



The Florida State University
Tallahassee, Florida 32306-1030

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Jane's copy

AGENDA
FACULTY SENATE MEETING
DODD HALL AUDITORIUM
October 7, 1998
3:35 p.m.

- I. Approval of the minutes of the September 9, 1998 meeting
- II. Approval of the agenda for the October 7, 1998 meeting
- III. Report of the Steering Committee, K. Laughlin
- IV. Reports of Standing Committees
 - a. Undergraduate Policy Committee, M. Young, *G. Bugyna*
- V. Unfinished Business
- VI. New Business
- VII. University Welfare
- VIII. Announcements of Deans and other administrative officers
 - a. Vice President for Finance and Administration, J. Carnaghi
 - b. *Dean of Graduate Studies A. Morabe* *(hook-up)*
- IX. Announcements of Provost, L. Abele *Web-MC* *center*
- X. Announcements of the President of the University *caus*

THE NEXT SENATE MEETING WILL BE NOVEMBER
4 IN DODD HALL AUDITORIUM

template project



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FACULTY SENATE MEETING
October 7, 1998
Dodd Hall Auditorium
3:35 p.m.

I. Regular Session

The regular session of the 1998-1999 Faculty Senate met on Wednesday, October 7, 1998, at 3:35 p.m. in Dodd Hall Auditorium. Senate President Robley Light presided.

The following members were absent. Alternates are listed in parenthesis. J. Altholz, K. Anderson-Lazier (S. Fiorito), R. Atkinson, M. Bonn (L. Stepina), D. Boroto, R. Braswell, S. Brown, D. Christie, M. Cowart, D. Ebener, K. Erndl (D. Levenson) J. Finnegan, G. Judy, N. Jumonville, E. Klassen, G. Knight, D. Kopriva, R. J. Livingston, E. Logan (R. Blazek), C. Lynch-Brown, C. Madsen, S. McRorie, W. Moore, D. Pargman, D. Peek, P. Ray (J. Ahlquist), V. Richard, D. Seaton, M. Seidenfeld, P. Simmonds, F. Standley, D. Sumners, F. Vickory, L. Walters, M. Young, R. Zwaan.

II. Approval of the Minutes

The minutes of September 9 were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, K. Laughlin

Since the last Senate meeting, the Steering Committee has met each week, including our regular monthly meeting with President D'Alemberte.

Our meeting with the President addressed a range of topics. These included opportunities for meetings with Chancellor Herbert (whom we have invited to attend an upcoming Senate meeting, possibly the December Senate meeting); plans for named professorships; ongoing planning for the lab schools, as well as for juvenile justice and early childhood facilities to be run by FSU; and town-gown issues, particularly flooding concerns. We also discussed plans for scheduling the FSU-Auburn football on Thursday night, September 2, 1999. While we expressed our support for this opportunity to showcase the University, we also voiced our concern that there be no disruption of the academic side of university activities in conjunction with this event.

A principal focus for the Steering Committee has been the work of the Ad Hoc Evaluation Committee. The Steering Committee met with several members of that group including chairperson Mary Ann Moore, Early Klay, Ron Goldsmith, Neil Jumonville and Jack Taylor. We discussed work that continued over the summer and especially the preparation of a new instrument for student evaluations of faculty based on the definition of effective teaching the committee developed. The Steering Committee wishes to express its appreciation for the work this committee has done over the past two years. For this year, we have established a reconstituted Ad Hoc Committee on Teaching Evaluation, to be chaired by Jack Taylor. This group is charged specifically with continuing to work on a refined teaching evaluation instrument, assisting units that wish to develop their own teaching evaluation forms and continuing to explore alternative methods of teaching evaluation. We have asked President D'Alemberte for assistance in funding these efforts.

Developments in Distance Learning and related intellectual property issues also remained a priority in our discussions. We met with Alan Mabe to discuss his new role as Associate Vice President for Program Development and Faculty Support and to advise him about specific Senate concerns and procedures in this area. He will be addressing the Senate on some of these issues later in this meeting.

Finally, we continued to work on implementing recommendations from the Futures Commission Report, especially those related to Liberal Studies. These recommendations are now available on the FSU web site at

<http://www.fsu.edu/~future>. Today's report from the Undergraduate Policy Committee will have more information on plans for further review of Liberal Studies.

