



The Florida State University  
Tallahassee, Florida 32306-1030

FACULTY SENATE, 1030  
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**AGENDA**  
**FACULTY SENATE MEETING**  
**Dodd Hall Auditorium**  
**October 12, 1994**  
**3:45 p.m.**

- I. Approval of the minutes of the September 21, 1994 meeting
  - II. Approval of the agenda for the October 12, 1994 meeting
  - III. Report of the Steering Committee, M. Cowart
  - IV. Special Reports
    - a. Report on University Communications, F. Murphy
    - b. Capital Campaign, J. Robison
    - c. Update on TIP awards for 1994-1995, K. Brewer
  - V. Report of Standing Committee
    - a. Computing and Information Resources Committee
  - VI. Unfinished Business
  - VII. New Business
  - VIII. University Welfare
  - IX. Announcements of Deans and other administrative officers
    - a. Update on Corridor Enrollment, E. Muhlenfeld for L. Abele
    - b. Strozier Renovations Update, J. Clendinning for C. Miller
  - X Announcements of the President of the University
- 

**THE NEXT SENATE MEETING WILL BE NOVEMBER 9, 1994**  
**IN DODD HALL AUDITORIUM**





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**FACULTY SENATE MEETING**  
**October 12, 1994**  
**Dodd Hall Auditorium**  
**3:45 p.m.**

**I. Regular Session**

The 1994-1995 Faculty Senate met in regular session on Wednesday, October 12, 1994 in Dodd Hall Auditorium. Senate President Marilyn Young presided.

The following members were absent. Alternates who were present are listed in parenthesis. R. Atkinson, J. Bailey, G. Bates, D. Boroto, W. Cooper, G. Dawson, P. Dean, I. Eberstein, S. Feteih, L. Galbraith, G. Giles, J. Ho, N. Jumonville, G. Kaelin, W. Klay, W. Krebs, M. Launer, G. Leahy, T. Lindbloom (T. Welsh), J. Macmillan, L. Mastrogiacomio, T. Matherly, N. Mears, G. Mitchell, J. Morse, P. Murphy, D. Nast, B. Newell (B. Hirsch), W. Nichols, W. Oldson, D. Pargman, C. Patrick, G. Peterson, V. Ping, M. Ponce, H. Prosper, D. Rasmussen, P. Ray, V. Richard, A. Rowe (K. Cunningham) B. Shellahamer, J. Standley, P. Strait, D. Sumners, R. Turner, F. Vickory, P. Wainwright, L. Walters.

**II. Approval of the Minutes**

The minutes of September 21, 1994 were approved as distributed. Senator Braendlin suggested that Senate President Young's speech be printed in a narrative form rather than an outline form and President Young agreed. Addendum 1 is a narrative copy of President Young's speech from the September 21 Senate meeting.

**III. Approval of the Agenda**

The agenda for the October 12 meeting was approved as distributed.

**IV. Report of the Steering Committee, M. Cowart**

Since the last Senate meeting in September, the Steering Committee has met weekly. The Committee met twice with the President, and once with the Interim Provost. Among the items discussed since the last meeting of the Senate are:

**\*Meeting with the President:** At the meetings with the President the Steering Committee discussed the Provost search and organization of central administration. At the President's request, the Steering Committee submitted the names of 15 faculty for his consideration to serve on the Provost Search Committee.

**\*Meeting with the Interim Provost:** At the meeting with the Interim Provost, the Steering Committee discussed corridor issues, faculty teaching load, the BOR accountability report, and the public image of the university, namely faculty, and productivity.

**\*Future meetings:** In the next week or so, the Steering Committee plans to meet with the Director of the SUS University Presses and with the Dean of Undergraduate Studies.

**\*Faculty Welfare:** At the last meeting of the Senate, Senator Waggaman reported that the parking gate in the faculty lot adjacent to the Stone Building had not operated most of this term. As of Monday following the meeting of the Senate, the gate has been repaired.

**\*Recommendation regarding paychecks:** The Steering Committee received a recommendation about the disbursement of faculty paychecks from Senator John Bryant. This recommendation was forwarded to the Professional Relations and Welfare Committee.

**\*Committee Appointments:** The Steering Committee made faculty recommendations to the President for membership on the President's Travel Grants Committee. In addition, recommendations were made to the Provost proposing faculty to serve on the Council for International Education, the Council for Teacher Education and the Admissions Committee.

