

AGENDA
FACULTY SENATE MEETING
DODD HALL AUDITORIUM
March 15, 2000
3:35 p.m.

- I. Approval of the minutes of the February 16, 2000 meetings
- II. Approval of the agenda for the March 15, 2000 meeting
- III. Report of the Steering Committee, K. Laughlin
- IV. Reports of Standing Committees
 - a. **Elections Committee, J. Ohlin**

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

Nominations for the University Committee on Faculty Sabbaticals (only
tenured faculty may nominate tenured faculty)
 - b. **Ad hoc Committee on Faculty Evaluations, J. Taylor**
Recommendations to implement the Student Assessment of Teaching
Effectiveness (SATE)
- V. Special Order: Continued discussion on Promotion and Tenure Meetings, R.
Light, F. Standley
- VI. Unfinished Business
- VII. New Business
- VIII. University Welfare
- IX. Announcements of Deans and other administrative officers
- X. Announcements of the Provost and Vice President
for Academic Affairs
- XI. Announcements of the President of the University

**THE FIRST REGULAR SENATE MEETING FOR THE 2000-2001 YEAR
WILL BE HELD ON APRIL 19 IN DODD HALL AUDITORIUM**



THE FLORIDA STATE UNIVERSITY
Tallahassee, Florida 32306-1480

FACULTY SENATE, 1480
(850) 644-7497
(850) 644-3375 FAX

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SEP 07 2000

Dean of the Faculties Office FACULTY SENATE MEETING
March 15, 2000
Dodd Hall Auditorium
3:35 p.m.

Boal
EDWARDS, STEVE
VP ACADEMIC AFFAIRS
WES 314 MC: 1480

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I. Regular Session

The last regular session for the 1999-2000 Faculty Senate met on Wednesday, March 15, 2000, at 3:35 p.m. Senate President Robley Light presided.

The following members were absent. Alternates are listed in parenthesis. R. Arora, S. Ash, S. Blumsack, D. Boroto, R. Braswell, K. Bunne, E. Chatman, P. Dean, D. Ebener, J. Elsner, K. Erndl, J. Graham-Hones, J. Grant, N. Jumonville, E. Klassen, G. Knight, G. Leahy, W. Leparulo, C. Lynch-Brown (J. Flake), R. Mariscal, M. McElroy, B. Menchetti, D. Moore (E. Walkter), W. Moore, W. Nichols, G. Papagiannis, V. Ping, M. Pohl, d. Rasmussen, P. Ray, V. Richard, R. Rill, P. Simmonds, J. Teem, J. Tull, F. Vickory, A. Wang, D. Zahn.

II. Approval of the Minutes

The minutes of February 16, 2000 were approved as distributed.

III. Approval of the Agenda

The agenda was amended to add a report from J. Cobbe, chairman of the University Curriculum Committee. The amended agenda was approved.

IV. Report of the Steering Committee, K. Laughlin

Since the last Senate meeting, the Steering Committee has met three times, including both a February and a March meeting with President D'Alemberte. At our February meeting, the President provided updates on **Promotion and Tenure Decisions** (he and the Provost were still reading folders) and **Market Equity** (the Provost accepted the recommendations of the faculty committee for distribution of market equity funds but those funds have yet to be released by the Board.) We also discussed ongoing plans for the **Medical School**, voicing our shared concerns about funding

(including the potential impact of a medical school on library resources) and the complexity of faculty assignments should the University adopt a dual appointment model for some medical school faculty. In response to our questions about Alumni Association plans to build a new **President's House**, the President indicated that he did not want to discourage the Association's fund-raising efforts on this front and that he favors preserving the option of on-campus housing for future Presidents at FSU. With regard to the **February BOR meeting**, which Senate President Light also attended, the President shared his thoughts on Board initiatives in teacher education and university/community college support of K12 education and the parental notification policy regarding student drinking. Finally, the President reported to us that the University **Endowment continues to grow** even though the Capital Campaign has officially ended. FSU is now ranked 150th (up from 177 last year and 256 in 1995).

