



The Florida State University
Tallahassee, Florida 32306-1030

Faculty Senate
904-644-6876

AGENDA
FACULTY SENATE MEETING
Florida State Conference Center
September 9, 1992
3:45 p.m.

- I. Approval of the minutes of the April 8, 1992 meeting
 - II. Approval of the agenda for the September 9, 1992 meeting
 - III. Welcome to the Florida State Conference Center, M. Pankowski
 - IV. Report of the Steering Committee, M. Young
 - V. Remarks by the Faculty Senate President, F. Leysieffer
 - VI. Special Order: Report on SACS Review, A. Mabe
 - VII. Reports of Standing Committees
 - a. Budget Committee, F. Standley
 - b. Library Committee, J. Waggaman
 - VIII. Unfinished Business
 - IX. University Welfare
 - X. Announcements of Deans and other administrative officers
 - a. Academic Affairs, Provost R. Glidden
 - XI. Announcements of the President of the University
-

ANNOUNCEMENT

Provost and Mrs. Glidden and the University Club will host the University Club Wednesday Social in the Florida State Conference Center immediately following the Senate meeting. The University Club will collect \$2.00 to help defray their expenses. Everyone is welcome!

THE NEXT SENATE MEETING WILL BE OCTOBER 14, 1992
IN MOORE AUDITORIUM



The Florida State University
Tallahassee, Florida 32306-1030

Faculty Senate R9B
904-644-6876

WALLAT CYNTHIA
CHRSN & PROFESSOR
FOUNDATIONS AND POLICY STUDIES
306 STB

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FACULTY SENATE MEETING
Florida State Conference Center
September 9, 1992
3:45 p.m.

I. Regular Session

The first regular session of the 1992-1993 Faculty Senate met on Wednesday September 9, 1992 at 3:45 p.m. Senate President Fred Leysieffer presided.

The following members were absent. Alternates who were present are listed in parentheses. R. Clark, C. Cohan, W. Cooper, P. Dean (P. Kohler), A. Dzurik, P. Elliott, G. Foster, J. Franceschina (G. Giles), L. Gould, J. Hartwell, E. Hilinski, J. Irvin (J. Waggaman), W. Lo, E. Love, P. Maroney, B. Menchetti, D. Powell, P. Ray, L. Sandon, S. Sathe (R. Pestle), P. Schlottmann (P. Cottle), F. Shelley, J. Standley, C. Steele, J. Torgesen, L. Wollan.

II. Approval of the minutes

The minutes of April 8, 1992 were approved as distributed.

III. Approval of the agenda

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

**IV. Welcome to the Florida State Conference Center, M.
Pankowski**

Each September it is a special privilege to welcome you to the Florida State Conference Center for the first meeting of the Faculty Senate. The Center hosts hundreds of meetings and seminars, sponsored in part, from a grant-in-aid program supported by the Provost. On behalf of the Center, I wish to

thank you for your continued support and to welcome you to the Florida State Conference Center.

V. **Report of the Steering Committee, M. Young**

Since the last Senate meeting, the Steering Committee has considered the following items:

***The Ammerman case.** The Steering Committee has discussed this issue with administrators and with concerned faculty. The Steering Committee debated the propriety of a Faculty Senate resolution in this matter and concluded that such an action would be inappropriate at this time, as it may contaminate the process. Our concern is two-fold: we must balance a belief in standard of behavior for members of the university community against the due process rights of any tenured faculty member. The Steering Committee has been monitoring the situation and will report to the Senate as developments warrant. Professor Leysieffer will discuss the matter further in his address later in today's meeting.

***The SACS review.** Members of the Steering Committee have agreed to serve as the Institutional Purpose Committee for the self-study portion of the SACS review. Many of you are also serving on committees or participating in other ways. Alan Mabe, chairman of the SACS review steering committee will report on the progress of the review later in today's meeting.

***The Capital Campaign.** Plans are underway for FSU's capital campaign; as with so many other issues, more information will be forthcoming as the campaign draws near.

***University Public Relations.** The Steering Committee met with members of the Barton and Gillet firm which the administration has engaged to study FSU's public relations effort. Many of you have been or will be interviewed by the research team.

***University Club.** For a short time it appeared that there was again a possibility for formation of a University Club, to be housed in the new private dormitory behind the Sweet Shoppe. A committee chaired by David Gruender is

investigating the matter. Unfortunately, the proposal now appears to have run into some difficulties; we will keep you informed of future developments.

***Commission on the Status of Women.** Marilyn Young reported on the progress of the commission.

***Presidential Inauguration.** The Steering Committee discussed plans for the inauguration of President Lick.

***Parking Permit Renewals.** Several members of the Steering Committee reported complaints about the system for renewing parking permits. Fred Leysieffer reported that the situation is being reviewed and several solutions are under consideration, including staggering renewals for faculty. Meanwhile, the parking garage has been approved and plans for construction are moving forward.

***Vice Presidential Search.** Members of the Steering Committee interviewed the candidates for Vice President for University Relations. As you know, Beverly Spencer has been appointed to that position.

***Library Renovation.** The architect has been selected for the renovation of Strozier Library. The Steering Committee discussed problems with library hours and with keeping the library open during the renovation process. Our concern is to protect library materials while guaranteeing access to those materials.

***City and County Commissions.** Fred Leysieffer attended a meeting between FSU officials and the Tallahassee City Commission; Marilyn Young represented Professor Leysieffer at a similar meeting with the Leon County Committee. Fred Standley also attended representing land acquisition. Presentations were made by President Lick, Tom Knowles, and Jim Pitts, after which those in attendance discussed several issues of concern to both the university and the city/county. Of particular interest was the eventual re-routing of Stadium Drive to accommodate the University Center project; ultimately Stadium Drive will connect to Gaines Street on the south and with Bryan Street/Tennessee on the north. When this phase of the project is complete, it

appears that the University will be able to address the closing of Woodward Avenue.

***Athletics.** The Steering Committee discussed with President Lick the story on raises for athletic staff which appeared in the Flambeau. The committee expressed its concern over the apparent failure to keep raises for athletic staff in line with those for faculty.

***Academic Governance Conference.** The Steering Committee met with Bill Swain and Dick Dunham, organizers of the Conference on Academic Governance to be held on campus October 23 and 24. Plans for the conference are moving forward with the cooperation of Provost Glidden and Chancellor Reed. Many faculty from FSU and our sister institutions in the SUS will participate; in addition, panelists and speakers will come from institutions around the country.