The Steering Committee has finalized the membership of the Bylaws Committee for your consideration. Proposed members of the Committee are Joe Beckham, Carol Lynch-Brown, and Fred Standley who will chair the committee. Ex officio members are Gregg Phifer, Senate Parliamentarian; William Summers, Senate Parliamentarian designate; and Steve Edwards, Dean of the-Faculties.

Also, for your consideration is the proposed membership of the Ad Hoc Teaching Evaluation Committee. The proposed members are Bill Anthony, Ken Brewer, M. L. Baker, Gary Heald, Maureen Tilley, and Jack Taylor who will chair the committee. The Senate confirmed appointments to both of these committees.

The Steering Committee is pleased to announce the following chairs to Senate Committees:

Library Committee - Professor Joe McElrath, Arts & Sciences  
Grievance Committee - Professor Lorie Fridell, Criminology &  
Criminal Justice  
Professional Relations and Welfare - Co-chairs Sally Hansen-Gandy,  
Human Sciences and Robley Light, Arts & Sciences  
Curriculum - Professor Kathryn Anderson, Human Sciences  
Elections - Carol Lynch-Brown  
Graduate Policy Committee - Jayne Standley

**V. Special Reports**  
**a. Report on University Communications, F. Murphy**

Mr. Murphy expressed his pleasure at being invited to the Senate meeting. He stated that the University has placed a strong emphasis on electronic communications. He has met or will meet with all deans and vice presidents to discuss concerns.

Mr. Murphy showed a series of short videos. A brief explanation is attached as Addendum 2.

**b. Capital Campaign, J. Robison**

Mr. Robison stated that through October 17, \$117.6 million had been committed to the **Investment in Learning** campaign. He stated that his office is committed to putting forth a thorough effort to achieve and even exceed the campaign goals. He thanked President D'Alemberte and Interim Provost Abele for their support. Mr. Robison also stated that bringing the college/school fundraising staff into the capital campaign will enhance the entire University.

**c. Update on TIP awards for 1994-95, K. Brewer**

Professor Brewer gave a brief explanation of the process for applying for a TIP award. There are a few changes from the process used last year. A copy of the procedures will be attached to the minutes when they are completed. (Addendum 3)

**VI. Report of Standing Committee**  
**a. Computing and Information Resources Committee**

Senate President Young reported that this committee report was not ready for today's meeting. She did, however, want the Senate to know that a statement on "Policies and Responsibilities for Use of Campus Computer and Network Resources" is being developed and will be sent out for a future meeting.

**VII. University Welfare**

Senator Braendlin asked the Senate what response is being made on the issue of opening faculty evaluations to the public. President Young reported that the Steering Committee is aware of this concern and will report on it as it progresses.

**VIII. Announcements of Deans**  
**a. Update on Corridor Enrollment, E. Muhlenfeld  
for L. Abele**

Dean Muhlenfeld reported that the fall freshman class was the largest in FSU history. The number of applications for admission has increased. We also had the largest percent ever of minority students up 21% with 10.6% Afro-American and 7% Hispanic. Even though the enrollment increased, there was no drop in SAT scores. The

Admissions Office accepted transfer students until the last minute. We will now resume our usual deadline dates.

Dean Muhlenfeld explained that in years past when we failed to meet the corridor we were penalized for the coming year. Now, when we do not meet the corridor for 2 consecutive years permanent funding cuts are implemented. She stated that we are probably within the corridor for our lower and upper divisions, but may be slightly below corridor at the graduate level. Final figures should be available by the next meeting.

**b. Strozler Renovations Update, J. Clendinning for C. Miller**


Senator Clendinning's report is attached as Addendum 4.

**IX. Announcements of the President of the University**

President D'Alemberte was not available for today's meeting.

**X. Adjournment**

The meeting adjourned at 5:45 p.m.



Janis D. Sass  
Secretary to the Faculty

STATE OF THE SENATE ADDRESS - 1994

Marilyn J. Young  
President

Nineteen ninety-four is the 20th anniversary of the charge from the Steering Committee that the Senate President address this body on the occasion of the first meeting of the academic year. In preparing for this auspicious event, cognizant of the anniversary, it occurred to me to review the remarks of my predecessors. In that process, I learned several things: first, this was not a new idea. Virtually every president has harked back to the words of wisdom uttered in years past. Second, this university has accomplished more than we may realize in the past twenty years. Third, the problems identified over the past years echo throughout each succeeding address and resonate even today.