V. Report of Standing Committees

a. Undergraduate Policy Committee, G. Buzyna

At its first meeting, the UPC re-elected George Buzyna and Marilyn Young co-chairs for 1998-1999.

The UPC is continuing its review of courses approved for Liberal Studies credit; we plan to finish this review as soon as practicable and hope to report to the Senate this semester. Meanwhile, the moratorium on new liberal studies courses continues.

In addition to the current review of liberal studies--which focuses exclusively on whether approved courses continue to reflect the values and criteria on which they were approved--we anticipate another examination of liberal studies based on the recommendations of the internal and external Commission of the Future of the University. This effort will be more global in scope and will concentrate on the idea of liberal studies, what it means to be liberally educated in the new millennium, and what we want our graduates to "look like" as we enter the new century. Therefore we propose to set aside a portion of the November Senate meeting for a discussion of these issues. No votes will be taken, no policies decided. The purpose of the discussion is to provide Senators with an opportunity for input.

We hope you will take the opportunity before the next Senate meeting to look over three documents: 1) The report of the "Sandon Committee" on liberal studies which was appointed by Senate President Fred Leysieffer (this can be found as addendum 1 in the April 12, 1995, Senate minutes), 2) the Report of the Internal Report of the External Commission on the Future of the University, chaired by Tom Petway of Jackson (the report of the internal commission is accessible through the web site at <http://www.fsu.edu/~future> 3) the Report of the External commission has been mailed to Senators; the entire report is only 24 pages long and pages 9 - 12(attached as addendum 1) are devoted to undergraduate education. These documents form the impetus for our continuing concerns with Liberal Studies and their conclusions will inform our discussion next month.

In addition, we have prepared a brief questionnaire which was available as you arrived at today's meeting. We hope you will take the time to answer as many of these questions (there are only 6) as you can and that you will share the questionnaire with your colleagues (feel free to duplicate it and to use additional pages as necessary). Please return the questionnaire to Janis Sass in 314K WES-1480 by October 27 so that we might have time to compile your comments before the November 4 meeting.

VI. Unfinished Business

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

VII. New Business

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

VIII. University Welfare

Senator John Simmons read a statement to the Senate concerning the additional use of classroom space for computer labs in Carothers. His entire statement is attached as addendum II.

IX. Announcements of Deans and other administrative officers

**a. Vice President for Finance and Administration,
J. Carnaghi**

Vice President Carnaghi gave a brief report on the NCAA accreditation process. The NCAA requires all Division I schools to have an investigation into such issues as academics (Provost Abele), fiscal responsibilities (Fred Standley), rules compliance (Alan Sundberg) and gender equity (Dianne Montgomery). The final report is due in March, 1999. After that report is given, a peer review team from other universities will visit FSU.

b. Dean of Graduate Studies, A. Mabe

Dean Mabe gave a updated report on the implementation of the Web-MC course template project. Anyone needing more information should feel free to contact his office.

X. Announcements from Provost L. Abele

Provost Abele addressed questions from the floor on intellectual property rights issues.

Provost Abele praised the work of an enrollment planning committee. This committee, chaired by Gary Peterson, has been working to increase the enrollment and incorporate a better opportunity for success with our new students. Due to the hard work of Professor Peterson's committee the number of alternative admissions is declining.

XI. Announcements of the President of the University

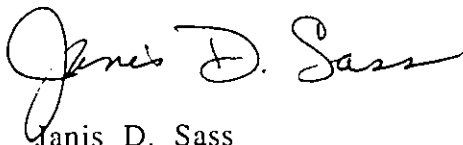
President D'Alemberte commented on the successful visit of Chancellor Herbert to our campus. The Chancellor is taking on tough political issues and needs our support.

The President reminded the Senate that Provost Abele is working on the recruitment of senior faculty for Eminent Scholar chairs. Some areas are more successful in obtaining private donations.

There are no plans for additional joint program with FAMU at this time. FSU is looking at a second year program of PIMS.

XII. Adjournment

The meeting adjourned at 5:15 p.m.



