



The Florida State University
Tallahassee, Florida 32306-1030

FACULTY SENATE, 1030

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AGENDA
FACULTY SENATE MEETING
DODD HALL AUDITORIUM
February 14, 1996
3:45 p.m.

- I. Approval of the minutes of the January 17, 1996 meeting
 - II. Approval of the agenda for the February 14, 1996 meeting
 - III. Report of the Steering Committee, M. Cowart
 - IV. Reports of Standing Committees
 - a. **Elections Committee, V. Richard**
Nominations for the University Committee on Faculty Sabbaticals (only tenured faculty may nominate tenured faculty)

Nominations for the Professional Relations & Welfare Committee; 2-Arts Sciences, 1-Business, 1-Criminology & Criminal Justice, 1-Engineering, 1-Education, 1-Music 1-Theatre.

Nominations for the Grievance Committee; 2-Arts & Sciences, 1-Business, 1-Criminology & Criminal Justice, 1-Education, 1-Engineering, 1-Theatre, 1-Visual Arts & Dance.
 - b. **Undergraduate Policy Committee, K. Laughlin**
 - V. Unfinished Business
 - VI. New Business
 - a. Short Course Rule, C. Madsen
 - b. Discussion: Bryan Hall Learning Center, G. Weaver
 - VII. University Welfare
 - VIII. Announcements of Deans and other administrative officers
 - a. Lawrence Abele, Provost and Vice President for Academic Affairs
 - IX. Announcements of the President of the University
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THE LAST REGULAR SENATE MEETING OF THE 1995-1996
YEAR WILL BE HELD ON MARCH 13 IN DODD HALL
AUDITORIUM



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FACULTY SENATE MEETING
February 14, 1996
Dodd Hall Auditorium
3:45 p.m.

I. Regular Session

The regular session of the Faculty Senate met on Wednesday, February 14, 1996, in Dodd Hall Auditorium. Senate President Marilyn Young presided.

The following members were absent. Alternates who were present are listed in parenthesis. R. Allen (J. Flake), K. Anderson, R. Atkinson, J. Bailey, G. Bates, J. Beckham, R. Blazek, P. Bowers (E. Klassen), J. Bowman, B. Braendlin (D. Moore), J. Bryant, J. Cobbe, W. Cooper, R. Dunham, H. Fletcher, L. Gould, T. Harris (M. Schall), A. Hirsch, G. Kaelin, J. Kodras, W. Landing, T. Lindbloom, R. Mariscal, R. Marshall, L. Mastrogiacomo, T. Matherly, T. Moerland, G. Moore, M. A. Moore (E. Goldsmith), W. Oldson, C. Patrick, G. Peterson (S. Merydith), M. Ponce, P. Ray, A. Rowe (H. Burke), D. Seaton, B. Shellahamer, J. Simmons, F. Standley, J. Tatum, F. Vickory.

II. Approval of the Minutes

The minutes of January 17, 1996, were not distributed in time for consideration at today's meeting. They will be offered for approval at the March 13 meeting.

III. Approval of the Agenda

The agenda for today's meeting was approved as distributed.

IV. Report of the Steering Committee, M. Cowart

The Steering Committee held its usual weekly meetings in the period since the last Faculty Senate meeting. In addition, Senate President Marilyn Young attended the Board of Regents meeting in Miami. A meeting of the SUS Advisory Council of Faculty Senates, the Senate Presidents from each of the state universities, is scheduled for this Thursday and Friday. Senate President Young will be attending that meeting.

At our scheduled January meeting with the President, he was detained by an obligation to speak at a Legislative Committee meeting. However, the time was spent in productive discussion with Provost Larry Abele.

Routine business of the Steering Committee included making suggestions of faculty to serve on the University Club Board of Directors and the Campus Safety and Security Committee. Names

suggested for the University Club Board include: Ralph Dougherty, David Gruender, Tonya Harris, Cliff Madsen and Jill Quadagno. In addition, President Young has corresponded with standing senate committees regarding current items of business that need to be dealt with this year. She has also corresponded with the Deans reminding them that they are Ex Officio members of the Senate. With the recent turnover in the Deans of many schools and colleges, some newcomers to this campus did not realize that they are members of the Faculty Senate.

Continuing topics of discussion are the Library situation, the initial use of the SUSSAI, and the SIRS moratorium. In March we will bring to the Senate the issue of which instrument will be used in the Fall semester.

Last, the Resolution on Education Program prerequisites passed at the last meeting of the Senate was heard by the College of Education Faculty Council.

This concludes the report of the Steering Committee.

V. Reports of Standing Committees

a. Elections Committee, V. Richard

Professor Richard opened the floor for additional nominations to the University Committee on Faculty Sabbaticals. There were no nominations.