***Budget Update.** Provost Glidden met with the Steering Committee to report on the budget situation for 1992-1993. Fred Standley will present the budget committee report and Tom McCaleb will address the budget issue later in today's Senate meeting.

***Pat Dore Lawsuit.** The lawsuit brought by the late Patricia Dore has been dropped. The suit sought to apply the Sunshine Law to promotion and tenure deliberations.

***Administrative Changes.** President Lick has announced changes in the administrative structure of the University. The Supercomputer Computations Research Institute now reports to the Vice President for Research; Administrative Computing reports to Vice President Caranghi; and the Computing Center reports to the Provost. A Technical Advisory Committee (for computing) has been formed and includes the following members: Dennis Duke of Physics and SCRI; Chris Lacher from Computer Science; Bob Zmud from Information and Management Sciences; Steve Newcomb from the School of Music; and Bruce Stiffler of Urban and Regional Planning.

***Space and Development Committee.** The new Space and Development Committee has been formed, combining the

functions of two previous committees--space and campus development.

***Memorials and Courtesies Committee.** Marilyn Young as vice chair of the Steering Committee has agreed to oversee the memorials and courtesies function of the Senate. The faculty will soon be receiving the annual appeal for funds. Since the resources of the fund are quite low, we hope that you will be generous in your contributions. If you wish to contribute, please make your check payable to **Memorials and Courtesies Fund** and mail to Janis Sass, 314 WES, R-9B. Please do not send cash through campus mail.

***Steering Committee Meeting Times.** During the fall semester, the Steering Committee is meeting in the School of Music lounge (Kuersteiner Building, first floor), from 11:00 a.m. to 1:00 p.m. Wednesdays.

***Committee Appointments.** The Steering Committee made additional appointments to Senate standing committees and forwarded recommendations for university committees to President Lick. Committee Chairs for 1992-1993 were appointed for those committees that do not elect a chair. Patrick Maroney will serve as chair of the **Elections Committee**, Fred Standley will chair the **Budget Advisory Committee**, Bonnie Braendlin will serve another term as chair of the **Grievance Committee**, Paul Wilkens will chair the **Professional Relations and Welfare Committee**, and Douglass Seaton will chair the **Honors Program Policy Committee**. In addition, the **Library Committee** has re-elected Jack Waggaman as chair. Committee appointments that have been made since the April Senate meeting include: Graduate Policy Committee - Elizabeth Goldsmith, Jim Macmillan, and David Rasmussen; Honors Program Policy Committee - Wayne Hill and Graham Kinloch; Computing and Information Resources Committee - Gordon Waldo; Library Committee - Elizabeth Goldsmith. These additional appointments were approved by the Faculty Senate.

**VI. Statement regarding the David Ammerman Case by
the Faculty Senate President, F. Leysieffer**

I would like to take a few moments to bring you up to date on the events surrounding the case of Professor David Ammerman. For the benefit of those of you who were not in Tallahassee during the summer months, Professor Ammerman, a tenured full professor in the Department of History, was arrested on May 20th by officers of the Tallahassee Police Department. He was charged with purchasing crack cocaine.

In subsequent months, the Tallahassee Police Department conducted a further investigation into Professor Ammerman's activities. On Monday August 3rd the Tallahassee Police Department released their files on this case to the press and on August 4th an article detailing information in that file was published in the Tallahassee Democrat. The allegations made in this file against Professor Ammerman are serious and involve claims of substance abuse and sexual abuse.

On August 5th President Lick issued a statement deploring the actions alleged to have been committed by Professor Ammerman, announced that Professor Ammerman had been placed on leave pending investigation, and that he has been excluded from campus. He further announced that he had initiated procedures that could result in the permanent dismissal of Professor Ammerman.

As Professor Young has indicated, the Steering Committee has two major concerns. One involves the standard of conduct expected of a faculty member at Florida State University. The other is for the process by which this case must be resolved.

There is a certain amount of confusion about exactly what the process is. Let me give a brief outline of what happens in cases such as this. The details for the investigative part of the process are found in the Florida Administrative Code, Rule Number 6C2-4.0335. Rule Title: Suspension and Dismissal of Faculty; Peer Hearing.

When the University has under consideration among other actions the action to suspend or dismiss a tenured faculty member for disciplinary reasons it first undergoes an information gathering process. When the Vice President for Academic Affairs deems that there is sufficient information available on which to decide whether to initiate the disciplinary process he or she advises in writing the faculty member against whom the disciplinary consideration is directed. The notification includes a notification that a decision is pending, the nature of the allegations, a notice that the faculty member can invoke a peer hearing and the steps necessary to invoke that process.

The faculty member has seven working days after receiving notification to inform the vice president as to whether he or she wants to invoke the peer hearing process. The purpose of the peer hearing is to provide a method by which both the University and the faculty member can have the benefits of a faculty peer group participation in the disciplinary process prior to any possible disciplinary action.

The peer hearing panel, if invoked, is drawn from the Faculty Senate Grievance Committee according to its rules. A member of the Grievance Committee chairs this panel. The rule specifies how the peer hearing is to be conducted. This is a closed hearing unless the faculty member specifically requests that it be an open hearing.

The panel concludes its proceeding when either it is satisfied that sufficient information has been received upon which to base reasoned deliberations or when it believes that the proceeding will produce no further significant information. A report is prepared for the Provost.

At this point the investigative stage of the process is over. The provost then decides what action to take and takes action.

If disciplinary action is taken the faculty member has two options available. He or she could file a grievance under the provisions of the collective bargaining agreement. Details about this procedure are found in Section 20 of the 1991-1994 Collective Bargaining Agreement. The other course of

action open to the faculty member is to request that his or her case be heard by an administrative hearing officer of the State of Florida. The hearing officer is a type of administrative judge. Procedures governing this type of action are detailed in Chapter 120 Section 57 of the 1991 Florida Statutes.

Following either of these actions the faculty member can still resort to the judicial system for further action if he or she so desires.

Professor Ammerman has been in Williamsburg, Virginia undergoing drug rehabilitation and counselling. He is on leave with pay. This is in accordance with the University Constitution which provides for such action. On Tuesday, September 8th Professor Ammerman was sent a letter informing him of the charges against him. He has seven working days after he receives notification in which to notify the University whether he wishes to invoke a peer hearing. The specific charges have not been made public. Professor Ammerman has the right to invoke a closed hearing if he so desires.

