



The Florida State University  
Tallahassee, Florida 32306-1030

Faculty Senate  
904-644-6876

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**AGENDA**  
**FACULTY SENATE MEETING**  
Moore Auditorium  
January 17, 1990  
3:45 p.m.

- I. Approval of the minutes of the December 6, 1989 meeting
- II. Approval of the agenda for the January 17, 1990 meeting
- III. Report of the Steering Committee, A. Mabe
- IV. Reports of Standing Committee
  - a. Undergraduate Policy Committee, P. Wright
- V. Unfinished Business
  - a. Multicultural Component Discussion, P. Wright
- VI. University Welfare
- VII. Announcements of Deans and other administrative officers
- VIII. Announcements of the President of the University

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**ANNOUNCEMENT:**

The School of Criminology and the University Club will host the University Club Wednesday Social in the Garnet and Gold University Room ( 202A University Union) immediately following the Senate meeting. The University Club will collect \$1.50 to help defray their expenses. Everyone is welcome!

**THE NEXT REGULAR SENATE MEETING WILL BE FEBRUARY 14, 1990**



The Florida State University  
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Faculty Senate  
904-644-6876

**FACULTY SENATE MEETING  
MOORE AUDITORIUM  
JANUARY 17, 1990  
3:45 p.m.**

**I. Regular Session**

The regular session of the 1989-1990 Faculty Senate met on Wednesday, January 17, 1990 at 3:45 p.m. Senate President Leo Sandon presided.

The following members were absent. Their alternates who were present are listed in parenthesis. J. Altholz, E. Bass, D. Behrman, S. Cannell (R. Hobbs), R. Dalton, P. Elliott, M. Evans (G. Suarez), R. Goldsmith, W. Haas, G. Heald, J. Hills (C. Emihovich), K. Kemper (J. Fox), P. Levine, B. Licht, T. Moerland, J. Morse, L. Patton (B. Altman), J. Piersol, M. Roeder (S. Dryer) K. Scott, E. Walker (D. Kirby), L. Weingarden (J. Eyestone).

**II. Approval of the Minutes of December 6, 1989**

The minutes of December 6, 1989 were approved as distributed.

**III. Approval of the Agenda for January 17, 1990**

The proposed agenda for January 17 was approved as distributed.

**IV. Report of the Steering Committee, A. Mabe**

1. President Sliger has approved the revised Constitution, and the document is moving through in the promulgation process.

2. Members of the Steering Committee have attended meetings of the Parking Services Advisory Committee which is chaired by Professor Vasken Hagopian. That committee has proposed to President Sliger that the University seek funding for a 1,000 car, 6.7 million dollar parking garage.

3. The Steering Committee has discussed a request from the Alumni Association that faculty committees be created to work with Association committees on academically related matters. The Steering Committee is planning to nominate faculty for such committees.

4. I have been asked to announce the dates for the meetings of the University Curriculum Committee Spring term. They are January 29, February 26, March 26, and April 16. The Committee would like to have relevant material a week prior to a meeting. Questions may be directed to Marilyn Young, chair of the committee.

5. The Steering Committee met in an extended workshop session on January 5th to discuss a number of new and pending issues, and to make plans for Spring term. The Steering Committee will meet on Thursdays from 2:00-3:30 in room 440 Diffenbaugh during the Spring term.

6. President Sandon has represented the faculty on a number of occasions, ceremonial and social.

In November he participated in the Faculty Advisory Forum in Orlando and the Legislative Weekend in Gainesville.

He has attended meetings of the Admissions and Parking Services Advisory Committee, and served on the committee to recommend candidates for the appointment as permanent athletic director.

He has worked with the President's office, the University Counsel, and the Joint Administrative Procedures Committee of the Legislature on the promulgation of our Constitution. He has met with a number of individual faculty members and administrators on matters covering grievances, budgetary procedures, and appointments.

He also has interpreted Senate plans, procedures and positions to representatives of the print and electronic media.

## **V. Reports of Standing Committees**

### **a. Undergraduate Policy Committee, P. Wright**

The Undergraduate Policy Committee presented addendum 1 concerning test scores and remedial cutoffs for Senate approval. The Senate approved the UPC proposal.

## **VI. Unfinished Business**

### **a. Multicultural Component Discussion, P. Wright**

Senator Wright presented for discussion the original UPC proposal presented in March, a proposal presented by the Department of Anthropology and a proposal presented by Senator Mabe on behalf of several faculty members.

Discussions led to editorial changes to Senator Mabe's proposal and further clarification of the multicultural component issue.

Senator Clark moved to return the three proposals to the Undergraduate Policy Committee and asked them to bring (1) a proposal incorporating the essential elements in the three suggestions before the Senate and (2) procedures for identifying courses in the catalog which would be multicultural in scope. His motion was seconded and passed.

The three proposals are attached as addendum 2 (a), (b), (c).