Janis D. Sass
Secretary to the Faculty

Addendum I

COMMISSION RECOMMENDATION: The commission recommends the President appoint a blue-ribbon committee on academic excellence and charge it with developing appropriate criteria, benchmarks, and qualitative and quantitative indicators. In assessing the quality of all academic programs at Florida State University, the President, perhaps with appropriate advice from an Academic Visiting Committee, would then develop a plan for allocating resources, providing facilities, generating support and recruiting world-class faculty members to move a number of programs into the first rank, strengthen the undergraduate educational experience, and move FSU into a position of undisputed leadership among the nation's research universities. To reach this lofty goal, the commission challenges FSU to increase its research and fundraising efforts so that within five years, it will be ranked among the Top 100 American colleges and universities in total endowment. Increases in both external research support and private fundraising will strategically position FSU to move its academic research and educational programs into the top tier of American universities.

The Improvement of Undergraduate Education is Key

A second goal that will contribute to FSU's becoming one of the nation's top public universities calls for the improvement of undergraduate education. Many commissioners had been FSU undergraduates and shared an overwhelmingly positive experience. Their recommendations are designed to improve that experience for today and tomorrow's students. Commissioners viewed FSU graduates as prospective employees, and talked at length about activities and experiences that can distinguish FSU students from those at other universities. They read and discussed a 1995 report of the Business-Higher Education Forum entitled "High Performance Work and Workers: The Academic Connection." That report focused on workers in a variety of sectors and companies across the nation. It found that nationwide, new employees lack both strong communications skills and the experience of teamwork. In addition, the commission agrees that FSU students need fluency in a second language: Not only is the world shrinking

in terms of enhanced opportunities for study abroad, but the State of Florida particularly is becoming a melting pot of citizens from many different nations and cultures. Fluency in other languages is vital for the growing international business opportunities ahead. Thus, international experience and exposure was viewed as crucial for future FSU students.

In addition, commissioners underscored the need to maintain and strengthen the liberal arts curriculum at FSU as another way to improve the undergraduate experience. The external commission broadly supported the concept of FSU as a "liberal arts" university. Like the internal commission, these members endorsed more interdisciplinary courses. Members also had much discussion about the need for increasing the writing expectations for students. This was consistent with the need to strengthen communication skills nationwide, as noted in the Business-Higher Education report on the workforce. It also was consistent with commissioners' views about "raising the bar" for FSU undergraduates. Commissioners expressed strong opinions on how to give FSU students "an edge" when moving into the workforce for the first time. This concept of competitive advantage was the basis for much of the discussions about increased language fluency, increased international experiences, continued emphasis on a broad liberal studies curriculum with an increased emphasis on honors opportunities, and on novel courses that could provide the FSU student with an immediate advantage in the workplace. Examples in the latter arena included elective courses in "real-life skills," including time management, motivation, and teamwork. Other examples of ways to give future FSU students that needed edge in the workplace of tomorrow also were mentioned.

COMMISSION RECOMMENDATION: The commission recommends that continued and increased efforts be focused on improving the undergraduate experience at FSU. Specifically, the commission recommends that the liberal studies curriculum be strengthened, that honors and other special program opportunities be expanded, that requirements/expectations for undergraduates be raised, that undergraduates be challenged to experience international activities, and that increased foreign language competency be demonstrated. There should be increased curricula emphasis on writing and communications skills as a vital part of the student's portfolio, as well as development of novel courses that distinguish

FSU students and give them a competitive edge in the workplace of the future. An effective evaluation tool might be student success in future employment settings and graduate/professional school admissions. Thus, the commission recommends FSU create an effective alumni tracking system that provides the university necessary information on initial employment or continued education and other data appropriate to equate educational delivery with employment success.

Access Crucial to Attract National Caliber Students

The third goal that the commission addressed was the issue of access of undergraduates to FSU. Much of the concern centered around need-based financial aid. This concern would increase if tuition is differentiated and if FSU were to increase tuition above current levels. There was particular concern about the need to increase the availability of funding for graduate students. For example, commissioners noted that graduate stipends are not competitive with other ACC institutions. There was discussion about establishing undergraduate scholarships and graduate stipends as a priority for fundraising by the FSU Foundation.

COMMISSION RECOMMENDATION: In anticipation of FSU being able to raise tuition, commissioners recommend that undergraduate and graduate scholarships and stipends be a high priority for future development. The commission further suggests that the President and the FSU Foundation institute a long-term plan for development, consistent with strategies emerging from this planning process. This parallels the commission's view that everything possible should be done to continue to strengthen the caliber of FSU undergraduate and graduate students so that they are among the best when compared to their peers at America's leading public universities.

