposed to replace the statement approved at the March Senate meeting: "Full-time undergraduate students should take an academic load that will enable them to graduate within four years. Students should take into account the requirement to take nine hours of credit in the summer". This revised statement was approved by the Faculty Senate.

The UPC presented the following courses for Senate approval for Liberal Studies credit in the Humanities area:

HUM 2944r	University Honors Colloquium
PHI 3400	History and Philosophy of Science

Both courses were approved. Also the UPC reported that they had approved REL 2000x, Introduction to the Study of Religion, for the multicultural designation in the cross-cultural category.

b. Computing and Information Resources Committee, C. Lacher for chairman P. Ray

After discussion, the Senate approved addendum 2 as attached.

c. Grievance Committee, L. Fridell

One grievance was filed with the Faculty Senate Grievance Committee during the 1994-1995 academic year. I expect that the committee shall complete its work on this grievance by mid-May.

The Committee is proposing changes to Rule 6C2-4.031 of the Florida Administrative Code which sets forth a set of formal procedures for the Faculty Senate Grievance Committee.

Additionally, pursuant to the request of former committee chairman Bonnie Bradenlin, the committee will also propose revisions to Rule 6C2-4.0335 of the Florida Administrative Code, which sets forth procedures for the Suspension and Dismissal of Faculty. A sub-committee will draft a proposal during the summer months.

d. Honors Program Policy Committee, G. Kinloch

Professor Kinloch presented a report from the Honors Program Policy Committee attached to the minutes as addendum 3.

e. Professional Relations and Welfare Committee, R. Light and S. Hansen-Gandy

The Professional Relations and Welfare Committee received concerns on two issues. The first issue dealt with the University changing to a monthly payroll system. Professor Light's report is attached as addendum 4.

The second issue concerned ADA (Americans with Disabilities Act). Professor Hansen-Gandy reported that the ADA sub-committee to assist in implementation of the ADA Act is James Meyer, Sally Hansen-Gandy and Colleen Musha. Contact has been made with Robin Leach on finding a time to meet and discuss how faculty can have input and assist with ADA implementation, as well as how we can assist her in the implementation process. A new person, John Hamilton, will be arriving next week to work in Freddie Groomes' office as ADA specialist. It seems best that we wait to meet until he is on board, so all the players can be involved. Therefore, we propose that our committee be ongoing to proceed with this implementation process.

IX. Special Order: Ad Hoc Committees

a. Liberal Studies, L. Sandon
Professor Sandon gave his report earlier in the meeting.

b. SIRS, J. Taylor

Professor Taylor's report is attached to the minutes as addendum 5. After considerable debate, the recommendations made in this report were NOT approved by the Faculty Senate.

c. Bylaws Committee, F. Standley

The Committee on Constitution and Bylaws revision consists of Joseph Beckham, Steve Edwards, Carol Lynch-Brown, William Summers and Fred Standley, chair.

Currently, the committee is reviewing issues and proposals and expects to provide early in the fall term some recommendations to the Senate.

Items under discussion include:

- 1) Increasing the number of senators on the Steering Committee.
- 2) Making the university Admissions Committee a standing committee of the Senate.
- 3) Clarification of the duties of the Student Academic Relations Committee.
- 4) The 'chain of command' as specified in the Constitution.
- 5) Language changes in the Constitution, e.g. the term provost is not in the document.
- 6) Membership on Grievance and Professional Relations and Welfare committees: should members be elected by colleges and schools rather than university-wide?

If you have an idea relevant to the committee's charge, please communicate with any member of the committee or the chair.

X. Unfinished Business

There were no items of unfinished business for today's meeting.

XI. New Business
a. Resolution for Faculty Regent

Resolution of the Advisory Council of Faculty Senate (ACFS)
February 24, 1995
Tallahassee, Florida

The faculty of the State University System (SUS) of Florida desire representation on the Board of Regents (BOR) as a member with voice and vote. Until that is achieved, the faculty of the SUS of Florida request that a representative of the ACFS be included on each BOR agenda.