So, as we begin anew-- a new year, with new students, it is appropriate to review again what we are about and where we hope to go. I would like to approach this task by looking at broad themes that have recurred over the past twenty years, recasting them in light of today's concerns.

I. The first set of themes I have called Temporal problems. By temporal, I do not mean short-lived; I use temporal in opposition to philosophical or systemic problems. And this is an area where we have achieved much.

space: It was only a few short years ago that we were arguing for the construction of the University Center, in large part because we believed it was to only way to add significantly to our usable space. Now, even as departments and administrative units are moving into Phase I of that facility, we are continuing to purchase additional land for the university.

parking: Yesterday, President D'Alemberte made reference to Clark Kerr's characterization of faculty as a group of individual entrepreneur's united only by a common complaint about parking. Perhaps it is reassuring to know that parking problems are by no means unique to Florida State. Nevertheless, after many unsuccessful attempts, we have finally constructed and opened our first parking garage, though I understand from my colleagues that it is easier to get into than out of.

enrollment: At a time when many institutions are experiencing shrinking enrollments, Florida State is approaching 30,000 students with projections for still more to come. The focus of enrollment concern has shifted to meeting corridor requirements, and this summer and fall, the university united in an effort to encourage students to take additional hours. We do not yet know whether we were successful, but the effort itself was rewarding.

budget: As long ago as 1976, then Senate President Jim Pitts commented:

"Recently, we still were without adequate resources. . . .We must increase our efforts in the area of contracts and grants and we must take our message to the people for the private funding for academic programs."

Those words could have been spoken yesterday. Budgetary support is a continuing concern. And while we continue to be underfunded, we have achieved some badly needed flexibility in budget management. In addition, FSU has embarked on its first ever capital campaign, which, when successful, will add badly needed funds to academic programs and scholarships.

Each of these achievements represent a degree of change, primarily in the size and appearance of FSU. Indeed, in the past few years, Florida State University has undergone tremendous change, beginning with our chief administrator; the office of president has changed hands three times in the past four years. We have new vice presidents, new deans, and, thankfully, new faculty, new students, and new buildings. Periods of great change bring great opportunity--the chance to remake ourselves. At the same time, change has long been identified as one of the great stressors, producing anxiety and apprehension. Change, while inevitable, is not necessarily always good. And so, periods of change also present the opportunity to revisit the values and challenges of the past, to reaffirm goals and aspirations. Times of change are times for connecting to tradition, for emphasizing continuity and stability. And that is part of my task today.

Which brings me to the second set of themes that echo through the addresses of the past:

## II. This Senate is charged with Vigilance and Vision

The first concern is the mission of this university. Our mission as a graduate research institution has been recognized by our peers: For example, on October first, with the assistance of Vice President Al Gore we will dedicate the National High Magnetic Laboratory. And, recently, it was announced that FSU had been named a Carnegie I Research Institution. Now, we've always known we should be in that elite group, but it's rewarding for our peer institutions to recognize it as well.

However, the value of our graduate and research mission remains a question mark in the minds of the public. This, too, is not new:

1975: We seem to have lost public favor and public support. In some quarters we are viewed as merely deficient in our trust. In others we are perceived as active, if not willful, agents of social disruption. Wayne Minnick



1982: I understand that the word university is derived from a Latin phrase, "universitas magistrorum et scholarium," which means society of masters and students; and I believe that we share an ideal of what that community of scholars should be. But it becomes increasingly apparent that the general public does not share in our vision.

Many individuals, including some who have responsibilities to oversee public education in this state, regard research as distinct from and an impediment to effective teaching. Fred Kreimer

Today, at the same time FSU is achieving new heights in research and service to the community, those efforts are being called into question. Again, we hear that research and graduate education and inimical to the process of undergraduate education. and we are challenged to answer those charges.

If there is failure on our part, it not one of mission or of vision, but one of communication. We have failed to adequately communicate the totality of our mission to our larger constituency. We have neglected to persuade the people of Florida of the intricate and vital link between research and teaching. We have sold our vision of ourselves to ourselves, but we have not always been successful in carrying that vision beyond the confines of the university. Indeed, we have not always succeeded in convincing even our own students.