At our March meeting with the President we voiced our serious concerns about the **reinstatement of the Pi Kappa Alpha fraternity on campus**. The President indicated that the fraternity followed the required process for recolonization and that the group would be closely monitored. We discussed the success of the **Seven Days of Opening Nights** and efforts to ensure students involvement with the artists who came to campus for these events. We explored the possibility of **increasing the overlap of the Senate and University Budget Committees** by adding one or more faculty representatives from the Senate committee to the University committee. And we also discussed our interest in appointing an **ad hoc Senate advisory committee to advise on University policy regarding apparel licensing and production issues**. The President said he would welcome such a committee, which would include the University Attorney, along with the Vice President for University Relations/Public Affairs, several faculty members and student representatives. In his **Legislative update**, the President informed us about ongoing discussion of the Medical School as well as a BOR study of the need for a school of Chiropractic medicine (which they are recommending be located at FSU) and discussions of changes in the administration of the Ringling Museum which could possibly involve FSU.

In other business, the Steering Committee has unanimously approved the proposal from the College of Business to **rename the Department of Hospitality Administration in the College of Business to Dedman School of Hospitality**. The proposed school would not be an independent school with a dean but would remain a unit in the College of Business. It would report to the Dean of the College of Business through its director.

Our discussion of the report of the **Task Force on Liberal Studies** continued, and the Steering Committee plans to distribute this report to Senators for the April Senate meeting. Senate President Light and Karen Laughlin also attended a **meeting with representatives from HigherEd.com**, a company that is

interested in working with FSU to develop and market distance learning masters degree programs to non-Florida residents.

We are considering appointments to Senate Committees for the 2000-2001 academic year and again invite any Senators who are interested in serving to inform either Janis Sass or Senate President Light.

Finally, the Steering Committee has unanimously adopted a **resolution recognizing the 75th anniversary of Phi Kappa Phi** and has asked Senator Cliff Madsen to present this resolution to the Senate for your approval.

Whereas: The Honor Society of Phi Kappa Phi was founded in 1897 to recognize academic excellence in all fields, and

Whereas: The Florida State University Chapter was chartered on May 22, 1925, making it the oldest national honor society on campus and in the state of Florida that recognizes and celebrates excellence in all disciplines, and

Whereas: The Society Recognizes excellence by initiating to membership only the top 5% of juniors, 10% of seniors, 10% of graduate students as well as selected faculty and staff, and

Whereas: Each year the FSU chapter nominates one graduating student to receive a national Phi Kappa Phi Fellowship worth up to \$7000, and

Whereas: Our FSU chapter's nominees have been successful in winning a fellowship or Award of Merit (\$ 1000) in 9 of the past 10 years, and

Whereas: Each year the chapter recognizes excellence through chapter awards for the most outstanding student finishing the Liberal Studies Honors Program, the most outstanding graduating senior, the most outstanding current graduate student and a student in one of the creative disciplines.

Therefore, be it resolved that this faculty senate commends the FSU chapter for its historical and ongoing contributions to our academic mission and bestows special recognition on the occasion of the chapter's 75th anniversary.

The Senate voted unanimously to adopt this resolution.

The Steering Committee item dealing with the reinstatement of Pi Kappa Alpha fraternity brought some discussion. Several Senators voiced their concern over this administrative decision.

V.

Reports of Standing Committees

a. Elections Committee, T. Matherly

Professor Matherly opened the floor for additional nominations to the Professional Relations and Welfare Committee. There were none added to the names received from colleges/schools with vacancies.

The floor was then opened for additional names for the Grievance Committee. Professor Carolyn Piazza, College of Education was nominated. Her name will be added to names received by ballot. No additional nominations were made.

There were no additional nominations for the University Committee on Sabbaticals. Professor Matherly reported that we do not have the required number of names to send out a ballot and informed Senators to contact Janis Sass by Friday, the 17th, with nominations.

b. Curriculum Committee, J. Cobbe

ANY ACADEMIC UNIT CONTEMPLATING NEW COURSES OR CHANGES TO EXISTING COURSES SHOULD PAY ATTENTION TO THIS MEMO.

1) Substantial discrepancies have been discovered between the University's Master Curricula File and the Statewide Course Numbering System [SCNS] Master File. These discrepancies have to be resolved, and it is expected that this process will take the relevant staff approximately three months, during which time they will be unable to enter new information. As a result, any curriculum change request [new or revised course, new title, hours change] received by Mrs. Janis Sass after 10 April 2000 will NOT be entered into the University's Master Curricula File [and thus usable] before sometime during the Fall, 2000 semester at the very earliest.