Rationale:

Faculty should participate in policy discussion, debate and decisions that affect higher education in Florida. Participation of faculty is important in matters and issues such as (1) tenure and promotion, (2) evaluation, (3) awards for excellence, (4) curriculum policy and curricular structure, (5) requirements for degrees and granting of degrees, (6) policies for recruitment, admission and retention of students, (7) the development, curtailment, discontinuance, or reorganization of academic programs, (8) grading policies, and (9) other matters of academic concern.

Although faculty are a significant part of the educational system, they have no direct input to BOR policy formulation. Faculty are profoundly affected by BOR policies, since these relate to the performance of their jobs and the evaluation of that performance. At present, students hold a seat on the BOR. Further, each geographic area of the state is represented and university administration has a recognized presence. While the faculty may attend BOR meetings by virtue of the Sunshine Law, they are not represented by a faculty member on the BOR.

"While the UFF, as the elected bargaining agent, retains the exclusive right to negotiate and reach agreement on terms and conditions of employment for members of the bargaining unit, and the BOR retains its rights, under law, to manage and direct the SUS,...(i)t is desirable that... (faculty) will have a mechanism and procedure, independent of the collective bargaining process, for making recommendations... ." (Preamble UFF/BOR Collective Bargaining Agreement, 1991-1994, page 1.) It is within the spirit of this language that the above resolution is proposed.

This resolution was approved by the Faculty Senate.

b. Resolution presented by Professor Perrin Wright

Professor Perrin Wright presented the following resolution for discussion. After some debate, the resolution was approved:

1) We reject the ongoing implication that the consistent failure of the Florida Legislature to fund growth in the State University System should be translated into a perception of fault among faculty, students, and institutions within that system.

2) We believe that while there may be a need for minor revisions in university curricula, this need is dwarfed by the overwhelming need for a greater financial commitment from the State of Florida.

3) We call upon the President of The Florida State University to convey this resolution to the Board of Regents, the Florida Senate and the Florida House of Representatives.

XII. University Welfare

a. Update on Strozier Renovations, J. Clendinning

A report on renovations of Strozier Library are included in the minutes as addendum 6.

b. Honors Night

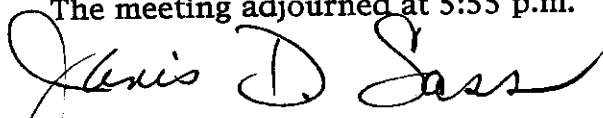
Dean of the Faculties Steve Edwards reminded the Senate of the 58th annual Honors Night scheduled to take place on April 13 at the Turnbull Conference Center. Outstanding students are honored for their academic achievements.

c. Collective Bargaining Agreement

Senator Ralph Dougherty gave a brief overview of changes in the 1995-1998 Collective Bargaining Agreement.

XIII. Adjournment

The meeting adjourned at 5:55 p.m.


Janis D. Sass
Secretary to the Faculty

Addendum I

EDUCATION FOR RESPONSIBLE CITIZENSHIP: Liberal Studies at The Florida State University

I

The Florida State University's philosophy of Liberal Studies corresponds with the institution's commitment to high values and ethical standards, and its dedication to voluntary community service--which have been articulated in the university's statement on *Responsible Freedom*. Because this previous declaration announces that "responsible freedom means the acknowledgment of responsibility to justice and public order," and also to "the ends of personal fulfillment and public service," it is appropriate that our Liberal Studies mission be designated as that of education for *responsible citizenship*.

Designating Liberal Studies as education for responsible citizenship is fitting for at least three reasons. First, as a Florida public university deeply rooted in the liberal arts tradition, The Florida State University has always emphasized the development of broad, humane, critical intelligence as well as technical intelligence in its instructional mission. Technical intelligence allows a particular objective to be achieved, while critical intelligence can determine whether it is worth achieving. Florida State has traditionally emphasized in its Liberal Studies program the development of the ability in students to analyze critically the ideas and forces around them. Liberal Studies should give each student the ability to analyze the surrounding

cultural, social, and physical world. This curriculum should raise basic questions about aims, goals, and values, questions important to address in personal and societal life. Dedication to the Jeffersonian ideal of an educated citizenry, as well as a trained work force, must continue to be an important component of Florida State's academic tradition.

