



The Florida State University  
Tallahassee, Florida 32306-1030

Faculty Senate  
904-644-6876

*Book*

**AGENDA  
FACULTY SENATE MEETING  
WERKMEISTER READING ROOM  
(old Pepper Library)  
DODD HALL  
September 11, 1996  
3:45 p.m.**

- I. Approval of the minutes of the April 10, 1996 meeting
- II. Approval of the agenda for the September 11, 1996 meeting
- III. Remarks by the Faculty Senate President, M. Cowart
- IV. Report of the Steering Committee, J. Macmillan
- V. Reports of Standing Committees
  - a. Memorials and Courtesies Committee, J. Macmillan
  - b. Curriculum Committee, K. Anderson-Lazier
- VI. Unfinished Business
- VII. New Business
- VIII. University Welfare
- IX. Announcements of Deans and other administrative officers
  - a. L. Abele, Provost and Vice President for Academic Affairs
- X. Announcements of the President of the University

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**\*\*\*\*\*ANNOUNCEMENT!! EVERYONE IS INVITED!\*\*\*\*\***

**Provost and Mrs. Lawrence Abele and the University Club will host a University Club Wednesday Social in the Dodd Hall Lobby immediately following the Senate meeting. The University Club will accept donations of \$2.00 to help defray their expenses.**

**THE NEXT SENATE MEETING WILL BE OCTOBER 9  
IN DODD HALL AUDITORIUM**



The Florida State University  
Tallahassee, Florida 32306-1030

Faculty Senate  
904-644-6876

*Boal*

**FACULTY SENATE MEETING**  
**Werkmeister Reading Room**  
**September 11, 1996**  
**3:45 p.m.**

**RECEIVED**

OCT 03 1996

Dean of the Faculties Office

**I. Regular Session**

The regular session of the Faculty Senate met on Wednesday, September 11, 1996, in Werkmeister Reading Room in Dodd Hall. Marie Cowart, Senate President, convened the meeting.

The following members were absent. Alternates who were present are listed in parenthesis. S. Blessing (H. Baer), D. Boroto, P. Bowers, J. Bowman, R. Dunham, A. Hirsch, R. Light, T. Moerland, G. Moore, D. Nast (J. Ohlin), J. Sampson, B. Shellahamer, J. Teilhet-Fisk (P. Gersen), J. Tull, F. Vickory, B. Warf (I. Eberstein).

**II. Approval of the Minutes**

The minutes of April 10, 1996, were approved as distributed.

**III. Approval of the Agenda**

The agenda was approved as distributed.

**IV. Remarks by the Faculty Senate President, M. Cowart**

Senate President's Cowart's remarks are added as addendum I.

**V. Report of the Steering Committee, J. Macmillan**

Since the last meeting of the Senate, on April 10, 1996, the Steering Committee:

1. met weekly through May and June.
2. met with President D'Alemberte on April 16, May 20, and June 24. Senate President Cowart and I met with the President on June 14, discussing administrative reorganizations, especially with regard to administrative changes in the campus-wide organization of Information/Technology.
3. met with President D'Alemberte, Provost Abele, Dean Edwards and other members of the University administration and with Student Government leaders on June 7 and 8 for a two-day retreat, the first devoted to an overview of matters important to the faculty including the Libraries, Information/Technology Services, the campus master plan, fundraising, the use of the 7% tuition increase, and the university budget. The second day involved a wide ranging semi-formal discussion of issues raised by the reports.
4. appointed members to an ad hoc committee to consider possible changes to the office of the Dean of Undergraduate Studies before a new dean is appointed. That committee has met throughout the summer.
5. met with Senate committee chairs Jayne Standley, Karen Laughlin and Kathryn Anderson-Lazier and with leaders of the Office of Distance Learning to discuss issues relevant to the faculty. Several members of the Steering Committee attended a retreat of the DL project later in the month. We plan to meet with the DL staff several times during the academic year.
6. held a kick-off retreat of the Steering Committee on August 23, meeting with the same committee chairs for a follow-up, with Dean Edwards, and with members of the Council of Deans' Agenda Committee (Deans Cnudde, Mayo Draper, Fielding, and Mabe) to discuss matters of mutual concern. We plan to meet with members of the Council of Deans to continue these discussions during the academic year.

In addition, the President of the Faculty Senate will meet with the Council of Deans at its regular meetings.