Professor Richard opened the floor for additional nominations to the Grievance Committees and Professional Relations & Welfare. There were no additional nominations. Ballots for voting on these committees will be mailed out in the coming weeks.

b. Undergraduate Policy Committee, K. Laughlin

Professor Laughlin presented the following courses to the Senate for approval as Liberal Studies:

Area III History/Social Sciences

- AMH 2533, Nationality, Race, and Ethnicity in the United States
- AMH 2091, Black Women in White America

Area IV Humanities/Fine Arts

- ART 2521C, Survey in African-American Art and Aesthetics
- HUM 3324, Cultural Imperialism

All courses were approved by the Faculty Senate.

The Undergraduate Policy Committee has approved the following courses for the multicultural designation:

"y" designation

AFA 3101y, Theory & Dynamics of Racism and Oppression
AFA 3339y, Cultural Pluralism & Community Service
AMH 2533y, Nationality, Race, and Ethnicity in the United States
AMH 2091y, Black Women in White America
ART 2521CY, Survey in African-American Art and Aesthetics
CTE 3512y, History of Clothing & Textiles II: From the 15th C. to the present
EDF 2073y, Diversity in and out of School: Multicultural Policies and Practices

"x" designation

CTE 3511x, History of Clothing & Textiles I: From the beginning of recorded history to the 15th C.
ECS 4013x, Economics of Development
HUM 3324x, Cultural Imperialism

Professor Laughlin reported that UPC will be reporting in the near future on how it proposes to process new requests for Liberal Studies courses. The committee is also setting up procedures for reviewing exiting Liberal Studies offerings.

VI. Unfinished Business

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

VII. New Business

a. Short Course Rule, C. Madsen

Professor Madsen presented addendum 1 for consideration by the Senate. Dean of the Faculties Steve Edwards gave a brief history of the circumstances under which the Center for Professional Development has been responsible for administering the policy. Dean Edwards who is responsible for monitoring short courses, has recently encountered some difficulties with the policy as it was originally written. This new wording clarifies the intent of the policy.

b. Discussion: Bryan Hall Learning Center, G. Weaver

Professor Weaver gave a brief presentation on the proposal attached as addendum 2. At this time, the pilot program will be coordinated through Student Affairs and the College of Arts and Sciences. If successful, other areas may want to explore the possibility of developing a program.

VIII. University Welfare

There were no items of University Welfare for today's meeting.

IX. Announcements of Deans and other administrative officers

a. Associate Vice President T. McCaleb for Provost Abele

Professor McCaleb presented a budget report based on the information in addendum 3. Professor McCaleb reminded faculty of the importance of staying within the enrollment corridor to prevent loss of funds.

X. Announcements of the President of the University

President D'Alemberte commented that the proposal to use residence halls for academic purposes is a worthwhile effort.

The President reiterated Professor McCaleb's comments on the importance of enrollment corridors. Our success in reaching our goals and staying there depends heavily on faculty. The efforts of the faculty to increase course offerings will have a tremendous impact on our success in staying within corridor.

The President reported that the recent meetings of the Direct Service Organizations (Alumni, Foundation Boosters) last week-end showed that the University is close to the \$200 million goal for the Capitol Campaign.

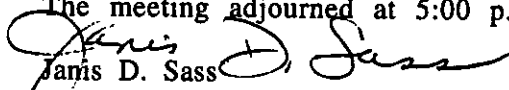
President D'Alemberte gave a special thank you to faculty for some of this success. The amount of contract and grant activity has increased by about \$6 million this past year.

The President felt it was too early to comment on the status of the budget from the Legislature. He did comment, however, that he sincerely hoped the Governor's budget item on salary raises (a minimum of \$1,000 for state workers) would not be reduced. As far as library budgets are concerned, he would like to encourage exploration of less expensive access to databases for students/faculty. He said there probably will be a reduction in library resources, but not library budgets.

On the issue of the student's letter to the Tallahassee Democrat, President D'Alemberte expressed his apology if the student or any other member of the University community felt intimidated. His intentions were to 1) correct the impression the article gave that FSU had not improved on students concerns and needs and 2) to ascertain whether a particular student was experiencing problems that could be addressed and possibly corrected. The President said there was never any intent to limit free speech at FSU.

XI. Adjournment

The meeting adjourned at 5:00 p.m.


Janis D. Sass
Secretary to the Faculty

Credit for Nontraditional Courses, including Short Courses

Nontraditional courses have many different purposes including recertification of persons for various subject matters and professional specialties. Short courses for credit shall have the same number of contact hours as do regularly scheduled courses; i.e., a one-hour course must have 15 total contact hours; a two-hour course must have 30 total contact hours; a three-hour course must have 45 total contact hours. Alternatively, other nontraditional courses/settings must have an appropriate substitute(s) for the above contact hours, e.g., distance learning might include student/teacher interaction, student interaction with professor-designed materials, or other appropriate interactions. In no case can credit be given with less student participation than the above hours stipulate. Any alternative course(s) must document equivalency with traditional course(s) when such traditional courses exist.

All Short Courses (courses not following a traditional scheduling pattern) must be given through the Center for Professional Development and Public Service.