Addendum II

REPORT ON FACULTY WELFARE ISSUE

Faculty Senate Meeting

October 7, 1998

I am John Simmons, Professor of English Education & Reading, Dept. of Curriculum & Instruction. My office and classrooms are in Carothers Hall. At this time, I am C & I's only senator. The problem I wish to address is that of possible loss of classroom space in our building.

For 25 or my 36 years on the COE faculty, I have been housed in Carothers Hall. One dean moved us to the Stone Building in 1983; another returned us to Carothers in 1990. I have taught in Carothers Hall classrooms throughout those 25 years with one exception: Three or four years ago, in Spring Semester, I was inexplicably assigned to teach my graduate reading course in an ROTC building classroom. The seating consisted of rough-hewn, immobile tables; the chalkboard was virtually unusable; and the overhead projector was conspicuous by its absence. This experience made me appreciate even more having a classroom close to my office resources.

On Monday, October 5th, I was informed by David Foulk, C & I Department Head, that we would lose the use of the 3rd floor classrooms in Carothers, four in number. These classrooms, which constitute most of the east wing of the 3rd floor, would be converted into yet another computer facility in the Spring of 1999. He also stated that we could expect visits to our classrooms from little persons carrying tape measures in the immediate future. He added that his source of information was Bob Clark, COE Associate Dean. Dr. Clark had gained this information quite by accident. When he called Dr. Patricia Hayward, he was told that the decision had already been made.

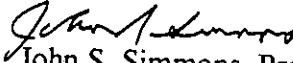
I was quite taken aback by this news. The removal of these classrooms would reduce the total usable teaching space in Carothers Hall from six to two conventional classrooms. A large lecture hall, situated on the 2nd floor, is heavily subscribed, and the science laboratories on the 4th floor are the exclusive property of Science Education. The 4 classrooms to be eliminated are in constant use, from morning into evening. They usually house large groups of students (30 to 40) and have been used by teacher education departments from both Carothers and Stone Buildings. I would note that over the years of my tenure, teaching space has been gradually reduced in Carothers Hall. Today, there are two computer labs, one math lab, one suite of math teaching assistants, another for the Biology Dept., and the art education component, which is not part of COE. There are still other agencies using the building but the above sample should serve its illustrative purpose.

Soon after learning of this turn of events on Monday, I called Robley Light, giving him the facts of the decision as I understood them. I then taught my 4:30 P.M. graduate class and immediately then left for Jacksonville, where on Tuesday I

supervised student teachers. Upon my return, late yesterday afternoon, I found that I had received several e-mail messages, one of which contained the statement from Dr. Hayward, "John has it all wrong..." If so, I am relieved. At present, our English Education program serves 100-plus undergraduates in 6 courses and 30-plus graduate students in 4. Moving those classes to another building would create great difficulties, especially for our new faculty member, Dr. Cynthia Bowman, who is disabled by a severe rheumatoid condition and moves about with extreme difficulty. Furthermore, we would substantially lose access to our curriculum library, which is in our office suite and upon which we constantly draw for teaching purposes.

Through all of this report, my major concern is the lack of communication with which the decision has apparently been made. Were any College of Education officials involved in this decision? Bob Clark says, "no." Were appropriate University committees involved? Leo Sandon, Chair of the Space Subcommittee, Campus Development Committee, also says, "no." If the above assessment is accurate, I have some difficulty in seeing any vestige of faculty participation in this governance matter. I also see an issue to raise with our Union representative in relation to the "working conditions" aspect of collective bargaining.

In Dr. Hayward's e-mail message to Robley Light of October 5th, she states that five classes and a facility for faculty development of Web-based courses will be available in Carothers Hall. My concern: If these new classes are structured after the current computer-occupied models, they will not meet our needs in any way. In dealing with the preparation of public school teachers who will provide instruction in communication skills, we need face-to-face opportunities. Permit me to voice a heretical contention: some courses cannot be presented via a Web-based model; thus all of us who currently teach in Carothers Hall are anxious to see the plans for the five "state-of-the-art" classrooms, especially those of us who are quite satisfied with what we have at this time. The major issue, however, is my belief that we need more input on decisions which substantially affect our ability to do the job for which we were trained, hired, and tenured.


John S. Simmons, Professor
English Education & Reading

Copies: Charles Billings, Bob Clark, David Foulk, Patricia Hayward, Robley Light,
Leo Sandon, Janis Sass