Since the proceeding is ongoing, the Steering Committee does not believe any formal action whatsoever on the part of the Senate as a whole is now in order. As serious as these allegations are, Professor Ammerman, under our system of justice, is presumed innocent until proven guilty. It is essential that the process be continued in a manner and general atmosphere that is fair to all concerned.

The Steering Committee will keep informed on the progress of this proceeding and will report back to the full Senate as future developments occur.

Remarks by Faculty Senate President, F. Leysieffer

I welcome you back to the fall term after what I hope has been a good summer for you in whatever terms you might define that. I would like to extend a special welcome to the new members of Senate. I thank you all for your willingness to serve.

Over one third of our Senate members this year were not members last year. I thought that this might be a good time to review what we are about here in the Faculty Senate. I will also comment on the importance of the accreditation self study we are undergoing, particular as it relates to its impact upon our faculty.

We have a very precious asset at Florida State University, a well-developed form of faculty involvement in the governance of our university. The basis for our form of governance is in our Constitution the earliest form of which dates back to 1931. Today's Constitution is part of Administrative Procedures Act and thus has a foundation in State Law.

The text can be found right at the beginning of the 1991 Faculty Handbook. It is published there along with Senate By-laws which give details about the senate structure and its committee system. I would particularly call your attention to Article IV which speaks about the Faculty Senate. Our Constitution identifies the Faculty Senate as the basic legislative body of the University

It defines the jurisdiction of the Senate. The first two paragraphs read as follows:

"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."

Notice that these are not options available to the Faculty Senate nor are these offered to us as some sort of courtesy. They are clearly stated rights and responsibilities. Quite simply, it is the Faculty Senate's job to carry out those responsibilities.

The Constitution continues its description of our jurisdiction with the paragraph:

"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."

This is a broad mandate. In fact here we have the basis for much of our interaction with members of the university administration on all sorts of matters of university welfare.

There is more to our jurisdiction. The President of the of the University has the power to veto any action of the Senate. His veto must be communicated in writing within 60 days. We can appeal any veto to Board of Regents with a two-thirds vote.

Finally there is an important section that specifies a role for the Faculty Senate in the selection of a new president.

Faculty governance is not confined to this body. Our Faculty Senate has 12 standing committees in addition to the steering committee and ad hoc committees. A major portion of the really hard governance work is done by those committees. They report on their progress at our meetings.

From time to time people ask how did the faculty governance system at FSU come about ? Why does it work?

I am not sure I have a lot of answers to the first question except to acknowledge the faculty members who went before us, who had a vision and who worked to create and nurture this system. We also had an administration willing for us to develop to the stage where we are.

Why does it work? I think there are two reasons. First we have a faculty willing to participate. The response on the part of faculty asked to serve on our many committees is heartwarming. Without the personal commitment of the many faculty members who willingly give of their time and effort we would not have the voice that we have in shaping our professional environment.

Secondly we have an administration, receptive and willing to work within this shared governance framework. Communications between the administration and the Steering Committee are excellent. Although we do not always prevail in our positions, we know that our opinions are heard and carefully considered. We have a spirit of working together for the general good of the University which is a powerful asset, not enjoyed at many academic institutions in the nation.

A word about operating styles is in order. Some say we should operate in a confrontational mode. That is not my preferred style nor is it one that we are operating under. I prefer consultation and negotiation as a style, identifying areas of common interest along with areas of disagreement, moving ahead where there is agreement and working through areas of disagreement.

There will be times when the faculty and the administration will have honest disagreements on the best course of action for the University. However, if we can anticipate problems, we can put our mutual energies to work moving the university ahead as opposed to wasting energy pulling against each other. Do not expect to see a lot of fireworks. But do not confuse this operating style with a lack of resolve on our part to work steadily in resolving problems and in working for the best interests of the faculty, staff and students of this university.

I would like to shift now to the accreditation self study. In particular I want to stress the importance of this study in terms of faculty involvement. Senator Alan Mabe will report on the progress and scope of this self study with us in greater detail immediately after I finish.

I want to focus particularly on the theme of the self study and try to relate that theme in terms of impact upon faculty. The president has enunciated a goal for our university to be one of the top 25 state universities by the 21st century. This has been incorporated by the Self Study Steering Committee as a theme for the accreditation review. As part of our self study we will be studying what it takes for our University to become one of the best universities in the nation.

Many aspects will be considered. Our endowment is now at 42 million dollars, which is very small compared to other universities of our size and very small compared to the type of university we aspire to be. It needs to be increased.

Already steps have been taken to identify and nurture our constituents. The separate Booster and Alumni clubs are being consolidated into Seminole clubs. As one might guess, there is tremendous variation in the way the different clubs conduct their business. The one quality they all have in common is a fierce loyalty to Florida State University. A capital funds campaign is being planned to tap into our constituent base. The consultants' report has been received and preliminary ground work being laid to insure we are successful in our drive.

FSU needs to be perceived as having the excellence it does. Consultants are working to advise us how we should present our university to the public so as to accomplish that.

We need to be aggressive in obtaining state funding. We now have a new vice president for university relations who has 12 years experience as a state legislator and four more as an administrator in state government. It will be her responsibility to put our case before the Legislature. She faces an increasing challenge in the face of a lagging economy and a reluctance of our citizenry to assume the financial responsibility of government services in general and of higher education in particular.

The areas above are the ones where our administration can act and is acting. However, even if we succeed beyond our wildest dreams in all of the above areas, we will not become one of the nation's top universities unless we retain our best faculty and attract top flight new faculty to our university.

In my view this is the single most serious challenge we face as a university. In fact this is a challenge all of academia will face in the next 15 years, that of staffing universities with talented faculty. In the 1960's universities were in a state of expansion. Baby boomers were entering college and faculty were needed to teach them. The many faculty hired during

those years will be retiring in the next 15 years. In Florida, with the expected increase in college students we have an even tougher challenge. We will need to plan for the faculty development for Florida State University. Inevitably this will be a major consideration of the self study we will engage in.

Just as becoming one of the top 25 universities requires a major effort on the part of our administration, this status cannot come without significant personal commitment and some personal sacrifice on the part of our current faculty. Money alone will not accomplish this. Our involvement and commitment as faculty members is essential if we plan to reach this goal.

It is only if we are willing to hire new faculty who are better than we are or who have greater potential than we do that we can advance the quality of our institution. This will require that we meet market place salaries. Given the abysmal state of our current salary structure, it is hard to believe that we will be able to do this without encountering even more salary compressions and inversions. This is painful on a very personal level.