Second, it is proper to emphasize the development of a broad and deep critical intelligence at a time when many subdivisions in the university and many interests in the wider community increasingly are devoted to narrow technical training. To those who question the role of liberal studies in postsecondary education, who suggest that general studies requirements be reduced or even eliminated, we emphasize that we must continue to educate broadly for responsible citizenship and for a broad cultural and scientific knowledge--in order to serve our students' careers, protect the political and economic future of Florida, and enrich our nation. Part of this devotion to broad education should manifest itself in an emphasis on interdisciplinary education in the Liberal Studies program.

Third, it is appropriate to remind our various constituencies that broad liberal studies education provides the foundation for effective citizenship. Education is the means by which one generation transfers values and skills to the next. Jefferson maintained that any government run by the people needs educated citizens who can discern their rights and responsibilities and can remain the safe repositories of democracy. The object of Liberal

Studies education is to promote freedom and happiness in the individual and society.

II

The Florida State University General Bulletin describes the role of Liberal Studies as that of fostering "in the student a spirit of free inquiry into humane values, while developing the mind as an instrument of analysis and synthesis." The Bulletin suggests that preparing the student for "responsible participation in society" requires "an understanding of one's self and of the natural and social environment."

In all disciplines, the Liberal Studies curriculum should address law, morality, and ethics, in order to communicate the standards held by American society and the world community. The Liberal Studies student should possess a grasp of the expectations society supports about virtue, order, and civic life.

In the humanities, Liberal Studies courses should convey a deep understanding of civilizations and their component parts. English composition, and modern and ancient languages, are important to sharpen the power of expression. Literature, classics, and history are essential to understanding the values and aspirations of various cultures, and the ways in which the past can help us reshape our future. Liberal Studies should introduce students to the study of the religions and philosophies by which humankind has explored the meaning of life and then devoted itself to its mortal existence. Similarly, no students will sufficiently

know their culture or the culture of others without a study of the fine and performing arts, music, theater, poetry, and those related areas through which the core values of culture are transmitted. Here in the humanities the normative and philosophical questions of human experience are addressed.

Social science literacy is integral to Liberal Studies, for these disciplines provide the tools necessary to analyze the political, legal, economic, and social world we and others live in. By introducing the student to anthropological models, comparative political and legal systems, economics, geography, psychology, and sociology, Liberal Studies courses in social science allow the student to calculate the costs and benefits of social action, and the most efficient and just way to organize the social world around us.

The Liberal Studies courses in mathematics and the natural sciences should impart to the student a rigorous and important method of reason and analysis, an understanding of scientific methodology, and an awareness of the role of science in contemporary society. The future health, prosperity, and survival of individuals, the species, and the planet itself depend on the ability of students to understand the consequences of human actions in the physical world.

Without the necessary skills to communicate or retrieve ideas and information, neither technical training nor critical intelligence are usable. A Liberal Studies curriculum should emphasize proficiency in speaking, writing, computer literacy, and

information retrieval.

A vital emphasis in undergraduate education is to address broad questions about the interrelationship of values, ideas, and ethics in personal, social, and scientific life. So Liberal Studies courses, whenever possible, should encourage interdisciplinary inquiry. Interdisciplinarity should be an increasingly important component of future Liberal Studies strategy.

Because we believe in *education for a responsible citizenship* we endorse the opinion in Florida State University's document *Responsible Freedom* that "The cultural, ethnic, and racial diversity of the University community provides an opportunity for learning about those different from oneself." Because of the strikingly diverse national and world community, the Liberal Studies curriculum needs to introduce students to the experience of others. So Liberal Studies courses should reflect multicultural perspectives and global materials, as well as intracultural experiences in Western society.

III

Based on the preceding philosophy and assumptions, we offer the following recommendations about Liberal Studies at The Florida State University in 1995.

1. We recommend to the Faculty Senate that we continue our traditional emphasis on a strong Liberal Studies curriculum and that we resist any attempt either to modify the rationale or reduce

the scope of our general education requirements. Our commitment to liberal education should be unequivocal, unapologetic, active, and articulate.

2. We recommend that the Liberal Studies curriculum not be focused on fact-based survey courses. Instead, we suggest that Liberal Studies encourage courses that convey a deeper understanding of a discipline, or perhaps the cultural significance of a discipline. Liberal Studies courses should communicate the values, aspirations, and expressions of the civilizations and subcultures in question. The Liberal Studies curriculum should convey the methodological and philosophical aspects of the natural sciences. It is this broader cultural function that Liberal Studies courses should perform, no matter what their academic discipline.