Bryan Hall Learning Center

Co-sponsored by the College of Arts and Sciences
and the Division of Student Affairs

(A brief review prepared by George Weaver, Psychology Department)

THE FACILITY:

Bryan Hall (one of the first residence halls at the Florida State College for Women) is under renovation and when made available for student occupancy in the Fall of 1997 will house 140 male and female students in a modern, fully accessible, air-conditioned, and computer-ready residence. The day-to-day operation and maintenance of Bryan Hall (including placement of Resident Assistants, cultural and social enrichment programs, etc.) will be provided by the Office of Housing as for all other residence halls on campus. An important design feature in Bryan Hall is a small classroom (capacity of 25 students) with two adjoining rooms which could be used for a computer center and/or faculty-student conferences, etc.

THE GENERAL PLAN:

The first premise is that residence halls could (but rarely do) make a major contribution to the academic and personal development of new students. Various forms of "residential college" programs have been established across the country in an attempt to address this concern and, over the past two years, committees at Florida State University have met to discuss an experimental "living-learning" program which could put in place as Bryan Hall comes back on line as a residence hall. By last April, the committee discussions had reached the point that such a program seemed possible and subsequent efforts have been directed at outlining a specific plan for the Bryan Hall Learning Center. As indicated in the heading of this document, the project has involved a collaboration between faculty members in the College of Arts and Sciences and representatives of the Division of Student Affairs (particularly the Housing Office). However, input and participation from any university unit will be encouraged. To date, the committee has received explicit support and encouragement from the College of Arts and Sciences, the Division of Student Affairs, the Provost and the President.

Academic goals: The primary objective will be to introduce entering freshman students (perhaps with some "planted" sophomore students in the first year) to the opportunities and resources provided by a major research university. The primary means of reaching this goal will be to provide contexts which encourage faculty-student interaction early in the academic career of student residents. This will be accomplished by regular group meetings (including the possibility of tours of campus facilities as well as research/creative presentations by faculty members) in the Fall term and "selected" topic seminars (e.g., 10 -15 students meet with the same faculty member throughout the semester resulting in completion of a term project for each student) in the Spring. A series

of writing assignments will be completed across the year and the use of a special section of AMS 1363: Issues in American Civilization: The University (2 cr., s/u grade), is being considered as the framework for these assignments and for the topic seminars. In addition, each student will be required to register for at least one course each semester which will meet in the Bryan Hall classroom. These small-section classes will be taught by faculty members. Residents will also be encouraged to register for the same sections of regular courses across the campus in order to further the overlap in course schedules and specific course activities.

Personal/social goals: To the extent possible, the experimental program in Bryan Hall will attempt to emulate the environment of a "small" academic institution where students know and interact with each other and with faculty members. With resources provided from the Housing Office and through the relatively frequent contact with faculty members, it is hoped that students will be able to maximize their personal, cultural, and social development in parallel with defining and reaching their academic goals. Current plans include possible ways to enhance both cultural and community service opportunities for residents in the Learning Center.

Student obligations: This program is not for everyone. To be accepted, a student must be able to make a commitment to regularly attend Hall meetings and seminars and to select at least one course per term from those being offered in the Hall. Willingness to accept these obligations is expected to help "self-select" student applicants and should also preclude a potentially negative perception that the students in this program have unearned "privileges" beyond those of other students in other residence halls.

Student selection: The Bryan Hall Learning Center will be one of the various residence options made available to new freshman students who indicate they are interested in on-campus housing (in addition to "Women in Science", "Genesis", etc.). Those who are interested will submit a special application form. To the extent possible, the final selection of residents will be "random" from those who qualify and express interest. At the same time, all reasonable efforts will be made to ensure student diversity (with regard to race, ethnicity, social-economic status, intended academic major, etc.).

Student committees: Most successful living-learning centers utilize student input through membership on various "hall" committees which deal with many aspects of life in the residence hall. It is anticipated that the Housing Office and the Division of Student Affairs will be helpful in structuring appropriate levels of student involvement in this context.

Addendum 3

**1995-96 FSU PLANNED AND
ESTIMATED ACTUAL ENROLLMENT**

Level	Planned	Estimated Actual	Above (Below) Plan	Percent Above (Below) Plan
Lower	6,204	6,375	171	2.76%
Upper	10,562	10,195	-367	-3.47%
Graduate	3,449	3,331	-118	-3.42%
T/D	<u>483</u>	<u>499</u>	<u>16</u>	<u>3.31%</u>
Total	20,698	20,400	-298	-1.44%

**COMPARISON OF 1995-96 FSU PLANNED,
ESTIMATED ACTUAL, AND
1996-97 PROJECTED PLANNED ENROLLMENT**

Level	1994-95 Actual	1995-96 Planned	1995-96 Estimated Actual	1996-97 Projected Planned
Lower	6,182	6,204	6,375	6,208
Upper	9,926	10,562	10,195	10,745
Graduate	3,259	3,449	3,331	3,479
T/D	<u>494</u>	<u>483</u>	<u>499</u>	<u>483</u>
Total	19,861	20,698	20,400	20,915