And so, we are challenged not only to remain vigilant, but to renew our vision of this university. And the current public and legislative emphasis on undergraduate instruction provides us an opportunity to do just that. Last year, Fred Leysieffer charged us with the task of examining our liberal studies requirements, beginning with a discussion of what constitutes a liberally educated student. What do we mean when we speak of a liberal education? The events of last year delayed that consideration, but it is one that is more urgent this year than last. It is my hope that we can resume the conversation where it left off and proceed, in due time, to a full reconsideration of the liberal studies curriculum with the goal of reaffirming our commitment to a strong liberal arts undergraduate education.

The second theme of vigilance and vision over the past twenty years is the importance of faculty governance.

At Florida State University, we are justly proud of our system of governance. It has stood us in good stead through times of triumph and tribulation. It has made FSU a better place to be a faculty member, a student, even, we believe, an administrator.

The responsibility for vigilance in things academic rests in this senate. The FSU Constitution spells out the jurisdiction of the Faculty Senate:

"It shall formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the university.

It shall determine and define University-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted."

It may also formulate its opinion upon any subject of interest to the University and adopt resolutions thereon. Resolutions treating those areas of authority legally reserved to the President of the University and the BOR will be advisory." *Faculty Handbook, 1991*

Through its committee structure and this assembly, this Senate has achieved a degree of faculty involvement in the academic mission of this institution that is the envy of faculties elsewhere. But it is not without its challenges and the need for vigilance is constant.

During the last presidential search, much was written about the strength of this Senate and this faculty's involvement in educational policy-making. Not all of it was positive. Some commentators even urged that the faculty be "brought into line." That we needed a president who could "take control." Indeed. Such comments indicate an appalling lack of understanding of the nature of a university and the role of a faculty in the process of higher education. The heart of a university is its faculty. As Fred Kreimer and Steve Edwards, among others, have said, "An institution is a university because its faculty makes it so." A strong faculty who are willing to participate in the process of educational policy making are an advantage to a wise administrator, be it dean, provost, or president; our history and the remarkable record this institution has compiled in its short life-span demonstrates the probity of this belief.

But that very success must not lead us into complacency, for complacency is perhaps our greatest enemy. As Fred Leysieffer noted last year, these meetings have often been characterized as "boring." Attendance at the after-Senate socials has fallen off dramatically. We are victims of our own success. Pressures of additional classes, increased research commitments, have made many of us reluctant to accept committee assignments. Can democracy exist if no one votes? Can shared governance survive if no one serves?

Part of the vision of the faculty of Florida State University is of a governance system that participates in a vital and constructive way in the life of the institution. And so, our challenge and our task for this year is to renew

our commitment to our system of shared governance; to celebrate its strengths and revitalize its weaknesses.

The governance structure established by our Faculty Senate and spelled out in our University Constitution is a successfully operating endeavor; it is one of the primary sources of strength from which we affirm and sustain our goal to be a University in deed as well as name. And, since this senate is one of the few remaining events that brings every part of the university together, it is the place in which we are still, truly, a community of scholars.

And, so, as we begin this new year, let us rededicate ourselves to the idea of a university and all that implies. And let us continue to follow admonition of Fred Standley on the occasion of the first of these "State of the Senate Addresses in 1974: (following Tennyson) "to strive, to seek, to find, and not to yield."

Appendum 2

**"TAKE 15" PROMOTIONAL EFFORTS**  
**PRESENTED TO THE FLORIDA STATE UNIVERSITY FACULTY SENATE**  
**WEDNESDAY, OCTOBER 12, 1994**  
**DODD HALL AUDITORIUM**