3. Building on the statement in the General Bulletin that the Liberal Studies requirement "may be extended throughout the undergraduate years," we recommend that an emphasis on interdisciplinary study in academic majors be encouraged in upper-division Liberal Studies courses.

4. This report is the first step in what needs to be a sustained engagement. We recommend that the next step be a detailed rethinking of the Liberal Studies curriculum. Changes in the state, national, and world communities are driving changes in the educational needs of our students. We have outlined here the principles on which curricular responses to these changes must be based. We urge the Senate to charge an appropriate body with

○ further action.

Respectfully submitted,

Judy K. Bowers

Pamela S. Carroll

Neil T. Jumonville

Lee C. Makowski

Barbara W. Newell

Leo Sandon (C)

James C. Smith

Alvin Stauber

APPROVED
April 12, 1995
CHANGES ARE
SHOWN

PROPOSED
FLORIDA STATE UNIVERSITY
POLICIES AND RESPONSIBILITIES
FOR USE OF CAMPUS
COMPUTER AND NETWORK RESOURCES

(Version as amended by CIRC on February 13, 1995)
[Proposed amendments in REDLINE]

Florida State University provides a wide variety of computing and network resources for University undergraduates, graduate students, faculty, and staff. Those resources are administered by Academic Computing and Network Services (ACNS), Administrative Information Systems (AIS), and a number of schools, colleges, departments, and institutes, and are intended for the legitimate business of the University.

Appropriate use of information resources includes instruction, research, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the University. Since the resources at FSU are not unlimited, the University may give priority for resources to certain uses or certain groups of users in support of its mission. Consistent with University anti-discrimination policy, the use of information resources should not be denied or abridged because of race, creed, color, sex, religion, national origin, age, or physical disability.

The University supports the use of the Internet for the entire University community. Public-user computer laboratories that are connected to the Internet shall be open for use by all members of the University community. Use of specific laboratories may be prioritized for specific course purposes. Otherwise vacant work stations will be available for use by other faculty or student users when the facility is open.

Because of the decentralized ownership and diverse purposes of computers and networks at FSU, a single set of detailed policies and procedures is inappropriate. However, general policies for academic freedom and for responsible, considerate, legal, and ethical behavior extend to use of information resources such as campus microcomputers and workstations, multi-user computers, and world wide information resources accessible through the network. The following rules apply for all computers and networks at FSU. Departments and other University units that operate computers and networks should establish additional policies and procedures to meet specific needs.

POLICIES ON ELECTRONIC COMMUNICATION
AND ACCESS TO INFORMATION

The FSU internal networks and connections to the National Information Infrastructure provide a wide range of facilities for communication between individuals and for disseminating information and ideas. Electronic communication and information

resources will be increasingly important to University faculty, staff, and students. The University supports open access to electronic communication and information, as follows:

Members on the University community may freely communicate and access information on electronic networks.

Material accessible to the FSU community through networks and material disseminated from FSU should not be restricted on the basis of its content, nor because of the origin, background, or views of those contributing to its creation (note: obscenity is not protected by the First Amendment). University administrators, faculty, and staff should challenge any attempts to censor electronic information sources.

Members of the University community should use information resources responsibly and considerately, in accordance with the following guidelines:

The computing and network resources of the University may not be used to impersonate another person or misrepresent authorization to act on behalf of others or the University.

The computing and network resources of the University may not be used to harass another person. Users should not transmit to others or display images, sounds, or messages that might be perceived by a reasonable person as, or have been identified as, harassing. See the University policies on sexual harassment and the Student Conduct Code, section 9.c.3.

University computers and networks may not be used to invade the privacy of others or make unauthorized use of their work. Users should not attempt to read or copy files belonging to others, or decrypt or translate encrypted material, unless the files have deliberately been made accessible by the owners or authorization has been obtained to do so.

Electronic forums such as mail distribution lists and Usenet newsgroups all have expectations regarding subject area and appropriate etiquette for postings. Members of the FSU community should be considerate of the expectations and sensitivities of others on the network when posting material for electronic distribution.