2) Procedural changes with SCNS mean that in the future, curriculum changes will not be entered into the University Master Curricula File [and thus become usable] until approximately **TWO MONTHS** after they have been approved by the University Curriculum Committee. Units will not be informed of approvals until such time as the change can be entered into the Master File; i.e. after the confirmation has been received back from the SCNS office downtown.

The implication is that units **MUST** think further ahead in terms of new and revised courses. The last date on which proposals that units wish to implement in January 2001 need to reach Janis, 314K WES-1480, by October 10, 2000 if the University Curriculum Committee is going to have any chance of approving them in time. This means that departmental/school/college consideration needs to begin substantially before that. There is no guarantee that a proposal received by that date could actually

be implemented in spring 2001; the University Curriculum Committee frequently does NOT approve proposals at the first meeting that they are considered.

Any questions or concerns can be addressed to either Jim Cobbe, chair of the University Curriculum Committee or Mrs. Janis Sass.

**c. Ad Hoc Committee on Faculty Evaluations, J. Taylor
Recommendations to implement the Student Assessment of
Teaching Effectiveness (SATE)**

Recommendation to the Faculty Senate from the Committee on the Evaluation of Teaching Effectiveness, March 15, 2000

Background

Missions of the Committee

In the fall semester of 1999 the Committee on the Evaluation of Teaching Effectiveness was charged by the Senate Steering Committee to continue its development of the SATE (Student Assessment of Teaching Effectiveness). Specifically, the mission for SATE was twofold: (1) How well does it "fit" the definition of effective teaching (approved by the Senate in 1998, see the definition at the end of this document), and (2) does SATE have predictive validity; that is, can it discriminate effective teaching?

In addition the committee was charged with investigating other means of evaluating teaching effectiveness (e.g., peer evaluations, alumni observations, etc.). The Steering Committee also asked for a recommendation concerning the use of the SUSSAI (State University System Student Assessment of Instruction).

SATE and the Definition of Effective Teaching

In the fall of 1999 the committee tested the validity of SATE (using a sample of over 600 students in a factor analysis design) against the definition of effective teaching. Our results show that 9 questions (of SATE's original 22 questions) correlate highly (in the .90s) with the three facets of the definition (3 questions for each facet). The attached SUSSAI/SATE form lists the 9 questions plus an "overall" question that is related to the definition of effective teaching. We conclude, then, that SATE is valid (content, and construct validity) in the sense that student responses fit the conceptual facets of the definition.

SATE and Predictive Validity

Thinking that grades might correlate with the SATE, that is, classes with good grades will give their instructors high ratings and classes with poor grades will not give their instructors high ratings, we correlated the final course grades of some 2,000 students with the SATE. Results show that the SATE does not correlate with grades: Group course comparisons indicated that

students with both high and low grades are as just as likely to give high ratings to their instructors as low ratings. Therefore we cannot conclude that SATE can discriminate effective teaching.

Predictive validity of a student instrument can be impossible to obtain unless one has access to a variety of other variables (e.g., measures of student achievement during the semester, assessments of individual learning styles, etc.). But even then, student learning (performance, e.g., grades) may be too complex to be predicted by an anonymous opinionnaire administered to students at the end of a course. Indeed, the literature in the field of faculty evaluation demonstrates quite clearly that a student instrument at best poorly accomplishes prediction of learning (indicated by performance measures--grades, etc.).

Recommendation for SATE

Although SATE does not have predictive validity, it is a valid indicator of student perceptions of teaching effectiveness--according to our definition of teaching effectiveness as perceived by students. Thus we recommend its adoption as the official campus-wide student report instrument for evaluating teaching effectiveness. This would apply to all promotion and tenure, PEP, TIP, etc., deliberations. It should be emphasized that the SATE is but one indicator of teaching effectiveness and must not constitute the entire evaluation of teaching effectiveness (peer and alumni evaluations, for example, could also be considered). The scale of measurement to be used in any scoring of SATE should be at most ordinal, and SATE must not be used for acrossfaculty comparison. Further, the results of SATE are not to be made public.

Recommendation for Other Means of Evaluation Teaching Effectiveness

The work in this area is not complete; thus we have recommended to the Steering Committee that the Committee on the Evaluation of Teaching Effectiveness remain active for the foreseeable future. Not only should the committee continue its research into other means of evaluating teaching effectiveness (particularly important in light of the need for peer review guidelines and recent distance learning initiatives), it also should continue its efforts to assist programs, departments, and colleges with the development of other instruments designed to improve teaching effectiveness.