- Initial Phase:**
- Prior to the drop and add deadline, 500 posters were printed and distributed throughout campus so that students were made aware of 600 new classes which were added to the schedule.
  - Tee shirts were printed and two local radio stations participated in a promotional give away on campus. One station featured an interview with Mary Coburn, Assistant Dean of Undergraduate Studies.
  - Scoreboard advertisements and PA announcements are made at each home football game.
  - The initial news release resulted in a front page story in the *Tallahassee Democrat*, *FSView* and the *Florida Flambeau*.
- Parents Weekend:**
- An agreement to run a videotape was coordinated with approximately 20 lodging facilities in the Tallahassee area representing more than 2000 hotel rooms. This video ran continuously in the lobby areas, was accompanied by posters and fliers which explained the Take 15 effort, and encouraged parents to view the videotape. Clerks at these facilities were asked to distribute the fliers to parents as they checked in.
  - FSU Headlines featured an interview with President D'Alemberte regarding the Take 15 efforts in connection with Parents Weekend.
- Future:**
- A four-color poster will be produced and distributed, and will serve a dual purpose: (1) It will be distributed throughout campus and visible as students register for Spring, 1995; (2) It will be distributed to guidance offices across the state.
  - There will be a Take 15 feature on an upcoming production of The Bobby Bowden Show.
  - Tee shirts will be given to each student that registers for 15 or more hours. We are hopeful that we can find a sponsor to cover costs.

**FSU HEADLINES**  
**"News and Information from the Florida State University Community"**

- WHAT:**
- FSU Headlines is a daily radio news show produced by the Media Relations Office.
- WHO:**
- |                |                                                     |
|----------------|-----------------------------------------------------|
| Scott Atwell:  | Executive Producer                                  |
| Roger Sockman: | Part-time Producer, Radio Coordinator & Distributor |
| Ray Hardman:   | Announcer                                           |
| Mark Gaspard:  | Announcer                                           |
- WHEN AND WHERE:**
- The program is 4 1/2 minutes long and airs daily at the following times and locations:
- 7:34, 9:34 and 11:34 a.m. on WFSU-FM
  - 8:00 a.m. on WFSQ-FM
  - 11:30 a.m. on the student station, WVFS (V-89)

- HOW:**
- Roger arranges or conducts in-person interviews used in the production; this is usually done between 10:00 a.m. and noon each day. Scripts are approved by Scott Atwell and Cindy Mooy, Assistant Media Relations Director. Production takes place daily at approximately 2:00 p.m. After production, the material is taped and dubbed.
- In the future, we hope to have the production taken to Florida's Radio Network at the Press Center for use on its daily news shows. The material could then be used by bureau chief Chris Codd for weekend features and distributed to other local radio stations.

## SEMINOLE VIDEOGRAMS

Seminole videograms, which contain up-to-date news and information regarding the Florida State University community, are produced by the Media Relations Office and distributed to Seminole clubs throughout the state and country along with *Seminole Football Highlights*.

These videograms are made available to alumni organizations, some with as many as 300 members, to view as they gather to watch the Seminole football games.

Several members of the alumni and Seminole clubs have called or written to express how much they enjoyed and appreciated receiving the videograms and to request that we send them regularly.

## FLORIDA STATE UNIVERSITY

Attachment 3

### 1994-95 Teaching Incentive Program Procedure for Selecting Recipients of Teaching Incentive Awards

#### STEP 1

The University will determine eligibility of faculty for TIP awards as defined by Chancellor Reed's July 14, 1994 Memorandum, "Guidelines for Implementing the Teaching Incentive Program, 1994-95, stating:

#### Employee Eligibility.

1. Full-time nine- and twelve-month employees who are appointed to tenure or tenure-earning positions in classifications which include the ranks of professor, associate professor, assistant professor, and full-time nine- and twelve-month employees who are appointed to ranks which are equivalent to professor, associate professor, and assistant professor (i.e., librarian/curator series, scholar/scientist series, and engineer series), and as instructors are eligible for this increase. (A list of classes eligible for the TIP can be reviewed in the departmental chair's office.)
2. No employee may be selected for a Teaching Incentive Program award more than once every three years.
3. Persons who meet the above criteria must have taught a classroom type course (C), discussion type course (D) or laboratory type course (L) in four of the six terms—Fall 1991, Spring 1992, Fall 1992, Spring 1993, Fall 1993, Spring 1994. Courses must be funded from a regular appointment to be eligible; overloads and other OPS funding for instructional activity are not eligible. Directed independent studies, supervised research, and thesis/dissertation research are not included in the definition of substantial commitment.

#### Selection Criteria.

1. Eligible employees must have a continuing commitment to, and emphasis on, classroom instruction, and have demonstrated substantial teaching commitment during the past three academic years (1991-92 through 1993-94). Substantial commitment shall be based on an employee's assignment in classroom and/or laboratory instruction for any four of the last six semesters. Directed independent studies, supervised research, and thesis/dissertation research are not included in the definition of substantial commitment.
2. Eligible employees must have demonstrated teaching productivity over any four of the last six semesters (fall/spring) that equals or exceeds college/school/department medians. Teaching productivity includes one or more of the following measures: the number of instructional contact hours, number of courses, and number of student credit hours generated, while accounting for differences in course delivery and preparation, and providing for a balance between larger and smaller classes.