It must also be clear that, given the magnitude of the challenge, we would not be able to advance in all areas of the university at once. Strategies for encouraging excellence in individual units will have to be established.

Some units may not agree with the goal the president has enunciated for us. This is understandable. It comes upon us at a time when our efforts and talents have too long gone unrecognized and unrewarded in terms of fair salary enhancements.

What is my point? The point is that if we are to take this goal seriously, we are going to have to go beyond the rhetoric and face the realities and examine what it takes on the part of faculty if we are to become one of the nation's best universities. We need to acknowledge up front that the quest for excellence for this institution is bound to involve some personal disappointment, and personal sacrifice. We need to examine realistically our resolve and willingness to proceed.

Privately, I do not like to spend time on self study projects, since I can usually think of 100 things I would rather be doing. However, this self study will form one of the bases for future development decisions for the university. For this reason, it is extremely important that each unit in the university take this self study with the utmost seriousness.

Make no mistake about it. This is a fine university. We have had a lot of major successes in recent years. I personally have put in a lot of years in this university. I have a lot of faith in it. I believe we have the potential to make a major move upward in the perception of the academic community. It can only come about however, through thorough, thoughtful and realistic planning. That is what this self study is all about.

VII. Special Order: Report on SACS Review, A. Mabe

As most of you know, we are undergoing a reaccreditation review by the Southern Association of Colleges and Schools, our regional accrediting agency. I want to describe the organization and time table for the self-study. The Provost has appointed a Steering Committee to establish policy for the reaccreditation self-study. The members of that committee are Angela Lupo-Anderson, Mary Jane Beach, Jeanne Belin, Ken Brewer, Donna Christie, Roberta Christie, Jane Clendinning, Nancy deGrummond, Mike Devine, Thomas Harrison, Fred Leysieffer, John Martin, Jim Melton, Don Nast, Jill Quadagno, Donald Robson, Barbara White, Barbara Varchol. The six subcommittees correspond to the six areas for review. Joe Hiett chairs the Committee on Principles and Philosophy of Accreditation, Fred Leysieffer chairs the Committee on Institutional Purpose, Larry Abele chairs the Committee on Educational Programs, Jerry Draper the Committee on Educational Support Services, and Joe Icerman the Committee on Administrative Processes. The composition of those subcommittees was listed in a recent issue of State.

The last three committees will oversee self-studies by academic, support and administrative units. Self-studies by units are to be completed by November 16. Information was provided to departments in July and another mailer will be sent out shortly. You have two handouts (addenda 1 and 2 to

these minutes), one describing the focus of the self-study and the other is the questionnaire for the academic units. The special focus for our self-study is on what it will take to move FSU to rank among the top twenty-five public universities in the country.

The subcommittees will be writing their reports in the spring and the overall report is to be completed by July. The reaccreditation team will visit the University in January of 1994.

I might make a comment about a related but different project. We are beginning the development of an accountability plan this year. While a reaccreditation review is required every ten years, the accountability plan is a new requirement from the legislature. The SACS self-study is due November 16, the accountability plan is due December 16 and will focus just on teaching this year.

Professor Cynthia Wallat, Director of the SACS self-study, introduced herself to the Senate. She reported that there is a central location now for the self-study activities. Their office is 414 WES SACS Office. The telephone number is 644-0284 (fax number 644-6213).

VIII. Reports of Standing Committees

a. Budget Committee, F. Standley

Professor Standley turned the floor over to Tom McCaleb for a budget update. Professor McCaleb gave a status report (addendum 3) on the 1992-93 budget.

b. Library Committee, J. Waggaman

I have three items: the library budget, journal cuts and book purchases.

(1) The materials budget for this year is \$3.4 million. this total includes a one-time allocation of \$200,000 by President Lick to offset some of the inflationary costs, now estimated to be \$317,000 just for journals. For 1992-1993, \$2.4 million is

budgeted for subscriptions, \$741,000 for books and \$229,000 for binding and other costs.

It is important to note that the central administration is continuing its commitment to replace the \$1,000,000 taken from the materials budget in fall 1990. The replacement funds this year are coming from athletics (\$400,000), SRAD (\$303,000) and carry forward (\$177,000). Although these are not continuing revenues, they provide us with the funds to purchase books this year. We hope the Chancellor does not continue to short change our library materials budget because we elected to save faculty positions and take some of the FSU budget cuts in 1990 from the library materials budget.

(2) The president's allocation of \$200,000 this year enables us to postpone the second cut of journals which was needed to offset inflationary subscription prices. This year we would have cut 946 serials; last year 1,217 were cut. If our materials budget continues to lag, the second cut will have to be implemented next summer. However, the library staff is now implementing a plan to ask department and college faculty to review any subscription whose price has increased by 50 percent or more. The 40 faculty serving as liaison to Strozier Library, and the additional 25-50 faculty on local committees need to consult widely and decide whether to renew the journals with large price increases. Those journals that are reported to be very important will be renewed.

*Note that we still have no funds for new journals under any of these arrangements.

(3) The director of the library, Mr. Charles Miller, and his staff have worked out a monthly allocation plan whereby funds for both the individual and approval plan book orders can be made throughout the academic year. This is an excellent development unlike practices in previous years. Let me urge you to place your book orders early simply because even 1992 books can be out of print as early as May of this year, a situation I personally experienced. In sum, your Library is doing some very good things to keep us informed and operating well under very stringent circumstances.

Professor Waggaman reminded the Senate and the administration that with increased enrollment demands, by the year 2000, our present library facilities, which are already inadequate, will be unbearable. Plans for a new main library MUST be in the planning stages NOW. It has been suggested that an excellent central location would be on Woodward Avenue.

IX. Unfinished Business

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

X. University Welfare

Professor Roeder commented on some inadequacies he perceives in the present sexual harassment policy for the University. He suggested that the Professional Relations and Welfare Committee review existing policies.

Professor Bickley invited everyone to attend the Fall Convocation being held Thursday, September 10, at 3:30 p.m. in the Civic Center.

Professor Bickley provided a list of McKnight Fellows (addendum 4) to be included in this Senate report. He stated that our retention rate for McKnight Fellows is 96%. Professor Bickley does have travel funds available for recruitment for McKnight fellows.