Recommendation for SUSSAI

Having been developed for the purpose of assisting students in selecting classes, the SUSSAI does not have content or construct validity for our definition of teaching effectiveness. After its development, however, it was declared by the Chancellor of the BOR to be a measure of teaching effectiveness (but not based upon a definition) and to be used in publicly evaluating teaching effectiveness. However, some of its items are complementary to

SATE items. Since the use of SUSSAI is mandated by the BOR, we will continue to use it.

Effective teaching is the creation by a teacher of an environment conducive to learning in which students: (1) are positively influenced to want to learn, (2) are provided adequate opportunities for learning to occur, and (3) utilize these opportunities to learn.

(THE INSTRUMENT AS DEVELOPED BY PROFESSOR TAYLOR'S COMMITTEE IS ATTACHED AS ADDENDUM 1)

Respectfully submitted by the Committee on the Evaluation of Teaching Effectiveness:

Jack Taylor (Music), Chairman
Ron Goldsmith (Marketing)
Ken Brewer (Educational Research)
Earle Klay (Public Administration & Policy)
Ray Frost (Evaluation Services)
Peter Gielisse (Engineering)
Mary Ann Moore (Textiles & Consumer Service)
Steve Rollin (Human Services & Studies)
Tonya Harris (Nursing)
Neil Jumonville (History)
Beth Logan (Information Studies)

The following was distributed and discussed in response to the above report and recommendations.

FSU Faculty Senate Meeting - March 15, 2000 SATE- Student Assessment of Teaching Effectiveness Tom Welsh - Senator for SVAD

I am Anjoli Austin, Senator for the School of Visual Arts Dance. I am reading these comments for my colleague, Tom Welsh who is also a senator for SVAD. He will arrive late today due to a prior commitment to participate on dissertation orals.

Dr. Welsh commends the faculty evaluation committee for its good work on a difficult and politically charged issue. However, he recommends against approving the SATE proposal as stated in the handout received at our February meeting. He believes three deficiencies should be corrected before adopting the new questionnaire as university-wide instruments for assessing student opinion of teaching effectiveness.

1. Including all 9 items that met criterion in the validity trials is likely to result in students viewing the questionnaire as redundant and reduce their carefulness in responding to each item. Selecting one valid item from each of the three topics address in the definition of teaching effectiveness would avoid this problem

without compromising the validity of the questionnaire overall. Dr. Welsh suggests Items 3, 5, 8 & 8.

2. The committee should also be commended for advising that the SATE result "be, at most, ordinal." However, requiring students to respond with ratings to questions that are simple and dichotomous, is likely to invite the abuse the committee seeks to avoid. Reducing the response alternatives to "Yes" and "No" perhaps with the possibility of "Not sure" would reduce the potential for abuse.

3. The final version of the questionnaire should, of course, be validated before concluding the questionnaire, as a whole, validly represents student opinion on teaching effectiveness.

With changes that adequately address each of these concerns. Dr. Welsh will favor approval of the new questionnaire.

Thank you for hearing these concerns.

After a lengthy discussion of the SATE, the **Senate voted 38-18 to reject the recommendation to make this an official evaluation tool.** President Light thanked the committee for their tireless and dedicated effort. President Light indicated that the Steering Committee would discuss what, if any, future efforts to make on bringing an evaluation tool to the Senate.

V. Special Order: Continued discussion on Promotion and Tenure Meetings, R. Light and F. Standley

At last month's Senate meeting an open discussion took place on the issue of open vs. closed promotion and Tenure meetings. Today, the Steering Committee presented the following straw ballot for Senate action. The results of this ballot will be forwarded to President D'Alemberte as a recommendation for his consideration.

**PROMOTION AND TENURE PROCEDURE
Straw Poll
Faculty Senate**

March 15, 2000

Select one of the following options by marking an X in the appropriate place.

_____ Option 1:
Retain the procedure currently in use.

(Members of elected faculty committees at each level read the folders as individuals and vote for each candidate in a secret ballot. At each level prior to the reading of candidates' folders and voting, workshops may be held for the committee members to discuss the procedures, principles, and other relevant matters but not discussion of candidates and their evaluation folders.)

Option II.