## **VII. University Welfare**

Senator Jenks offered the services of the Multilingual/Multicultural Program in the Department of Curriculum and Instruction to the Undergraduate Policy Committee in addressing the Multicultural component concerns.

Senator Kleck asked the Senate to consider a concern he brought last year concerning the location of computer user services at Innovation Park. Senator Clark responded that the Computing and Information Resources Committee would discuss this problem at their next meeting.

Dean of the Faculties Steve Edwards informed the Senate that FSU is under a measles alert. If measles cases are confirmed here the University will have to move quickly to inoculate some 28,000


students, faculty and staff. Your cooperation will be needed and appreciated. Information will be widely distributed.

### **VIII. Announcements of the President of the University**

President Sliger announced (1) FSU has been asked to put together a FDLE (Florida Department of Law Enforcement) training program. (2) The Asolo Theatre is almost finished. (3) \$500,000 from Fiesta Bowl earnings are earmarked for Libraries (\$400,000), faculty travel (\$50,000), merit scholars (\$50,000). The President further reminded the Senate that \$247,500 from the Legislature is available for awards for teachers and advisors.

### **IX. Adjournment**

The meeting adjourned at 5:20 p.m.



Janis D. Sass  
Secretary to the Senate

Addendum 1

January 2, 1990

TO: Faculty Senators  
FROM: Perrin Wright, Chair  
Undergraduate Policy Committee  
RE: Test Scores and Remedial Cutoffs

The Board of Regents requires that SAT Test of Standard Written English (TSWE) and ACT Composite scores be used and reported as standards for determining whether a student must take remedial English courses. Current Faculty Senate policy uses SAT Verbal and ACT English scores.

In order to comply with BOR rules, we propose that the remedial algorithm for English be changed to a basis which includes SAT, TSWE and SAT Verbal and ACT Composite. We will continue to use equivalent scores from the SAT Verbal and ACT English tests.

Both the current algorithm and the proposed new algorithm are illustrated on the attached sheet. In addition, ACT enhanced their test scores in 1989. The enhanced scores are used with the former score in parenthesis. We will move the adoption of the new algorithm at the Senate meeting on January 17, 1990.

*Passed*

CURRENT ALGORITHM

SAT Verbal  
or  
ACT English

330	340	390
<del>15 (13)</del>	<del>16 (14)</del>	<del>18 (16)</del>



TCC



FSU

PROPOSED ALGORITHM

SAT Verbal  
or  
ACT Composite

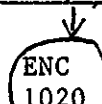
330	
<del>17 (13)</del>	



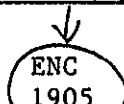
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SAT TSWE  
or  
ACT English

29	30	37
<del>15 (13)</del>	<del>16 (14)</del>	<del>18 (16)</del>



TCC



FSU

# Appendum 2(a)

## PROPOSAL FOR LIBERAL STUDIES MULTICULTURAL REQUIREMENT Presented by the Undergraduate Policy Committee

### Proposed Requirement (Bulletin copy)

To be inserted in The Florida State University Bulletin, 1988-89, p. 85, after this paragraph:

Students are required to complete (or be exempted from with credit) a minimum of twelve (12) semester hours in communications, including two semesters of English composition and two semesters of mathematics; six (6) semester hours in history; nine (9) semester hours in humanities; nine (9) semester hours in social science; ten (10) semester hours in natural science; and three (3) semester hours in fine and performing arts, for a total of forty-nine (49) semester hours.

INSERT the following: To fulfill the primary goals of Liberal Studies, at least six (6) hours of the total forty-nine (49) hours must be multicultural in focus. Courses which satisfy this requirement are marked with a #.

### EFFECTIVE DATE

This requirement will take effect on August 1, 1991, and will apply to freshmen entering the University after that date.

### Rationale

Building upon the cultural diversity of humanity, upon pluralism as a central American value, and upon the University's commitment to fostering "a spirit of free inquiry into humane values" (Bulletin, p.84), through its Liberal Studies program, a multicultural focus recognizes and reflects the full range of human groupings and cultural perspectives. This focus is crucial for the enhancement of one's own self-understanding and for an understanding of the American cultural context, a context characterized by a rich diversity of cultures and experiences and by its situation as part of a larger world-society in which the Western European intellectual tradition figures as one among many.

### Selection of Courses to Meet this Requirement

"Multicultural" courses would be selected (from among existing Liberal Studies courses and new proposals) and approved according to the following criteria:



- 1) Courses encompass perspectives and subject areas central to an understanding of our cultural heritage and context but traditionally under-represented in the Liberal Studies curriculum in particular the perspectives of race, class, gender, ethnicity, and non-Western cultures.
- 2) The course material focuses on the multicultural experience in one or more of the following ways:
  - a) Course provides a general cultural, economic, social, and/or political analysis that has one or more of the targeted perspectives as its primary focus. Examples: Afro-American History, Women in Literature.
  - b) A multi-cultural group or issue figures prominently in the course materials or has obvious relations thereto: Examples: Minority Group Relations; Minorities, Crime, and Social Policy.
  - c) Course examines issues, theories or approaches which are applicable to the study or comparative analysis of multicultural units. Example: Introduction to Folklore.