XI. Announcements of Deans and other administrative officers

a. Academic Affairs, Provost R. Glidden

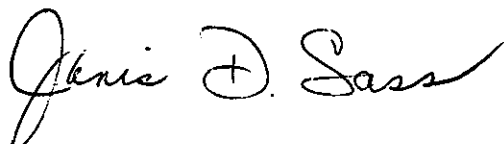
Provost Glidden commented that the leadership in the SACS review is doing a remarkable job. An accountability implementation document (addendum 5) was distributed to the Faculty Senate. Provost Glidden indicated that units are being asked to (1) identify programs in the country that they consider leaders in their fields and have quality undergraduate programs, (2) identify factors that led them to

these programs and (3) assess their programs on the basis of these factors.

Provost Glidden expressed his and President Lick's appreciation of the successful way in which the governance system at The Florida State University operates.

XII. Adjournment

The meeting adjourned at 5:15

A handwritten signature in cursive script that reads "Janis D. Sass". The signature is written in dark ink and is positioned above the printed name and title.

Janis D. Sass
Secretary to the Faculty

**ADDENDA TO
FACULTY SENATE MINUTES
September 9, 1992**

**Addendum 1
Central Theme for the Self-Study**

**Addendum 2
Self-Study Questionnaire (Academic)**

**Addendum 3
1992-93 Budget Status Report**

**Addendum 4
McKnight Fellows at Florida State University**

**Addendum 5
Accountability Implementation**



Addendum 1

Florida State University

Central Theme for the Self-Study

Building on the base of the Florida State College for Women, Florida State University has steadily improved to rank among the leading national universities with many programs ranked at the very top of their discipline. Expressing a desire to build on these achievements, President Lick has articulated the goal of leading Florida State University to rank among the top twenty-five public universities in the country.

The self-study required by the SACS accreditation review must, of necessity, focus on data collection and documentation that the University meets SACS criteria. However, this review process provides an opportunity to explore issues or themes of great importance to the University. The idea of moving the University to rank among the top twenty-five public universities in the country by the 21st century is an excellent focus for the organization of the self-study, both for achieving the usual results of a self-study and for generating systematic reflection on where the University wants to go and how it intends to get there.

Florida State University has been designated by the BOR to have a state-wide mission. Concern with fulfilling that mission and making plans to become one of the top twenty-five public universities are not only compatible with one another but are actually mutually supportive. The better Florida State is, the higher the quality of service the people of the state can receive. Extensive, high quality service to the state will be crucial for building the support necessary for achieving our national goals.

To use pursuit of a top ranking among public universities as the organizing idea, we will need to project the major factors affecting the context in which the University will operate as it enters the 21st century, make some judgment about the requirements for being among the top twenty-five universities, articulate what would be needed for us to move from our current place to among the top twenty-five, and develop some indicators of when we can rightfully claim the achievement of our goal.

Many of the contextual issues such as the number and type of students seeking admission, funding for the University, demography of the state, nature of the economy, and the nature of the student body will likely hold equally for all segments of the University. Issues specific to disciplines or support units will depend on a close reading by people in those areas to determine what their competitive context will be as we enter the 21st century. Many of these factors can be projected at the beginning of the study while more specific projections related to disciplines and units will grow out of the self-study.

Self-Study Questionnaire (Academic)

Part I

Questions for the Self-Study of Institutional Effectiveness

1. What are the goals or desired outcomes of your unit and how do they relate to the mission and goals of the University?

For most academic units the focus will be on teaching, research, and service. Units should attempt to state their goals in some detail, giving attention to qualitative as well as quantitative goals; you should include programs at both the graduate and undergraduate levels. Florida State has been designated to have a state-wide mission. Please give particular attention to ways in which your unit contributes to, or could contribute to, our state-wide mission.

Provost Glidden will ask departments to consider related issues of program assessment in the area of teaching. This exercise will be the first step in implementing the state requirements on accountability.

2. Describe the planning and evaluation processes and procedures your unit has for measuring or assessing whether you are achieving your goals or objectives.

The focus is on the processes you use, either those formally established or those which are simply understood by colleagues. The revised SACS criteria now focus on institutional effectiveness and SACS expects an institution to have ongoing procedures for planning and evaluation in place. We need to provide an account of processes we have in place and processes we expect to implement.

3. How well is your unit doing in achieving its goals? How are these achievements to be documented?

Each unit needs to make an assessment of its achievements and provide appropriate documentation of those achievements. It is the policy of the Self-study that we maximize the use of already existing documents (previous self-studies, accreditation reviews, BOR reviews, GPC review, national studies or any other relevant study involving your unit) for providing evidence of our achievements.

4. Can you provide examples of how your planning and evaluation procedures have led to improvements in your program?

This is an opportunity to demonstrate the effectiveness of your planning and evaluation process for bringing about improvements in your program. It is the kind of information that will be very helpful in providing detailed documentation that we have effective planning and evaluation processes.

5. Please summarize strengths and weaknesses in your program, describe additional improvement which might be made in your program, and indicate what would be needed to realize these improvements.

This is an opportunity to indicate the new directions or improvements which your unit hopes to realize. Due care needs to be given to setting the plans into a realistic framework.

6. Please discuss improvements that could be made in the planning and evaluation processes you use for determining the effectiveness of your programs and indicate what would be needed to realize these improvements.

Given the attention now placed on planning and evaluation processes by SACS, units should give attention not only to a careful presentation of their processes, but also to reflection on how their processes can be improved. It is our expectation that SACS will be particularly attentive to plans for improvement where planning and evaluation processes are not currently in place.

Part II

Questions for the Twenty-First Century Goal

President Lick has articulated the goal of leading Florida State University to a rank among the top twenty-five public universities in the country. The questions in this section focus explicitly on the role your unit can play in moving the University to that goal by the 21st century.

1. Identify a few departments in public universities in your discipline that are among the top twenty-five departments (or fewer if you are in an area with a small number of programs nationally) in public universities in the country. What are the key factors for being a leading department in your discipline? Describe the characteristics of these departments which might serve as targets or measures for your unit. How would you characterize the competitive context of your discipline as we enter the 21st century?

This asks you to characterize the best departments in your discipline in public universities and to project the continuing or new measures of quality in your discipline.

2. Given the review and characterization of your department in Part I and the competitive context for your discipline as described above, what will it take for your department to be among the top twenty-five departments in your discipline in public universities? (Or to be a leading department if there are only a small number of programs in your area, or, if you are already in the top twenty-five, what would it take for you to improve your position?) You should provide both quantitative and qualitative information.

While you should comment on what would be needed in the areas of faculty (including salary), support staff, resources, new degree programs, assistantships/fellowships, and space, as well as specific support needed from academic or administrative support areas, it will be very helpful if there is a discussion of the strategy for improvement and an account of how planning and evaluation processes will be involved.