In addition to all of these meetings, Senate President Cowart met individually with President D'Alemberte, Provost Abele, Dean of the Faculties Edwards, Dean of Graduate Studies Mabe, and the Communications Group of the University, to name a few. President Cowart and SC Vice Chair Macmillan also met with Deans Mabe, Edwards, Robbins, and Bland to draw up guidelines for the Professorial Excellence Program (PEP); those guidelines are currently under further review.

Among the most serious issues decided during the summer:

1. Remember that at the April 10 meeting of the Faculty Senate a policy concerning the use of SUSSAI was adopted: while SUSSAI must be used (be action of the BOR), departments may decide to use additional evaluative instruments, including the SIRS forms. In addition, the Faculty Senate passed a resolution to the BOR concerning SUSSAI (which was delivered to them). Following this action, the Steering Committee established and appointed an Ad Hoc Committee on Evaluation, designed to deal with issues like SUSSAI, SIRS, and any other matters of evaluation of faculty including promotion and tenure. The chair of this committee is Professor Jessie Lovano-Kerr and the co-chair is Mary Ann Moore. This committee will hold its first meeting next week. At a later time, we will probably propose this as a standing committee of the Faculty Senate.

2. In conjunction with the Board of the FSU Foundation, we are working on establishing a series of awards to be given by the faculty in recognition of service to the academic mission of the university. As thought of now, there would be three, named for the torches in the FSU logo: *Vires*, *Artes*, *Mores*. An ad hoc committee formed to develop this idea will meet later this week.

3. We have been concerned that the drive toward Distance Learning might bypass standard procedures for the approval

of academic courses and programs. At meetings with the Distance Learning staff and with the Council of Deans' Agenda Committee, the Steering Committee has taken up these issues. The joint memorandum of August 29, 1996, from Senate President Cowart and Dean Edwards, putting a hold on the use of "special topics courses" for interactive distance learning until they go through the normal course revision process of the curriculum committee, and expressing a concern for the development of specific policies for interactive distance learning is one result of these meetings.

4. We considered the report of the University-wide Task Force on Libraries and applauded its recommendations; a faculty-student committee chaired by Bernie Sliger and Fred Standley concerning the use of the 7% tuition increase recommended that considerable money be used to support the Libraries' development of new modes of access to materials. Provost Abele, whom we cheer, followed up by greatly increasing the technical budget of the Libraries and by meeting inflationary trends in the purchase of serials.

5. In our meetings with the President and Provost, the Steering Committee has been concerned with the appointment of a university director of information/technology and with the shape of the office of director. The inherent tensions between academic and administrative computing make the position a very sensitive one. We will continue to work with the President and Provost as this reaches closure.

Items for action at this meeting:

1. A list of members we have nominated for Senate Committee has been distributed (addendum 2). **The Senate confirmed these appointments.**

2. Since the faculty of the Florida State University has a long history of involvement in University giving, the Steering Committee joins with Past Senate President Kitty Hoffman in support of the Campus Community Capital Campaign, "An

Investment in Learning." The Senate voted to endorse the Campaign.

3. The Student Government has asked that we recommend that the Drop/Add period at the beginning of each semester be increased by twenty-four hours, from three days (e.g., this semester Monday, August 26 through Wednesday August 28) to four days (it would run through Thursday, August 29). We recommend that the Faculty Senate endorse this recommendation, to take effect in January, 1997. After discussion the Senate voted to increase the drop/add period by twenty four hours.

4. The faculty of the School of Library and Information Studies has requested that the name of the School be changed to "College of Information." Because we believe that the title "College" should be reserved for broader based and larger units within the University and because we believe that the word "Information" does not differentiate that School from other units, we recommend that this proposed change in title be rejected by the Faculty Senate. After some discussion it was decided that this proposal had not completed the procedures established when a request by a college/school to change its name. Senator Fred Standley moved to postpone consideration of this request until appropriate areas have had an opportunity to review the request. This motion was approved by the Senate.

A reminder: The Steering Committee meets each Monday from 9:00 - 11:00 a.m. in the lounge of the Kuersteiner Music Building. These are open meetings, and you are welcome to attend any or all of them.

## **VI. Reports of Standing Committees**

### **a. Memorials and Courtesies, J. Macmillan**

Each year the Memorials and Courtesies Committee donates money to the Friends of the Library in memory of deceased faculty. The Friends of the Library uses our donations to purchase books for the Library.

Your donations help fund this worthwhile cause are appreciated. A check made out to the Memorials and Courtesies Committee can be sent to Mrs. Janis Sass, 314K WES-1030.