3. In addition to productivity criteria for eligibility, measures of instructional quality must be considered. Such measures shall include student evaluations and may also include one or more of the following measures: peer evaluations, student performance in external examination, and other appropriate qualitative evidence. The assessment of instructional quality may also include faculty contributions toward acquiring and maintaining national accreditation of programs.

#### STEP 2

Lists of eligible candidates will be forwarded to the appropriate administrative units (departments/schools/colleges). Initial determination of eligibility will be completed at the departmental level.

Appeals concerning eligibility for TIP awards will be made to the appropriate department/schools/colleges with final determination at the Provost's level.

#### STEP 3

Within each administrative unit each eligible faculty member will be invited to prepare a binder on his or her teaching. The Teaching Binder will cover the academic years (fall/spring) 1991-92, 1992-93, and 1993-94. Some items to be included in the binder are required, others suggested for inclusion:

#### Preparation of binder:

- All materials should be placed in a three-ring notebook (binder) with the applicants' name on the backbone of the binder.
- The title page should include the applicants' name, department and college.
- Materials should be placed in the binder in the following sequence with each section of material divided by an index-tab section divider.

#### Required material to be provided by the faculty member:

1. Vita: Complete, up-to-date curriculum vita
2. Statement of teaching responsibilities: list courses, catalog course descriptions, when courses were taught and to how many students, a statement as to whether most of the students are taking it as a required course or as an elective course, the final grade distribution for all classes. Do not include grade rosters containing students' names.
3. Course details: Course outlines and objectives, including examples of assignments, examinations, term papers, etc., and the rationale for same, for each course taught during the past three-year period

4. **Evaluations:** Every form of student evaluation utilized during the three year period. SIRS forms should be clearly photocopied including all pages of the form except the individual student comments.

**Suggested material to be provided by the faculty member (no more than two pages per item):**

5. **Philosophy:** Statement of teaching philosophy, strategies, and objectives.
6. **Evidence:** Evidence of student achievement (e.g., copies of student work, record of student success after graduation).
7. **Professional Development:** Statement of how one constantly renews his/her teaching information base (e.g., application of one's own research in undergraduate teaching, practical experience in one's field).

Statement of how one's own research is utilized in teaching.

**Required material provided by others:**

8. **Recommendations:** Recommendation by department chair (or dean in schools with no departments), including statement regarding the candidate's teaching and advising (academic counseling) in and out of the classroom and whether this faculty member is clearly deserving of a significant salary increase on the basis of teaching.

**Suggested material provided by others:**

9. No more than two letters from colleagues who have familiarity with the candidates' teaching. (These do not have to be on-campus colleagues.)

No more than two unsolicited letters from former students. Unsolicited letters are letters received from former students who have written to comment on their experiences in the course taught by the applicant.

#### STEP 4

The folders will be evaluated using a departmental peer evaluation committee. By secret ballot the peer evaluation committee will recommend the binders that should receive further consideration. Recommended eligible faculty members within each unit are then ranked by this committee, also by secret ballot.

#### STEP 5

The binders of the recommended and ranked candidates will then be reviewed and ranked by the department chair. Binders of all recommended candidates, including the rankings of both the peer group and the chair are then forwarded to the next review level.

#### STEP 6

At the school/college level the binders are evaluated by a school/college peer evaluation committee. By secret ballot this peer evaluation committee will recommend the binders that should receive further consideration. Recommended eligible faculty members within the school/college are then ranked by the committee, also by secret ballot.

#### STEP 7

The binders of the recommended and ranked candidates are then reviewed and ranked by the dean of the school/college. Binders of all recommended candidates, including the rankings of both the peer group and the dean are then forwarded to the University TIP Awards Committee.

#### STEP 8

The University Teaching Incentive Awards Committee, which will comprise an equitable representation of non-eligible faculty from the eligible schools and colleges, two undergraduate students and two graduate students, will make recommendations to the provost, who shall have final approval authority.