The Sub-committee on Educational Programs requests the following: (1) that you provide the responses for undergraduate and graduate programs in separate documents so they can be distributed to different subcommittees; and (2) that each unit should document how the opinions of students and alumni are utilized in its planning and evaluation process and in the self-study.

Addendum 3

1992-93 BUDGET STATUS REPORT
Faculty Senate
September 9, 1992

o NEW RESOURCES

-	Enrollment Growth	\$ 7,533,963
	Faculty Manyears	88.69
	Average Faculty Rate (9-month)	\$ 40,851
	Support Manyears	31.00
	Average Support Rate	\$ 18,744
-	PIMS	\$ 500,000
-	NHMFL	\$ 2,900,729
	Positions	22.75
-	Financial Aid	\$ 1,228,621
-	Replacement OCO	\$ 25,537

() o GUIDELINES FOR ALLOCATION OF NEW RESOURCES

- Establish recurring and non-recurring University reserves
- Fund University-wide priorities
- Fund high priority commitments accumulated over last three years
- Address minimum critical needs, especially for providing classes for new freshmen

o RESERVES (Total equals \$4.1 million non-recurring and \$1.9 million recurring)

- Non-recurring 1992-93
 - < Enrollment corridor shortfall
 - < Incidental revenue shortfall
 - < Unfunded utilities expense

**Budget Status Report
Faculty Senate
September 9, 1992**

- Recurring 1992-93
 - < 1991-92 faculty promotion increases
 - < Faculty salary rate deficit from 1991-92
 - < Possible 1992-93 faculty promotion increases
 - < Possible mid-year general revenue reduction
- Recurring 1993-94
 - < Film Program reduction
 - < Deletion of non-recurring lottery funds
 - < Possible reduction in funded lower level enrollment

o MAJOR UNIVERSITY-WIDE PRIORITIES

- Partial restoration of summer term funding (\$638,000 recurring to provide funding equal to Summer 1992, anticipated \$362,000 additional recurring or nonrecurring to enhance summer term relative to Summer 1992)
- President's Graduate Assistant Enhancement Program (estimated \$750,000 E&G, \$450,000 University SRAD)
- FSU Computing Center deficit (estimated \$650,000)
- Replace Film Roll-out (\$656,000)

o ACCUMULATED HIGH PRIORITY COMMITMENTS

- Review 1990-91 planned allocation and commitments and contingent commitments since 1989-90
- Fund those issues that continue to be high priority within limits of available resources

o CRITICAL CURRENT NEEDS

- Provide minimum faculty positions to address most critical requests on file with emphasis on providing classes for new freshmen

Budget Status Report
Faculty Senate
September 9, 1992

- 21 of 31 support positions held in reserve because of insufficient rate to fund positions (Steps are being taken to address the insufficient rate problem, but the success of such efforts is not guaranteed.)
- Only very small balance of new resources available in Provost's Reserve. These will be held for allocation later in the year or in 1993-94 after all deans have had an opportunity to review their needs and to discuss with the Provost

o SPECIAL ISSUES/PROBLEMS

- Because enrollment growth has leveled off, we expect few new resources for 1993-94. Therefore, we are attempting to be prudent in allocating the few remaining new 1992-93 resources pending a full review of needs and priorities as part of the accountability process.
- Resources placed in the University's budget reduction reserve were not necessarily returned to the originating unit. Some have been held in the Provost's Reserve for reallocation to other high priority needs.
- If events are favorable, we will have significant resources during the year to address non-recurring issues (Spring OPS, equipment needs, networking, etc.)

TSM:090892

**MCKNIGHT FELLOWS AT FLORIDA STATE UNIVERSITY
1992-93**

I. Black Doctoral Fellows:

1986-87 Entering Class

Ms. Charlotte Davis	Psychology
Ms. Brenda Jarmon	Social Work
Ms. Sylvia Ross	English
Ms. Sharon White	Business

1987-88 Entering Class

Mr. Rhodell Fields	Political Science
Mr. Bobby Granville	Computer Science
Mr. Daryl Plummer	Computer Science
Ms. Vera Silver	Communication

1988-89 Entering Class

Mr. Francis Daniel	Business--Management
Ms. Jacqueline Huey	Criminology
Ms. Sybil Johnson	Theatre
Mr. John Prosper	Computer Science

1989-90 Entering Class

Mr. Billy Close	Criminology
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Ms. Patricia Hilliard-Nunn Communication/Film

Ms. Sonja Livingston Spanish

Mr. Roy Tucker Physics

Mr. Roderick Waters History

1990-91 Entering Class

Mr. Reginald Fullwood Physics

Mr. Peter Green Physics

Ms. Lovly Haygood Marriage and Family

Mr. David Mackey Social Work

1991-92 Entering Class

Ms. Millicent E. Brown History

Mr. Charles W. Ford, Jr. Computer Science

Ms. Deanna B. Ible Urban and Reg. Plan.

Ms. Monifa Love English

Ms. Carriela Nance Psychology

Mr. Victor Powell Business--
 Risk Man. and Ins.

Ms. Dierdre M. Watkins Math. Education

Ms. Jacqueline Williams Business--Marketing

1992-93 Entering Class

Ms. Gail S. Ayala Business--Marketing

Ms. Cynthia Y. Davis	Urban and Regional Planning
Mr. Howard S. Rasheed	Business--Management
Mr. Vincent T. Snipes	Statistics
Mr. Floyd N. Tyler, Jr.	Business--Finance

II. McKnight Junior Faculty Fellow for 1992-93:

Dr. Edith Crew	Education-- Foundations and Policy Studies
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III. McKnight Liaison Committee:

Dr. R. Bruce Bickley, Jr. (Chairman)	Prof. of English	644-6282
Mr. Billy R. Close	Criminology	644-5512
Ms. Brenda Jarmon	Social Work	644-9704
Dr. Russell H. Johnsen	Dean of Graduate Studies and Prof. of Chemistry	644-3500
Dr. William R. Jones	Director of Black Studies and Patricia R. Harris Program, and Prof. of Religion	644-5512

Supplement

IV. Former Black Doctoral Fellows who have graduated or who are completing degree requirements:

1984-85 Entering Class

Dr. Faith Berry
Department of English and Comparative Literature
Florida Atlantic University
Boca Raton, FL 33431

Dr. Tommie L. Stewart
4305 Shamrock Lane
Montgomery, AL 36106
(205) 260-9263 home
(205) 293-4184 work