Computer users must observe and comply with Federal, State, and local laws governing computer and information technology, as well as all University rules and Board of Regents regulations. The University also supports the policy of EDUCOM, the non-profit consortium of colleges and universities committed to the use of information technology in higher education, on "Software and Intellectual Rights" (see Note 1).

Campus and network computing resources must be used in a manner consistent with Chapter 815, Florida Statutes Computer Crimes Act and Title 18, United States

Addendum 2

Code, Electronic Communications Privacy Act of 1986, Unauthorized or fraudulent use of the University's computing resources may result in felony prosecution and punishment as provided for in Florida Statutes, Chapter 775, Florida Criminal Code.

The computing and network resources of the University may not be used for personal financial gain or commercial purposes. For information regarding use of computing and network resources in connection with University-sponsored commercial projects refer to the Faculty Handbook, Chapter 6.19.

Owners of computer accounts are responsible for all use of the accounts. They should follow guidelines to prevent unauthorized use by others, and report intrusions to the system administrators.

Individuals must not attempt to undermine the security or the integrity of computing systems or networks and must not attempt to gain unauthorized access. Users may not use any computer program or device to intercept or decode passwords or similar access control information. If security gaps are observed, they should be reported to the appropriate system administrators.

Individuals should not intentionally damage or disable computer systems, networks, or software without authorization for any purpose (see the Student Conduct Code, section 9.d).

Copying or using software, except as explicitly permitted under licensing agreements, is a violation of law. Computer users should be able to prove ownership of software in their possession.

To help maintain the proper functioning of computer and networking hardware and software, the University will take reasonable steps to ensure its computing resources are free of deliberately destructive software such as viruses. Individuals must share responsibility for protecting University computers, and should ensure the integrity of any electronic media they introduce.

The University supports each individual's right to private communication, and will take reasonable steps to ensure security of the network. Although messages on University computing resources are potentially accessible to others through public records laws, Public Records Law requests for documents maintained on University computing resources must be dealt with by the user who controls the requested documents. The University cannot guarantee absolute privacy of electronic communication.

Respect for intellectual labor, creativity, and the right to privacy is vital to academic discourse and enterprise. System integrity is also essential for individual function. Invasion of privacy, and unauthorized access to files can be justified only by real threats to the integrity of the network or node. Unauthorized access to files, either by direct examination or by automated searching, will not be permitted unless

there is documented reasonable cause, and access is approved by the academic director (or the academic director's designee) of the facility that supports the system.

Users will be informed in advance of all automated searches of user files in the case of routine searches for viruses, or security weaknesses users will be informed of these searches at least once per semester. The objective of the search will be indicated in the notification.

The University cannot guarantee that, in all instances, copies of critical data will be retained on University systems. It is ultimately the responsibility of computer users to obtain secure, backup copies of essential files for disaster recovery.

VIOLATIONS

Violations of computer and network policy as outlined in this document will be considered on a case-by-case basis according to established policies; determinations may include denial of access privileges. In all instances, measures will be taken to protect the system; however, due-process rights of everyone involved will be observed in all cases. Users are reminded that some uses of the network are governed by the University Honor Code, local State, or Federal laws.

NOTES

1. The EDUCOM policy "Software and Intellectual Rights":
 - "Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community."



The Florida State University
Tallahassee, Florida 32306-2021

College of Social Sciences
Office of the Dean

Addendum 3

M E M O R A N D U M

TO: F.S.U. Faculty Senate

FROM: Graham C. Kinloch, Chair *GCK*
University Honors Committee

RE: 1994-1995 Report

DATE: March 30, 1995

The Committee met twice this year and is pleased to report the following:

1. program enrollment continues to increase (currently 590 Lower Division students) and has been accommodated by extending the time in which Liberal Studies students may complete their lower level honors courses;
2. the title of the office has been changed to the F.S.U. Honors Program, dropping the "Scholars" designation to avoid outside confusion;
3. the Honors office has significantly elaborated its personnel organization, data-base management system, student-faculty honors activities, and brochures;
4. beginning Summer, 1995, Honors-Augmented courses are being fully offered at the London and Florence programs;
5. a University Honors Colloquium, involving presentations by a large number of faculty, has been organized for Fall, 1995, revolving around the theme, "Ideas and Issues in Art and Inquiry." The Humanities Area Curriculum Committee has approved this proposal; and,
6. this spring, for the first time, a \$2,000 award will be given to a Liberal Studies Honors teacher selected by a faculty-student committee.