#### General Comments to Peer Review Committees at Each of the Three Possible Levels

Awards will be based on six basic qualitative criteria<sup>1</sup>: 1) instructor skill; 2) course structure; 3) accessibility to and rapport with students; 4) feedback on the quality of students' work; 5) interaction encouraged; and 6) high expectations of students.

The following descriptions of the criteria for awards are intended to be illustrative. These criteria are primarily research-based and include salient features from criteria statements previously used to recognize excellent teaching at Florida State University. Evaluation should be based on these dimensions, but also must take into account class size, discipline, purpose and type of course, as well as other factors that might serve either to facilitate or preclude these dimensions.

<sup>1</sup> Light, R. J. (1990). The Harvard assessment seminars. Cambridge, MA: Harvard University, Kennedy School of Government.

Pascarella, E. T. and Terenzini, P. T. (1991). *How College Affects Students*. San Francisco: Bass Publishers.

**Instructor Skill** . . . represents the instructor's overall teaching effectiveness. It includes the instructor's thorough command of subject matter and the ability to present sophisticated and complex material in ways that students can follow. A highly skilled teacher has the ability to present subject matter clearly, often using examples and analogies that clarify key points, to relate topics to one another, and effectively to signal the transition from one topic to another. An effective instructor is most often positive, energetic and current in knowledge.

**Course Structure** . . . measures how well the instructor plans and organizes the course. Effective course structure includes organized course content, the logical relationship of topics, and efficient use of class time. It includes originality, innovation, and creativity in course materials, methods of instruction, and assignments. It also includes scheduling advising time and adhering to the schedule.

**Accessibility and rapport** . . . assesses the instructor's empathy, accessibility, and openness to students. This dimension indicates that the instructor is accessible outside class hours and actively invites contact with students using both formal and informal methods. Effective rapport also necessitates respect for persons regardless of age, gender, race/ethnicity, color, religion, creed, nationality, and mental or physical condition.

**Feedback** . . . measures the extent to which the instructor provides formal and informal feedback on the quality of a student's work on both oral and written assignments. An effective instructor often structures frequent checkpoints such as quizzes, tests, brief papers or oral examinations. Most effective teachers continuously use various assessment procedures in an attempt both to stimulate learning and to provide the student with immediate and detailed information concerning individual progress.

**Interaction** . . . measures the extent to which students are encouraged to become involved in class sessions and actively to participate in their own learning. An effective instructor often sets up situations that encourage active participation and student-teacher and student-student interactions. An effective teacher provides a positive role model across all aspects relating to a community of scholars and encourages students to do their best, take pride in their work, develop self-esteem, and to interact with dignity and mutual respect.

**High expectations** . . . addresses the amount and difficulty of work expected in the course. High demands are placed on students, yet plentiful opportunities are provided for students to revise, improve, and learn from mistakes. Written assignments are encouraged in various forms (essays, short "thought" paragraphs, term projects, formal papers, or the equivalent), allowing students to develop the ability effectively to communicate in writing. This dimension includes the instructor's ability to stimulate reflection and critical thinking.

There appear to be many things that effective teachers do that are not included in the above; alternately, the inclusion of all of the above does not necessarily result in effective teaching. Evaluators will be instructed to be extremely careful to allow for individual styles and different approaches.



October 12, 1994  
**Report for the Faculty Senate Regarding  
the Strozier Library Renovation**

Jane Piper Clendinning  
Chair of the Subcommittee on Buildings and Facilities  
of the Faculty Senate Library Committee

The Faculty Senate Library Committee's Subcommittee on Buildings and Facilities has been following the developments on the Strozier Library Renovation project and providing input from faculty on this project for the last three years. This report, requested by Senate President Marilyn Young, is the first of several that will be presented to the Faculty Senate to provide information as the renovation progresses.

**Purpose and Scope of the Renovation:**

The renovation of Strozier Library will be less comprehensive than hoped in the earliest stages of the planning because of the realities of insufficient funding. The initial plans had included renovation of the entire building, but the funding allocated was only sufficient to renovate half of the structure--the front (south, older) section of the building. The Annex (newer, north) portion of the building will be renovated only as is necessary to accomodate the renovation of the front portion. A fire wall with doors will be installed between the south building and the Annex (where the bridges are on the upper floors, and in front of the back elevators) to separate the buildings for code purposes.