1985-86 Entering Class

Dr. Valliere Richard Auzenne
School of Motion Picture, Television, and Recording Arts
Florida State University
Tallahassee, FL 32306

Mr. Mark C. Dawkins
Department of Accounting
Florida State University
Tallahassee, FL 32306 (904) 644-9733 224-8034

Dr. Renard Harlow
c/o Department of Audiology and Speech Pathology
Florida State University
Tallahassee, FL 32306

Dr. Marion Harmon
Department of Data Processing and Mathematics
Florida A and M University
Tallahassee, FL 32307

Dr. Hiram Powell
Department of Music
Bethune-Cookman College
Daytona Beach, FL 32015

Dr. Patricia Trice
Department of Music
Hillsborough Community College
Tampa, FL 33619

1986-87 Entering Class

Dr. Michael Chappell
Department of Secondary Education
University of South Florida
Tampa, FL 33620-5650

Dr. Dawn Holmes
School of Computer Science
Florida International University
Miami, FL 33199

1987-88 Entering Class

Dr. Deborah Andrews
460 Drake Court
Wilmington, NC 28403
Home ph. (919) 392-7782 Work ph. (919) 395-3864

Dr. Yvonne McIntosh
Department of Languages and Literature
Florida A and M University
Tallahassee, FL 32307

Dr. Myron Munday
Trinity United Methodist Church
Tallahassee, FL 32301

Ms. Lillie D. Ward
215 College Street
Fort Valley, GA 31030-4121

V. Former McKnight Junior Faculty Fellows:

1984-85

Dr. Ricardo Burnett
Department of English

1985-86

Dr. Cheryl Eavey
Department of Political Science

Dr. Maxine Jones
Department of History

Dr. Pam Peterson
Department of Finance

1986-87

Dr. Na'im Akbar
Department of Psychology

Dr. Tom Carney
Department of Meteorology

1987-88

Dr. Cynthia Christy-Baker
School of Social Work

Dr. Rhoda Icerman
Department of Accounting

1989-90

Dr. Maxine Montgomery
Department of English

Dr. Pamela L. Perrewe
Department of Information and Management Sciences

1990-91

Dr. Terry Byrd
Department of Information and Management Sciences

Dr. Jean Mitchell
Department of Economics

Dr. Valliere Richard
School of Motion Picture, Television, and Recording Arts

1991-92

Dr. Jenice Rankins
Department of Nutrition, Food, and Movement Sciences

FLORIDA STATE UNIVERSITY

ACCOUNTABILITY IMPLEMENTATION

The State University System Accountability Plan includes nine measures that focus principally on undergraduate instruction but that also are predominantly quantitative in nature. Florida State University's Accountability Plan will extend the SUS's Plan to graduate instruction as well as undergraduate; it will also necessarily deal with research and service as important University missions; and it will be predominantly qualitative in nature.

Rationale

"University accountability must be conducted in relation to the resources delivered in support of our educational enterprise. That is to say, goals should be indexed to these resources."* That statement from the SUS's *Accountability Plan* may be interpreted to convey two different messages. The universities expect to be held accountable for developing goals and delivering educational services to justify the resources provided. This statement also says, however, that the question is not simply, "How good are we?" or "How excellent can we become?", but rather, "How excellent can we be with the resources provided?" An accountability plan should help the University to examine its effectiveness as well as its efficiency, to assess the quality of its programs and to develop strategies for improvement. The accountability process should enable the University to identify and prioritize what it needs to fulfill its mission(s), and it should, over time, produce the kind of information needed to reaffirm the mission itself. Are we attempting too much "in relation to the resources delivered"?

In a thorough accountability plan it is not enough to examine quantitative measures such as student credit hour production or number of degrees awarded. It will not suffice to count the contact hours of instruction provided by faculty or to analyze the extent to which classrooms are utilized, important as those issues are. While such indicators may inform the Legislature and the public about a university's stewardship of public funds, they do not inform whether the dollars are *well* spent because they do not speak to *quality*. They do not distinguish between the poorest and the best programs in terms of how well students learn. Those quantitative measures do not address the importance and influence of the faculty's research, or the effectiveness of the service rendered to the state and its people.

* State University System of Florida: *Accountability Plan*, October 1, 1991, page 8.

Even more qualitatively oriented measures such as pass rates on professional licensure exams and follow-up assessments by alumni, parents, and employers are, at best, hit and miss approaches. They are valid to a point, but they do not thoroughly address the heart of undergraduate studies, the liberal studies base that provides the foundation for excellence in baccalaureate degree programs, the difference between producing trained technicians and educated persons. Elusive and difficult as they are to measure, values-oriented goals for students, *e.g.*, professional ethics and the understanding of cultures other than their own, are critically important and they should be integral to a university education. An accountability plan that relies only on professional licensure success or the surveyed viewpoints of those who may not have opportunity to observe such values would likely sell the academy short.

The current emphasis in assessing educational institutions is outcomes measurement. That is the primary basis upon which Florida State University will conduct its accountability plan. Most institutions have done too little in the way of outcomes assessment in the past because it is difficult to do in a thorough way. Difficult as it is, however, the process might be expected to bring about several desirable consequences in addition to the assessment results themselves. First, the assessment of outcomes demands careful attention to mission: "What is it we are trying to accomplish?" It forces us to focus on ends rather than means, and in so doing helps us to distinguish between means and ends. That in itself may help the University to articulate the balance among teaching, research, and service in its overall mission. (The means-ends question is a pertinent and probing one when applied to university research efforts, for example.) In the assessment of student learning outcomes we are challenged to focus on individual learners and we are encouraged to help students synthesize the various components of their educational programs. Outcomes assessment, if it is conducted thoroughly, denies the fallacious assumption that a degree is a collection of courses.

In implementing this accountability plan, it is recognized that many important goals higher education should set for students, such as values, ethics, multicultural understandings and attitudes, analytical ability, understanding of complexities, critical thinking and communication skills, are extremely difficult to measure as outcomes. Departments and programs are nevertheless encouraged to include such goals as "desired outcomes" for their students if they believe them important. Conversely, they are discouraged from limiting their desired outcomes to results that are easily observed or measured.

There is a legitimate question as to when outcomes measurement should take place: at the point of program completion or some years later? Indeed, that question might be answered differently for different individuals and certainly it would be answered differently for different goals and different disciplines. In measuring outcomes of the educational experience, should we measure individual students or is this a group-measurement process? In measuring the outcomes of university research and service, are we examining the product of each professor and staff member, or is it more appropriate to consider group or "team" goals and productivity?