The Committee continues to focus on increased recognition of F.S.U.'s honors programs and appreciates your continuing support of them. I am also grateful to Committee members for their ongoing service this year.

C.C.: Dr. Bruce Bickley



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Addendum 4

Memorandum

To: Marilyn Young, President
Faculty Senate

From: Robley Light, Co Chair *Robley Light*
Faculty Professional Relations and Welfare Committee

Re: Monthly Payroll Issue

Date: March 6, 1995

You referred the letter from John Bryant about moving to a monthly payroll to the PR&W committee. The issue was discussed in a meeting in December, and referred to an Ad Hoc Payroll Subcommittee for further investigation. Members of the subcommittee include myself as Chair, Patricia Dean (PR&W committee member), Mike Ballow (controller's office), Carolyn Shackelford (personnel relations), Steve Edwards (Dean of the Faculties), and John Bryant (mathematics). Attached is the report of the findings of this committee.

cc: Members of Payroll Subcommittee
Members of Faculty Professional Relations and Welfare Committee

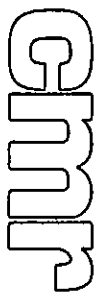
2. People in the lower pay grades might have difficulty going a month between paychecks after being used to having a check every two weeks.
3. It will cost all fund types money up front to go from post-certification to pre-certification. This cost will not be a problem for C&G and E&G funding orgs, because these fund types either allot these salary/fringe expenditures in advance or recover them via the fiscal year-end certifications forward process, respectively. All other funding orgs (i.e., Auxiliary, Working Capital, Activities, etc.) will be adversely effected. This is because they will have to fund 10% to 100% of the cost of a biweekly payroll, which would otherwise have been deferred to the following month. For fiscal year 1995, the additional cost to these funds would be 10% of a biweekly payroll expense. The additional expense will increase by 10% each fiscal year until year 2004 when it will reach 100%; then the cycle repeats. The additional expense will be a one-time cost to these funding orgs.
4. Biweekly pay periods are considered to be a term and condition of employment in the UFF contract, and perhaps in other union contracts, so collective bargaining would be involved in making a change.
5. There might be a potential morale problem with employees that are resistant to change.

Feasibility

Steve Edwards reported on previous efforts to accomplish this change, each of which met with a different roadblock. This change might be an easy one to sell to the legislature this year, though, as a cost saving effort in paperwork. But no one at the BOR is geared to work on it. The biggest problem is that the UFF contract specifies biweekly pay as the method of pay, making such a change subject to bargaining, and collective bargaining on the next three-year contract is almost complete.

Conclusion

Though we didn't take a vote, most of the committee members seemed favorably inclined to moving to a monthly payroll. Some of the potential problems, especially for those in lower pay grades, could be solved or alleviated by proper education, and perhaps some phase-in help via the credit union. The collective bargaining problem seems the insurmountable obstacle at the moment, at least for the near future. Perhaps the Senate Steering Committee would like to raise the issue with union representatives to see if there is any sympathy for the change. (Incidentally, UFF would not be the only union involved).



Center for Music Research

Florida State University • School of Music • Tallahassee, FL 32306-2098

MEMO

To: Mrs. Janis Sass, Executive Secretary, 314G WES
From: Jack A. Taylor, 214 KMU
Date: April 5, 1995
Re: Final Document from the Ad Hoc Senate Committee to Review Evaluation of Instruction and SIRS

Attached you will find the Committee's final report—to be presented to the FSU Senate on April 12.