In making decisions about approval of courses to satisfy this requirement, then, the following factors would be taken into account:

- 1) The extent of under-representation in the current Liberal Studies curriculum
- 2) Historical centrality in the making of American culture
- 3) Importance for comparative cultural analysis



The Florida State University  
Tallahassee, Florida 32306-2023

Department of Anthropology

Addendum 2(b)

### Multicultural Requirement at Florida State University

The Department of Anthropology would like to put forward the following as a proposal for satisfaction of the proposed multicultural requirement in the Liberal Studies program at Florida State University. We offer this proposal as a friendly alternative to that already before the Faculty Senate, and we welcome comments.

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"Culture" may be described in its broadest sense as all socially patterned, symbolically mediated, learned behavior among humans. It covers everything from technology to aesthetic judgments. In this sense, it is differences in culture that lie at the root of many conflicts among peoples and societies in the modern world. At the same time it is the general similarities in culture everywhere-- from the simplest societies to the most complex-- that hold the greatest promise for resolving such conflicts. Any student who would be truly educated must have at least some acquaintance with a cultural tradition different from his or her own. The student must also have a grasp of the phenomenon of cultural variation in general. Thereby the student advances an appreciation of other people's cultural heritages, gains insight into the student's own traditions, and arrives at a better understanding of humankind's place in nature.

To achieve these ends a student must select courses from any two of the three areas listed below for a total of six hours to satisfy the multicultural understanding component of the liberal studies program (Such courses will be selected from courses already approved for satisfying other liberal studies requirements).

- a. American cultural pluralism-- courses that acquaint the student with the many contributions that various groups outside the usual mainstream have contributed to the development of U.S. society.
- b. Non-Western culture-- courses that give the student detailed examination of a society outside the western cultural tradition.
- c. Cross-cultural comparison and analysis-- courses that introduce students to cultural variation on a global scale and provide them with the analytical skills for recognizing and understanding cultural differences in general.

Proposed Revision in the Liberal Studies Program

Within the confines of the current forty-nine hours of required Liberal Studies courses, a course in each of the following two areas (1. and 2. below) would be required. Selected courses meeting specific Liberal Studies area requirements would also meet these two requirements.

1. Alternative Civilizations. Courses which would focus on a civilization or the comparison of two or more civilizations outside the core of the western tradition. Examples would be African Civilization, East Asian Civilization, Islamic Civilization, Latin American Civilization, or South Asian Civilization.

Courses may focus on some aspect of a civilization such as history, religion, politics, values, economics etc., but are to give a broad view of the civilization.

Course falling in Areas II, III, and IV may be used to meet this requirement.

2. Unity and Diversity in the <sup>Western</sup> American Experience. Courses which would focus on the many groups which have contributed to the American Experience with due attention to those who either have been blocked in their access or whose contributions have been undervalued. Issues of race, gender, class, ethnicity would be explored. Due attention would be given to unity and diversity, to understanding the nature of a successful pluralistic society and the ideas of justice and morality which might guide such a society.

Courses meeting requirement 2. would fall into two categories:

A. An interdisciplinary course on pluralism in the American experience. Such a course would draw upon faculty expertise from several disciplines to design and develop a course that would explore the themes described in 2. above. [For this to succeed there would need to be release time from departments for developing and teaching the course.]

or

B. Selected courses in Areas III and IV which address the themes described in 2. above. Courses meeting this requirement would have one set of the following characteristics:

(1.) Broad integrative courses which explore the contributions both of traditional mainstream groups and the excluded or undervalued groups.

or

(2.) Detailed studies of distinctive excluded or undervalued subgroups which might focus on their history, background, traditions, contributions, values, etc.

or

(3.) Courses which focus on fundamental questions of justice and fairness among persons and groups as those have a bearing on establishing a successful pluralistic social order.

Three years after this requirement is put in place, there should be an evaluation to determine the appropriate mix of courses offered under options A and B. That evaluation should determine whether options A and B should both be continued.

### Implementation

This proposal, if approved, would go into effect for the academic year 1992-93. For the first two years, students would be required to take one course meeting the requirements in either 1. or 2. above. Beginning in the academic year 1994-95, students would satisfy the requirements in both 1. and 2. above.

The Faculty Senate would establish committees for Areas 1 and 2 to make recommendations regarding appropriate courses for meeting the requirements, and for developing the interdisciplinary course.

Other procedures.

In the course of developing these requirements, affected area committees and departments are to have an opportunity to review the proposal and made recommendations.

In order to satisfy this requirement, a student must select courses to meet requirements 1 and 2 above from different Liberal Studies Areas.

(This proposal was prepared by Alan Mabe based on discussions with several other faculty members. It is presented to offer additional options for the Senate discussion of the multicultural issue.)