While outcomes assessment will form the basis of the major part of Florida State University's accountability plan, it is also recognized that outcomes measurement is not a panacea for the self-assessment challenge. We know that we cannot measure everything worthwhile in the educational experience by examining outcomes because too often we lack the precision of definition and observation to be thorough. Perhaps more importantly, we realize that outcomes assessment in itself does not inform us as to whether a higher standard of achievement is possible, yet we know that a higher standard will always be desirable. In other words, no matter how successfully a program might realize its desired outcomes, there is always room for improvement. Therefore, in addition to outcomes assessment the Florida State accountability plan will include a program comparison component. Programs will be asked to identify the nation's leaders in their respective disciplines and to analyze why those programs are considered best. Then, how do our programs compare?

Florida State University's goal is to be recognized as one of America's top 25 public research universities by the year 2000: "25 by 2000." That almost certainly will not mean that Florida State will produce the most student credit hours per full-time-equivalent faculty member. And, because research and graduate education are important factors in our University mission, it almost certainly will not mean that Florida State will register the most faculty contact hours of instruction per week. It does mean, however, that we will face the challenge of assessing quality in teaching, research, and service. It means observing and measuring, to the extent possible, individual student learning outcomes. It means articulating desired learning outcomes for each degree program and each degree level as precisely as possible. It means addressing our research and service missions department by department and program by program. It also means that each program or department will identify those institutions nationally with which it will compare performance and determine the specific measures for those comparisons.

There are many questions to be answered regarding the accountability process, and it should be admitted that while universities have always been interested in measuring their success, we are nevertheless relatively inexperienced in thorough outcomes assessment. The process will evolve as we progress. The accountability plan Florida State University initiates in 1992-93 may change considerably as we learn what works and what doesn't work. One factor to which academic leaders must be sensitive is the attitude of faculty and staff toward the process. To the extent that our accountability plan is perceived as stimulating and helpful, it will be healthy to the institution. It can remain stimulating if the professoriate itself observes better results and it will be considered helpful if it gives hope of better things to come. However, to the extent that the accountability process is perceived by faculty and staff as a nuisance and a waste of time, it will be considered a detraction from the mission of the university—the teaching, research, service mission—and it will not achieve desired results. It is critical that the accountability plan be as simple and direct as possible, and that it be perceived by academic leaders—deans, department chairs, program directors—as an opportunity for academic leadership.

It is important for the University to recognize that colleges, schools, departments, and programs have distinctive missions, characteristics, and modes of operation, just as do the universities within the State University System. The Florida State University Accountability Plan, while striving for uniformity in one sense, will also allow for distinctiveness. Individual units will be challenged to develop their own processes, just as the individual universities have been challenged to develop their own plans.

The Plan

Over time Florida State University's emphasis in its accountability plan will be on the assessment of quality in teaching, research, and service. However, during the first year, 1992-93, the emphasis will be on quality in teaching, at both the undergraduate and graduate levels. Also, because the University is beginning a self study for reaffirmation of accreditation by the Southern Association of Colleges and Schools in Fall 1992, the first year of implementation of the accountability plan will be coordinated with the SACS Self Study.

There is a very good reason for focusing on teaching during the first year of implementation of the accountability plan. The University faculty and administration believe that such a focus sends an important symbolic message about Florida State's attention to its teaching mission. It is our belief that, at the core, teaching, informed by research, is the heart of the matter in a community of learners—a first priority among equals, as it were.

Instructions to departments and programs for beginning the accountability implementation during 1992-93 include the following:

1. a. Identify a few (maximum five) programs in public universities in the U. S. that you consider leaders in your discipline;
 b. identify the factors (maximum five) that led you to select those programs;
 c. analyze/assess your program on the basis of those factors.
2. Define the process (especially the involvement of faculty) by which you will examine the unit's mission, identify desired student outcomes, and develop assessment criteria.
3. Identify desired student outcomes (maximum of five generalized outcomes) for each program and each degree level offered (and separate for majors and liberal studies, if appropriate).
4. Identify the means by which each of the desired student outcomes can/will be observed or measured.

Eventually, departments and programs will be asked to make assessments of their teaching success according to their observations or measurements of how well desired student outcomes are realized. Those assessments will lead to strategies for improvement, which in turn will lead to an identification of needs. The complete teaching/student outcomes accountability process is summarized in the matrix below:

<i>Desired Student Outcomes</i>	<i>Observation/ Measurement</i>	<i>Assessment</i>	<i>Strategies for Improvement</i>	<i>Needs Identified</i>
1.				
2.				
3.				
4.				
5.				

In reading the chart above and conceptualizing a procedure, it is critical that units begin with the column on the left, "Desired Outcomes," before moving to the columns to the right. The tendency too often is to identify needs first without analyzing their relationship to the mission and/or a strategy for improvement. To the extent that units can be encouraged to decide the desired outcomes first—"What do we want our students to know; how do we want them to behave as a result of our program?"—departments and programs can sharpen their understanding of mission as a beginning, important step in the accountability process. The goal for 1992-93 will be for each unit on the campus to identify the five most desired student outcomes for each degree program at each level, and to indicate how each of those desired outcomes will be observed or measured (columns 1 and 2 above). Assessment, the development of strategies for improvement, and the identification of needs will come later.

Considering the University's "25 by 2000" goal, units are also asked to identify needs to reach the "top 25" (if not already there). For those units that can already claim such status, what will be required to reach the top 10, the top 5, or to be the nation's best? Each program is asked to identify a reasonable goal (top 10, etc.) within the State's and the University's resources.

Schedule

The plan for Florida State University's implementation of accountability is to concentrate on two aspects of teaching accountability in 1992-93, then to engage in the next three steps of that process during 1993-94. Also during 1993-94 we will begin the first two steps (desired outcomes and observation/measurement) in the consideration of the research mission. During 1994-95 we will begin the first two steps in the accountability of the service mission, along with the final three steps of the research accountability process. 1995-96 will see the completion of the service accountability process and a new cycle beginning with reexamination of the teaching mission. The matrix below explains the schedule graphically:

<i>Year</i>	<i>Desired Outcomes</i>	<i>Observation/ Measurement</i>	<i>Assessment</i>	<i>Strategies for Improvement</i>	<i>Needs Identified</i>
1992-93	Teaching	Teaching			
1993-94	Research	Research	Teaching	Teaching	Teaching
1994-95	Service	Service	Research	Research	Research
1995-96	Teaching	Teaching	Service	Service	Service