As a reminder, here are the committee members:

Jack Taylor, Music (KMU 214): Chairman
William Anthony, Business (RBA 233C)
M.L. Baker, Theatre (FAB 203A)
Kenneth Brewer, Education (STB 236)
Belye Ann Case, Mathematics (LOV 210)
Angelo Collins, Education (MCH 203)
Kendra Desue (undergrad student), Communications (432 DIF)
Harold Fletcher, Education (STB 307H)
Gary Head, Communications (DIF 432)
Barry Hirsch, Economics (BEL 462)
Kathleen Malloy (grad student), Modern Languages (362 DIF)
Maureen Tilley, Religion (WMS 232)
Steve Edwards, Dean of Faculties (WES 314): ex officio member
Ray Frost, Manager, Instructional Support Center (WJB 106): ex officio member
I have sent a copy to Marilyn Young, Senate President

Addendum 5

INTRODUCTION

The Ad Hoc Senate Committee to Review Evaluation of Instruction and SIRS was appointed by the Senate Steering Committee in November of 1994. The primary charge was to examine the Student Instructional Rating System (SIRS), make a recommendation for its disposition, and suggest a replacement teaching assessment system (if the committee recommends abandoning SIRS). A second charge was to examine the issues surrounding the evaluation of teaching, time permitting.

The Committee has met on a regular basis since its appointment. We have completed our major mission, but time did not allow us to consider the secondary charge. At the request of the Provost, some of our time was spent in addressing the issue of the university-wide student questionnaire for assessment of teaching that currently is undergoing development by the Board of Regents.

Our committee of 10 faculty and two students represents a reasonably wide spectrum of academic areas, with considerable experience and expertise in teaching and in the evaluation of teaching. As background research for our committee work, members independently solicited opinions from other faculty and students and also read literature on the topic—both published and unpublished. In our deliberations, we developed guidelines that should be observed in creating teaching assessment procedures at Florida State University. Then we debated the purposes, characteristics, and standards of a student teaching assessment system and compared SIRS to these factors. Through this process, a rationale for student assessment of teaching effectiveness evolved—followed by a recommendation for the disposition of SIRS.

The rationale and recommendations are reported in the following paragraphs. The committee strongly and unanimously believes that the rationale, the recommendation for the disposition of SIRS, and the recommendations for developing students assessment procedures be adopted by the Senate.

RATIONALE FOR STUDENT ASSESSMENT OF TEACHING EFFECTIVENESS

Student assessment of teaching effectiveness serves two distinct purposes: to improve teaching and to indicate teaching effectiveness. In the first instance, the results of assessment procedures are used by the teacher solely for the improvement of teaching; thus these results are the private and confidential property of the teacher. In the second instance, the results could be used by the university as one measure of teaching effectiveness in the required annual evaluation of faculty teaching; therefore these results are the property of the university. Since student assessment of teaching effectiveness serves two distinct purposes, the committee believes that a dual-purpose procedure (or procedures) is essential: one purpose being to provide confidential feedback to the teacher, and the other for part of faculty evaluation.

Since course content (and often teaching methodology) is unique to a department (or equivalent academic unit), and since all faculty evaluations originate at the unit level, so must the development of procedures for the assessment of teaching effectiveness begin at this level.

Furthermore, validation of any such procedures should be made against the unit's stated criteria for teaching effectiveness, which clearly may vary from unit to unit.

DISPOSITION OF SIRS

Our committee has determined that SIRS does not provide an adequate measure of teaching effectiveness for all courses.

Effective Fall semester 1995 SIRS reports should be modified to delete items 25 and 26, exclude all comparative references, and provide only frequency data by item.

Effective Fall semester 1996, university-wide mandatory administration of SIRS should cease. Procedures for student assessment of teaching effectiveness (improvement of teaching and faculty evaluations), as adopted by each academic unit, should be in place at that time.

RECOMMENDATIONS FOR DEVELOPING STUDENT ASSESSMENT OF TEACHING

Academic units at Florida State University should observe the following guidelines in developing their student assessment of teaching and evaluation procedures.

1. Procedures utilized for the required evaluation of teaching effectiveness should take into consideration the content of the entire course.
2. Procedures should be sensitive to all levels of instruction and instructional modes.
3. Procedures for evaluating faculty should not be designed to rank or compare individuals within a unit. Rather, procedures should be used to evaluate faculty on the basis of the academic unit's stated criteria for teaching effectiveness.
4. Procedures developed by the academic units should be validated on a regular basis, in view of the unit's concept of teaching effectiveness.
5. Individual academic units should consider availing themselves of local and regional measurement expertise in the development, validation and utilization of student assessment procedures.
6. Although academic units are responsible for the development of all procedures, several units may opt to use the same procedures if a common purpose is served.
7. Each unit should address the issue of confidentiality for respondents to the procedures or instruments.
8. If questionnaires are used, they should be brief and encourage open-ended responses.

