



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
FEBRUARY 17, 2010
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2009-10 Faculty Senate was held on Wednesday, February 17, 2010. Faculty Senate President Eric Walker presided.

The following members attended the Senate meeting:

T. Baker, K. Bearor, J. Beckham, D. Bernat, W. Berry, P. Born, P. Bowen, R. Bruschweiler, M. Burmester, K. Burnett, D. Butler, M. Cai, J. Carbonell, E. Chicken I. Chiorescu, J. Clendinning, J. Cobbe, R. Coleman, R. Doel, G. Doran, J. Dorsey, J. Druash, P. Easton, I. Eberstein, R. Eger, A. El-Azab, J. Fiorito, S. Fiorito, A. Gaiser, L. Garcia-Roig, J. Geringer, K. Harris, R. Hauber, C. Herrington, E. Hull, P. Iatarola, H. Kim, E. Klassen, J. Koslow, W. Landing, D. Latham, B. Lee, J. Leiber, H. Li, L. Lyons, C. Madsen, K. McCullough, D. Moore, A. Mullis, R. Pekurny, J. Pignatiello, V. Richard Auzenne, G. Rogachev, R. Romanchuk, J. Saltiel, R. Schwartz, S. Southerland, T. Stallins, J. Standley, S. Thomas-Tate, C. Upchurch, D. Von Glahn, E. Walker, Y. Wang.

The following members were absent. Alternates are listed in parenthesis:

I. Audirac (C. Barrilleaux), M. Allen, E. Baumer, J. Bowers, A. Chan Hilton, D. Cooper, J. Dodge, L. Edwards, K. Erndl, M. Fenley, S. Foo, W. Francis, K. Gallivan, D. Gilbert, J. Hinterlong (K. Randolph), C. Hofacker, R. Ikard, M. Kabbaj, T. Kolbe, T. Matherly, P. Munton, J. O'Rourke, K. Rost, H. Schmidt, J. Sickinger (S. Slavena-Griffin), J. Sobanjo, E. Stewart, M. Sussman, H. Tang, N. Trafford, G. Turner, J. Turner, P. Villeneuve, L. Wakamiya, P. Ward, M. Wasko, L. Wexler, X. Yuan, J. Zheng.

II. Approval of the Minutes

The minutes of the January 20, 2010 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, J. Standley

Since the January Senate meeting, the Steering Committee has met 3 times. On Jan 29, Eric Walker represented FSU at the Advisory Council of Faculty Senates meeting.

Late in January, Jim Cobbe represented the FSU Senate at the annual conference of the Coalition on Intercollegiate Athletics in San Diego, CA. The Senate has been a member of this organization for over 5 years and we continue to be actively involved. The COIA is presently considering a resolution for guidelines on structuring university athletic committees. We will be discussing that issue later in this meeting with Joe Beckham, chair of the FSU Athletic Committee.

The Steering Committee met with the Provost and President Barron on Monday. In that meeting, the Provost assured us that all individuals who were laid off this past year would receive a second year of stimulus funds to continue their jobs at FSU. The Provost also informed us that the legislature may dictate additional cuts to the universities for 2010-11 and that the Governor will not approve any tuition increases because it will be an election year. Therefore, it appears that the budget crisis may continue for the coming year. Additionally, the Provost reported that the Senate Higher Education Committee is proposing that New Florida, the initiative conceived by SUS Chancellor Brogan, be funded by re-allocating current SUS resources rather than new funds. For example, the arts, humanities, and social science programs could be cut with that money being reallocated to STEM, education, and business programs. Provosts across the state are arguing against this plan. Provost Abele pointed out that 70% of students graduating from FSU have majored in non-STEM degrees.

Thursday, March 4, there will be a legislative Rally in Tally at noon with thousands of students expected from throughout the state. FSU students and faculty are encouraged to participate with the objective of asking the legislature to hold the universities at current funding levels without further cuts, especially those contemplated which target the arts, humanities, and social sciences.

This month it was reported that FSU was ranked among the top 50 doctorate-granting institutions for research doctorates produced in 2008. Vice President Kemper reported that “despite severe cuts in state appropriations, the university ended Fiscal year 2009 by setting a new high-water mark of \$200 million in grant awards.” Throughout the university, a substantial number of faculty have received national recognition and awards. The total number of research papers reached an all time high in 2009. Graduating students continue to report they received a quality educational experience and benefitted from personalized faculty instruction and guidance. Despite budget cuts, it is apparent that FSU faculty continue to excel and to remain invested in our students.

The Board of Trustees will be on campus Thursday afternoon of this week for committee meetings and Friday morning beginning at 9 AM for the Spring Trustee meeting in the new

Turnbull Conference Center. It will be the first meeting for President Barron and for several new Trustees. It is a public meeting and all faculty are encouraged to attend. We look forward to welcoming new Trustees to the campus.

We welcome our new President, Eric Barron, to the first of many Senate meetings and look forward to his comments later in the agenda.