**b. Curriculum Committee, K. Anderson-Lazier**

Professor Anderson-Lazier gave a brief report that the Curriculum Committee will be reviewing current practices on requests by departments to increase credit hours in courses on an individual basis. Departments should be prepared to show justification for these requests with a programmatic plan.

**VII. Unfinished Business**

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

**VIII. New Business**

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

**IX. University Welfare**

Professor Jon Bailey requested that the administration do whatever possible to repair the air conditioning units in the psychology building.

**X. Announcements of Deans and other administrative officers**

Steve Edwards reminded the Senate that the Fall Faculty meeting will be held on Tuesday, October 1, 4:00 p.m. in the Turnbull Conference Center.

Frank Murphy distributed information on "How to Talk to the Media". There are several classes being developed that

provide training on how to respond when you are approached by media personnel.

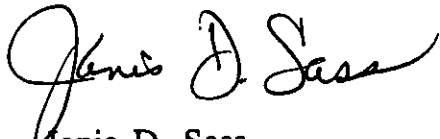
Provost Abele gave a brief account of the technological improvements made on campus during the summer. The Libraries have made tremendous advances and will continue to do so.

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

President D'Alemberte remarked that there is a new BOR Regent, former Senator Phil Lewis. He indicated that there is forward progress toward implementing our master plan and the closing of Pensacola Street is closer to being done.

#### **XII. Adjournment**

The meeting adjourned at 5:05 p.m.



Janis D. Sass  
Secretary to the Faculty



THE CRITICAL PATH

Report to the FSU Faculty Senate

September 11, 1996

Marie E. Cowart, Senate President

Last year, Marilyn Young used the theme of change in the university in her address to the Senate. I want to carry that theme forward and focus on "the restructuring of the university." There is evidence that generalized restructuring has been going on, and, that it will continue for some time, but on a greater scale than we have seen in the past. Let me share just three points to illustrate change in the academy.

First, the economic environment. Limited revenues under Florida's weak tax structure have put universities under pressure to admit more students and graduate them in a shorter span of time. External mandates can be viewed as attempts to lower our standards of quality and reduce attention to meeting the individual learning needs of students by substituting the "McDonald's" approach to earning the undergraduate degree (Perrin Wright, Tallahassee Democrat, 1995). Our liberal studies basis that prepares students for a lifetime of understanding our complex world and contributing to society has now been "downsized." Faculty contributions are measured in contact hours and FTEs.

Widespread privatization of the university is replacing the once public contract with the people of Florida. Our budget is no longer generated largely from public education funds. Rather we are reliant on added private monies gained through the FSU Foundation and Boosters, auxiliary accounts, and extramural grant funds. The faculty have done more than their share on both sides of the equation. Productivity in terms of contact hours and FTEs has increased with a larger student body -- near 30,000 today compared with 28,000 in 1990 with thirty-three more tenure track faculty (FSU Fact Book, 1990, 1994-5). Comparing 1989-1990 with 1994-1995, the growth in FTE enrollment exceeds the growth in FTE faculty by four fold.

	1989-1990	1994-1995	Change	
State funded FTE faculty positions	1178.70	1211.26	32.56	2.7%
Annual FTE enrollment	17,729.3	19,947.9	2218.6	11.1%

On the private side, university funding has benefited from increased extramural grant success and patent income, and from generous donations by retired and current faculty who together have contributed over \$18 million to the capital campaign, a direct benefit to academic programs (FSU Foundation, personal communication, 1996). In recent years privatization has appeared in the form of the university research foundation; subcontracting of food and book services; privatizing parking services; privatizing the London program; and completing the university center with large

infusions of private funds. We face a future of increasing privatization -- most recently student course materials, a move that was unannounced to the faculty.

The emphasis on productivity, performance budgeting and privatization can both benefit and deter the main academic mission of the university. An emphasis on program productivity can serve to create individual entrepreneurs among academic units pitting one against another in destructive competition; or incentives can be developed in this new environment to reward creative answers to maximizing our limited resources, without sacrificing academic quality. Whether we remain in the current internally competitive model is largely up to our own creativity. The Deans and Steering Committee are exploring a joint effort to address this and other issues. There are more examples but let me move on to my second item.