Replace the procedure currently in use with a procedure consistent with the principles stated in the memorandum by Attorney Meredith Charbula and discussed in the February meeting of the Senate.

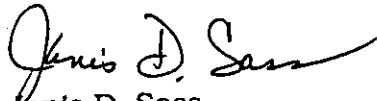
(Members of elected faculty committees at each level would read the candidates folders and then convene in an open meeting for purposes of (a) discussion as allowed in the memorandum, including some materials in the evaluation folders, and (b) voting in the meeting, with results of the voting available for perusal if requested by an interested party.)

THE FINAL VOTE WAS 37 VOTES FOR OPTION 1 AND 18 VOTES FOR OPTION 11.

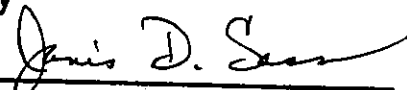
Due to the lateness of the hour, the chair adjourned the meeting.

VI. Adjournment

The meeting adjourned at 5:20 p.m.


Janis D. Sass
Secretary to the Faculty

Certified as a corrected and official
copy

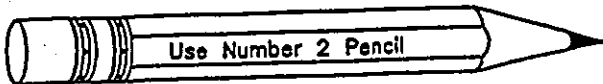
by 
Secretary to the Faculty

Addendum I

SUSSAI / SATE EVALUATION FORM

This form is provided to afford you the opportunity to evaluate both the instructor and the course. Please respond as honestly as you can. Section I is a state mandated evaluation instrument. Section II is an instrument which is of value to the university and instructor in assessing and improving his or her teaching effectiveness. Section III provides you the opportunity to express your opinions and suggestions, in your own words, directly to the instructor. The results of Section I (SUSSAI) will be public record. The results of Section II and Section III will be confidential and will not be made public. Thank you for your participation.

Instructions



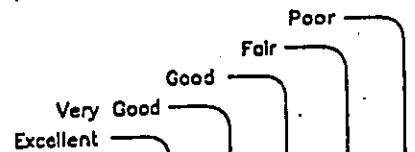
Mark only one response per item.
Do not staple or fold this form.
Darken all responses completely.

Proper mark () ● () Improper marks (X) (O) (C)

COURSE _____ INSTRUCTOR _____ DATE _____

SECTION I - SUSSAI - (State University System Student Assessment of Instruction)

Using a scale of Excellent, Very Good, Good, Fair, and Poor, please assess your instructor's performance on the following eight items.



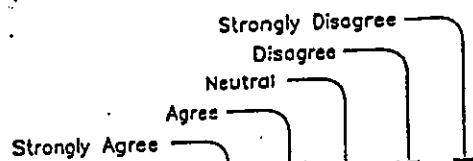
1. Description of course objectives and assignments. () () () () ()
2. Communication of ideas and information. () () () () ()
3. Expression of expectations for performance in class. () () () () ()
4. Availability to assist students in or out of class. () () () () ()
5. Respect and concern for students. () () () () ()
6. Stimulation of interest in the course. () () () () ()
7. Facilitation of learning. () () () () ()
8. Overall assessment of instructor. () () () () ()

SECTION II - SATE - (Student Assessment of Teaching Effectiveness)

The following definition of effective teaching has been accepted by the F.S.U. Faculty Senate.

Effective Teaching is the creation by a teacher of an environment conducive to learning in which students: (1) are positively influenced to want to learn, (2) are provided adequate opportunities for learning to occur and (3) utilize these opportunities to learn.

Your answers to the following statements are of value to the university and instructor in assessing and improving his or her teaching effectiveness. Using the scale to the right, please indicate your agreement with each statement below by marking the appropriate grid.



1. Because of the instructor, I was interested in coming to class to learn more. () () () () ()
2. Because of the instructor, I wanted to learn more. () () () () ()
3. The instructor positively influenced my desire to learn. () () () () ()
4. The instructor provided adequate opportunities for learning to occur. () () () () ()
5. The instructor created an atmosphere conducive to learning. () () () () ()
6. The instructor's design of the course provided good opportunities to learn. () () () () ()
7. Because of the instructor, I really got involved in this course. () () () () ()
8. Because of the instructor, I tried very hard to learn what was offered in this course. () () () () ()
9. Because of the instructor, I made more effort to learn in this course. () () () () ()
10. According to the definition of effective teaching given above, the instructor was effective. () () () () ()

SECTION III - Free Response Section (see reverse side of form)