9. If multiple-choice questionnaires are used, they should contain primarily qualitative response categories. Summary reports should consist only of frequency distributions of responses.

10. Any procedure used for evaluating teaching effectiveness should include consideration of course grades recorded by the instructor being evaluated.

¹ Samples of literature committee members examined:

- Braskamp, L. A., & Ory, J. C. (1994). *Assessing faculty work: Enhancing individual and institutional performance*. San Francisco: Jossey-Bass Publishers.
- Centra, J. A. (1993). *Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness*. San Francisco: Jossey-Bass Publishers.
- Finkelstein, M. J. (1995). *College faculty as teachers*. In *The NEA 1995 almanac of higher education*. Washington, DC: National Education Association.
- Hills, J. R. (March 29, 1994). *Early history of the SIRS at Florida State University*. Letter to Professor J. Anthony Paredes.
- Hills, J. R. (1974). *On the use of student ratings of faculty in determination of pay, promotion, and tenure*. *Research in Higher Education*, 2, 317-324.
- Implementation of BOR action providing for broader access to certain course evaluation information (Feb. 15, 1995). Unpublished report by the Council of Academic Vice Presidents, State of Florida University System.
- Instructional evaluation at ASU. (Sept. 1994). Unpublished report by the Committee on the Evaluation of Instruction, Arizona State University.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco: Jossey-Bass Publishers.
- Rodin, M., & Rodin, B. (Sept. 1972). *Student evaluations of teachers*. *Science*, 177, 1164-1166.

² Of course, there are a number of ways that teaching effectiveness can be measured: interviews of students by a special "evaluation team," exit interviews of students (directly before they graduate or leave school), peer and administrative observations of teaching, and others. Experts generally agree that accurate measurement of teaching effectiveness increases with the number of valid instruments or methods used.

**Report to the Faculty Senate
Florida State University
R. M. Strozier Library
RENOVATION STATUS
April 12, 1995**

Activities completed since September, 1994.

- Audiovisual equipment temporarily relocated from the 1st Floor Annex to 4th Floor.
- Microcomputers provided by ACNS temporarily relocated from the 1st Floor Annex to 2nd Floor Annex.
- Bibliographic Instruction Room temporarily relocated from the 1st Floor Annex to 3rd Floor Annex.
- Interlibrary Loan Office permanently relocated to new facilities on the 1st Floor.
- Maps temporarily relocated to a different location in the basement annex.
- Printed government documents temporarily moved from the basement to the 1st Floor Annex. (Micromaterials and maps remain in basement annex.)
- Asbestos abatement completed in main inner and outer lobbies and basement. (About one-fourth of total asbestos abatement has been completed.)
- Basement West has been partially renovated and work has begun on basement East.

Activities planned for the last week of the Semester and Exam Week (April 17 - 28, 1995)

- Disturbances and / or noisy work to be prohibited anywhere in the library.
- Air handlers to be functioning normally.
- No abatement, destruction or new construction except for installation of smoke detectors in annex.

Activities planned for the summer (May 1 - August 27, 1995)

- Reserve Desk to be relocated from 2nd Floor to 1st Floor where ILL was previously.
- Printed government documents to be moved permanently from the 1st Floor Annex to basement.
- Government documents service desk to be relocated to a permanent, new location in the basement about June 19, 1995.
- Books to be relocated from 3rd floor to 1st Floor Annex temporarily.
- Asbestos to be abated on 3rd Floor Main Building.

Activities planned for the Fall Semester (August 28 - December 15, 1995)

- Third floor main building to be completely renovated.
- Books to be returned to 3rd floor from 1st Floor Annex after renovation there is completed.

Where do I go for help?

- Staff will be located at special service desks to help you locate materials throughout the renovation. The Renovation Services Strategy Committee is prepared to provide a quick response for renovation related questions. For more information, contact David Clendinning, 644-4084, or send an e-mail message to renovate@mail.fsu.edu. To keep library users informed of renovation progress, updates are posted in the main lobby display case and in the library information section of the online catalog (LUIS).

Report From: Facilities Subcommittee, Faculty Senate Library Committee. Prepared by Strozier Library Staff.