**Second, Information Technology.** Teaching with technology is not new at FSU; our PLATO instructional system began in the mid-sixties. Today we find that our library resources, our campus computing system and interactive distance learning initiatives, once viewed as distinct entities, actually form a comprehensive integrated information technology system. Having foresight that libraries and computing would undergo new developments, the Senate established Senate Library and Computing Information Resource committees in 1988. Last year the Steering Committee recommended to the Provost that an in depth study of future directions for our libraries be undertaken. The Library Task Force report became the basis for designating scarce funds to bring our library and information technology together into an excellent resource for faculty and students. Faculty have had little formal input into interactive distance learning policies in the last year but will be involved in examining how distance learning and the use of technology interfaces with quality higher education. To widen the faculty discussion on these and other issues, a Faculty Senate Home Page and electronic mail "faculty town meeting" are in place.

With information technology changing the way our students interact with the world, many faculty have already rethought about the way we and our students interact in space and time. Eli Noam in his article in Science ("Electronics and the Dim Future of the University," 270 (13 October, 1995)), questions:

"whether (or not) the economic foundation of the present (university) system can be maintained ... in the face of the changed information flow brought about by electronic communications."

He goes on to say:

"It is not research and teaching that will be under pressure--they will be more important than ever--but rather their instructional setting, the university system. True teaching and learning are more than information and its transmission. Education is based on mentoring, internalization, identification, role modeling, guidance, socialization,

interaction, and group activity. In these processes physical proximity plays an important role. Thus, the strength of the future physical university lies less in pure information and more in college as a community; less in wholesale lecture and more in individual tutorial. Technology would augment, not substitute, and provide new tools for strengthening community on campus, even beyond graduation."

Interactive techniques can be an important part of campus courses as well as those extending beyond our borders. However, interactive distance learning is not a replacement for what occurs here on campus, and electronic courses must meet the same standards as those offered in our campus classrooms. To further underscore the importance of student-faculty interaction, the Steering Committee in its annual spring retreat with the President and Provost reaffirmed the importance of faculty advisement and mentoring of students.

Let me move to my third point, the configuration of the faculty. There has been a general change in the U.S. labor force stimulated by an expanded services industry which relies on a largely part time labor supply. The move to time limited contract faculty and the threat to abolish tenure is society's simple response for the university's supply of faculty. And yet we know that tenure not only protects faculty for their sometimes politically unpopular viewpoints in the classroom (Thomas Dye, Tallahassee Democrat, 1996), but from a legislator's point of view it is a way to maintain low wages. However, policy makers must be cognizant that a time-limited contract faculty will not tolerate 1.5% annual raises that begin when the year is half over, nor will these "gypsy" faculty (G. Trudeau, Tallahassee Democrat, 1996) invest half of their three year contract in developing new technologies for learning. Tenure actually benefits learning because it allows established faculty to hire colleagues who have new knowledge without feeling threatened, thus strengthening the teaching and research base of the university. Nevertheless, moves to change the nature of the faculty are evident. In a preliminary move last year, the Board of Regents implemented the SUSAI evaluation instrument as a guide to student course selection, but in fact, designated it as a new teacher evaluation instrument after it was fully developed. And legislative budget redirects penalize the service contributions of faculty while at the same time student service learning is encouraged.

The shape of the FSU faculty is changing in another way. In 1991, teaching faculty made up 28% of all full-time university employees; today faculty are 26% of FSU's total full-time employees. The group that has grown by more than four percent are professional staff (FSU EEO 6 Report, 1995). If teaching is the most important function of the university, than why is the fastest growing segment of university employees those in non-teaching positions?

	Fall 1991		Fall 1995		Change
Faculty	1,170	27.8%	1,139	26.0%	-1.8%
Other Professional	810	19.3%	1,029	23.6%	+4.3%
Support/services					
Exec., Adm., Manag.	435	10.3%	425	9.7%	-0.6%
Clerical & Secretarial	837	19.9%	802	18.4%	-1.5%
Technical & Paraprof.	329	7.8%	334	7.7%	-0.1%
Skilled Craft	115	3.7%	153	3.5%	-0.2%
Service Maintenance	468	11.1%	484	11.1%	0.0%
<b>Total</b>	<b>4,204</b>		<b>4,366</b>		

The aging of our faculty can also alter its future composition. Almost 40% of our tenured faculty are over age 55 and 21% have reached age 60. Faculty turnover in the next decade will be greater than FSU has ever experienced. It is a time when programs can be reconfigured and new directions launched. Or it can be a time when we experience downward substitution with contract faculty who have less loyalty to FSU, its students, and its future than the faculty they replace.