The primary aspects that will be addressed in the front half of the building are:

- replacing the HVAC (Heating, Ventilation, and Air Conditioning) systems,
- replacing the front elevators,
- abating asbestos,
- bringing the building up to modern life-safety (fire) codes and into compliance with the ADA (Americans with Disabilities Act) mandates, and
- addition of compact shelving in the basement and sub-basement.

The renovation will not:

- remove life-safety code or ADA violations in the Annex portion of the building,
- replace the elevators in the Annex,
- replace the HVAC in the Annex,
- abate asbestos in the Annex, except in the limited areas that will be renovated,
- create substantive improvements in the appearance of the library (interior or exterior), or
- add any usable square footage.

The footprint of the library building and the entrance "porch" (with the exception of a new wheelchair ramp) will remain the same (this is not an "addition" project). The space evacuated by the technical services unit, which has been moved to Building 444 on Woodward Avenue, will compensate for shelving lost to code corrections, space lost to the new mechanical areas, space needed for the newly redesigned entrance, etc. These changes will result in a net loss of patron seating after the renovation rather than an increase. The new compact shelving will provide some additional shelving space in the basement and subbasement, but the expenditure of renovation furnishings money on compact shelving is not expected to leave funds for new tables, chairs, or other furniture.

The general appearance of the building will not be altered, but there will be some noticable changes in the layout of the facility. One of the most obvious changes will be in the traffic flow in the main entrance area--patrons will enter to the right of an expanded entrance lobby, into the reference area, and will circle around, past an elevator lobby, to the left side of the building to exit through circulation. The administrative offices, now on the right side of the current entrance, will be moved to the third floor, and the Special Collections Room, now on the left of the current entrance, will be moved to the back left portion of the main floor, where technical services used to be. These changes in the entrance are to meet fire codes, but should improve the traffic flow in that area.

The projected time of completion of the renovation is Spring 1997.

### **Renovation Activities this Fall:**

The initial stage of the renovation is already underway. The technical services unit has already been moved into a renovated facility on Woodward Avenue, and the card catalog has already been removed, providing space for staging.

The construction trailer is in place, fencing is going up this week, and demolition of some walls in the basement has begun. New partitions are being added to seal off construction areas. Some of the location changes coming this fall are:

- the map collection (basement) was moved to room 70,
- the bibliographic instruction room will move from the back right of the first floor to the third floor,
- the FSU network computers on the first floor are now in a temporary location on the second floor to the right,
- the ILL (Inter-library Loan) office will be moved to the back left of the first floor, with the entrance near the Annex elevators.

The front entrance elevators will be out of service until the end of the Fall semester. By January, there will be no books in the basement--all will have been moved to the first floor or the Annex. The reserves area will be moved early next semester to the first floor (perhaps during the semester break), where it will remain after the renovation.

Library patrons should expect intermittent noise and dust as walls are removed. The asbestos will be removed using techniques that should contain the hazardous materials so that neither patrons nor library staff are put at risk.

### **Public Services Information:**

There has been a committee formed in the library to provide oversight during the renovation to insure that services continue to be provided without interruption. They have established several means by which users of the library can get up-to-date renovation news.

- 1) There is a "Strozier Renovation News" screen on the LUIS FSU Main Menu. Users may select the topics they wish to read about. These screens will be updated as changes occur as the renovation progresses.
- 2) For information or assistance regarding specific problems, call 644-4084 (David Clendinning) or inquire by email ([renovate@mailers.fsu.edu](mailto:renovate@mailers.fsu.edu)).

- 3) There will be signs throughout the library areas that are being affected by the current stage of the renovation providing on-the-spot information and library personnel stationed in "problem areas" to provide assistance.
- 4) There is a display in the lobby of the library.

Patrons who are especially sensitive to noise or dust may call the department in the library that they wish to use prior to arriving to determine if those areas will be particularly noisy or dusty during the time they had planned to use them. Library staff members realize that there will be a lot of disruption caused by the renovation, and have expressed their committment to responsive service.

**Conclusions:**

After this renovation project is completed, the need for additional shelving space, patron seating, and staff work spaces will continue to be as urgent as it is now. The Annex will need renovation in the near future to complete the modernization of the current library facility. This Subcommittee recommends that the University begin planning for an addition to Strozier Library followed by a renovation of the Annex to bring the library physical plant up to current needs and to provide the amount and quality of space that will be needed as the University moves toward the next century.