Since there are some in society who would demonize the faculty, we need to convey to the public that "people do not join a faculty to seek power, glory or money" (Steve Winters, personal communication, 1996). Faculty join the academy because of their commitment to seek knowledge and foster learning. We need to convey this special contract to the larger society, and then hold each other accountable to the commitment. Although FSU has a rigorous peer evaluation system of annual review, three year departmental review, and promotion and tenure evaluation, the Steering Committee this summer appointed an Ad Hoc Committee on Evaluation charged to implement and evaluate faculty and course evaluation systems. We anticipate that Senators will want to make this a standing committee of the Faculty Senate.

**Restructuring and the Critical Path.** These three points, economic environment, technology, and configuration of the faculty, provide evidence that restructuring has been occurring and will likely accelerate in the years to come. We can passively allow change to continue -- shaped by the Legislature, the Board of Regents, and the systems of the university that are external to the teaching-learning endeavor -- or we, the faculty can influence change in the academy. Major industries found that successful restructuring is best accomplished from ideas of workers on the central production line. Although the university does not have a production line, faculty are the critical pathway to students' learning and graduation. To be involved in the restructuring process, the faculty must ask, what is the major goal of the university? What is necessary to assure that quality learning and graduation occur? What is needed to assist students in their experience at Florida State? And while you ponder the answers to those questions, I ask you to remind yourself:

Why do students chose to come to FSU? It is the faculty.  
 Who creates the environment for their learning? It is the faculty.

Who builds new knowledge through research? It is the faculty.  
Who generates the FTE's for public funding of the university? It is the faculty.  
What is the critical path to the student's graduation? It is the faculty.  
Who is it our graduates remember years into their career? It is the faculty.

And so I ask you, the faculty, what do you want the academy to be in twenty years? A privatized business with customers or products instead of students, that awards McDonald-like drive-through degrees instead of providing an education that serves student's decisions for a lifetime? A for-profit venture where all aspects of the FSU experience are charged and paid for? An industry where faculty are simply employees; where productivity measured in numbers has priority over quality in learning?

I challenge you, consider your future as a faculty member, and the future of your students and the larger society. Stay focused on the critical path of faculty and student learning while you assume leadership in all aspects of restructuring this great university around that fulcrum. Assume leadership in determining the future situation of the faculty, the student body, the curriculum, and graduation requirements and the many supports to the learning process. And to those of you who plan to retire in the next decade, take serious time to mentor the younger faculty who will remain here for the next twenty years -- teach them about the academy -- its values, goals, and achievements. Instill in them the reality of what the university can be, and what it will contribute to making ours a better, more thoughtful and humane world.

Let me close with a quote from William Danforth's editorial in Science:

"Some in business foresee a work force with loose, and even temporary, ties to organizations. Universities spring from a different culture. Faculties are citizens of their institutions ... citizens who deserve the loyalty of the institution even as the institution asks for theirs.

"Whether universities adapt successfully to the present environment will ... depend on whether individual faculty members correctly read the needs of the era and take personal responsibility for the success of their institutions. I can think of nothing more important or rewarding than to help preserve our research universities for the next generations, so that they may continue to represent the highest aspirations of the American people." (Vol. 269 (22 September 1995) 1651).

\*New Appointments, Chair is underlined  
UNDERGRADUATE POLICY COMMITTEE (3-year terms)

*Addendum 2*

1994-1997

1995-1998

1996-1999

Judith Altholz, Soc Work  
 Patricia Dean, Nursing  
 John Degen, Theatre  
 Pi-Erh Pi-Erh Lin, A & S  
 John Lunstrum, Education  
 Susan Pourciau, Business  
 Perrin Wright, A&S

Mike Armer, Soc Sci  
George Ruzyna, Eng  
 Ronald Braswell, Bus  
 Vandra Masemann, Edu  
 \*Paul Strait, A&S  
 Gail Rubini, Vis Arts & Dance

\*Amy Brown, Music  
 \*Jodee Dorsey, Hu Sci  
 \*Marc Gertz, Crim & Crim Justice  
 \*Melissa Hardy, Soc Sci  
 \*Hunt Hawkins, A&S  
 \*TBA, Motion Pic, Tel, & Record Arts  
 \*James Skofronick, A&S  
 \*Marilyn Young, Communication  
 \*Myke Gluck, L & IS

GRADUATE POLICY COMMITTEE (3-year terms)

1994-1997

1995-1998

1996-1999

\*James Orcutt, Soc Sci  
 Salah Feteih, Engin  
 Gary Heald, Comm  
 Val Richard, Film  
 Tom Roberts, A & S  
Jayne Standley, Music  
 Gordon Waldo, Crim & Crim Jus  
 Robert Zmud, Business

Stuart Baker, Theatre  
 Robert Marshall, Bus  
 \*Karen Laughlin, A&S  
 Elizabeth Goldsmith, Hu Sci  
 John Kelsay, A&S  
 Elizabeth Platt, Edu  
 Janet Kodras, Soc Sci  
 \*Mark Seidenfeld, Law

\*Neil Abell, Soc Work  
 \*George Bates, A&S  
 \*Ken Brewer, Education  
 \*Tonya Harris, Nursing  
 \*Patty Phillips, VA&D  
 \*William Summers, L&IS  
 \*Tom Vickers, A&S

CURRICULUM COMMITTEE (3-year terms)

1994-1997

1995-1998

1996-1999

John Bryant, A & S  
 Karla Kelsay, Education  
 Tom Smith, Soc Work

Leonard Mastrogiacono, Music  
 Jehanne Teilhet-Fisk, Vis Arts & Dance  
 Patrick Maroney, Business

\*Kathryn Anderson-Lazier, Hu Sci  
 \*James Cobbe, Soc Sci  
 \*Jeff Tatum, A&S

BUDGET ADVISORY (2-year terms)

1995-1997

1995-1997

Jim Cobbe, Soc Sci  
 Gloria Grizzle, Soc Sci  
 Clifford Madsen, Music  
 Frank Vickory, Business

\*Joseph Beckham, Ed  
 \*Fred Standley, A&S  
 \*Joe Travis, A& S

\*Kim Harris, Bus  
 \*Val Richard, Film  
 \*Dorothy Wong, VS&D

ELECTIONS COMMITTEE (1-year term)

1996-1997

HONORS PROGRAM POLICY COMMITTEE (3-year terms)

1994-1997

1995-1998

1995-1998

Ken Goldsby, A&S  
Douglass Seaton, Music  
Walter Tschinkel, A & S

Donna Nudd, Communication  
Mary Ann Moore, Human Sciences

\*Rip Lahmon, A&S  
Graham Kinloch, Soc Sci

STUDENT ACADEMIC RELATIONS COMMITTEE (2-year terms)

1995-1997

1996-1998

Kathryn Anderson-Lazier, Human Sciences  
Jean Lickson, Theatre  
Peter Dalton, A & S

\*Charles Billings, Soc Sci  
\*Jarrett Oeltjen, Law

COMPUTING & INFORMATION RESOURCES COMMITTEE (3-year terms)

1994-1997

1994-1997

1996-1999

Robert Clark, Education  
Pam Coats, Business  
TBA, Engin  
Michelle Jackson, Comm  
Darryl Jung, A & S  
Hilbert Levitz, A & S  
Peter Ray, A & S  
Bruce Siffel, Soc Sci

Mae Louise Baker, Theatre  
Myke Chuck, Lib&Info Studies  
Tonya Harris, Nursing  
Brenda Cappuccio, A&S  
Tom Smith, Social Work  
George Dawson, Education  
Gary Kleck, Crim&Crim Jus

\*Tom Cornille, Hu Sci  
\*Pat Dunnigan, Music  
\*David Powell, Law  
\*Robert Fichter, VA&D  
\*Ed Hilinski, A&S  
\*Charles Holacker, Business  
\*David MacPherson, Soc Sci

LIBRARY COMMITTEE (3-year terms)

1994-1997

1995-1998

1996-1999

John Bailey, A & S  
James Mathes, Music  
Antoine Spagnola, A & S  
Pat Dean, Nursing  
Manny Ponce, Vis Arts & Dance  
\*Wendy Crook, Soc Work  
Morton Winsberg, Soc Sci

Meg Baldwin, Law  
Al Bathke, Business  
Neil Junonville, A&S  
Jenice Rankins, Hu Sci  
Gerard Leahy, Theatre  
\*George Dawson, Education  
Joe McElrath, A&S

\*Paul Cottle, A&S  
\*Gary Kleck, Crim&Crim Justice  
\*Beverly Jacobs, Comm  
\*Thomas Hart, L&IS  
\*Ron Braswell, Business  
\*Greg Thompson, Soc Sci  
\*Manny Sharigel, Education  
\*Rufina Alamo, Engineering  
\*TBA, Motion Pic, Tel, Recor Arts