V. Report of Standing Committees

a. Undergraduate Policy Committee, S. Lewis

It is my pleasure to report to the Faculty Senate recent actions taken by the Undergraduate Policy Committee. As you know, one of the primary responsibilities of the UPC is to review and approve courses for Liberal Studies and other undergraduate basic studies requirements. Several courses have been reviewed and received approval for specific basic studies requirements during our last two meetings, including:

For Multicultural Understanding Credit:
CLT 3510: The Ancient World in Film
HFT 2890: International Food and Culture
HFT 2716: International Travel and Culture

For Computer Competency:
NUR 3822: Professionalism and Research in Nursing

For Oral Communication Competency
EDG 4410: Classroom Management & Professional Issues

For Gordon Rule:
HPS 3320: Screening The Scientific Life: Cinema and the Cultural Image of Science
CLT 3510: The Ancient World in Film

For courses to receive the Liberal Studies designation, the Senate must vote to approve the recommendations of the UPC. I bring to you recommendations for two such courses, both submitted for Area IV (Humanities and Fine Arts). They are:

CLT 3510: The Ancient World in Film
HPS 3320: Screening The Scientific Life: Cinema and the Cultural Image of Science

You received copies of these syllabi in advance of this meeting (see addendum 1). Please note that the course number on both of these syllabi have been changed.

If there are no questions, on behalf of the Undergraduate Policy Committee, I move approval of these two courses for Area IV credit.

The motion passed unanimously.

VI. Old Business

a. Academic Honor Policy, A. McKenzie

Amy McKenzie went through the proposed changes to the Academic Honor Policy (see addendum 2). **The changes were passed unanimously.**

VII. New Business

The update of athletics and the Coalition on Intercollegiate Athletics was postponed until the March meeting.

VIII. University Welfare

a. Updates on Bargaining and Related Matters, J. Fiorito

Welcome, President Barron!

Our new president is surely weary of welcomes. But I am quite sincere in expressing, on behalf of the UFF-FSU Chapter and the faculty, optimism about our new leadership, and wishes for great success.

Collective Bargaining

Faculty overwhelmingly approved contract changes and supplementary MOAs in ratification voting last month. Thank you to everyone who voted.

We have begun “full book” negotiations for 2010-2011 and beyond, meaning the entire contract is potentially open for negotiations. At two meetings so far, we have discussed bargaining methods and how we can limit our focus to a manageable range of issues.

Consultations

In a “president consultation” with Provost Abele and other administration representatives late last month we discussed faculty layoffs, the current year’s budget outlook, and other matters of concern to the faculty.

Facilitation and Grievance Issues

The UFF Chapter’s grievance over layoffs is on the verge of setting an arbitration hearing date, as of the latest report. It appears a hearing will be held in early April.

Other

All Faculty Senators are cordially invited to join a UFF-FSU sponsored luncheon next Wednesday at 12:30 in Rovetta's Starry Conference Room. The guest speaker is Pat Dix, the FEA's higher education lobbyist, and the topic is "Advocacy for Faculty in the 2010 Legislature: More cuts, or a New Florida?"

IX. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

X. Announcements by Provost Abele

Provost Abele was not in attendance.

XI. Announcements by President Barron.

(See addendum 3.) I'm about to give my first presentation to the board of trustees and I would like to give you what is right now exactly the planned presentation so that you can react to it and give me your thoughts on what you think I'm doing and presenting and so that you can help me improve it and also tell me what parts of it make you uncomfortable or and what parts of it make you comfortable but just so we can get some feedback going so that I can represent you the best way that I can.

Here is the basic idea, we already heard the first bullet, our expectation from the legislature is not great, there are a lot of different ways that they could harm FSU. I have one committee over here that's looking at changing health benefits in terms of what the pay is, I have another group over here saying if we want to do the stem education we're going to take it from you and see if you can convince us to give it back. So there are many places where we could be harmed. No matter what, we need a path forward that attracts resources, we're probably going to be fighting this battle for two or three years before the economy comes out of it and we're going to have to start doing the things where we attract the dollars in order to counteract that trend. So I think this leads us to working on a plan that's more coherent across the whole university. This is really what I want to do and I want that plan to lead to attracting more dollars for the institution. I think it would be good for the legislature but I'm specifically going to focus on fundraising.

My view is we have a strategic plan, I like what it says, I don't think it's actionable. I don't see the things we are going to do in order to accomplish those tasks. We have a fundraising plan in many ways, but I don't see the connectivity between the strategic plan and actions that we need to drive the university to make us better, I don't see that as appearing as a list of things the development officers are going out there trying to attract resources for. And I don't see the public relations plan and the signals we are sending out into the community where many alumni see and many legislatures see, I don't see that that's coupled to either of the other two elements. So above all else I would like to have all pieces of the university working together.

Alright, I'm going to give you a few examples, I can't do them all, it's a flavor, an example, part of it is what I already learned, but we'll see how this goes okay? Here's one of the strategic examples, its title is faculty research and creative endeavors, the objective is to enhance this and there are three basic bullets: increase the quality and quantity of research and creative endeavors, expand the number of recognized interdisciplinary programs, increase the investment and support to ensure that it's sustained. So this is my analysis, great objectives, those are good things to be working for. Increased ability for the faculty to succeed, that's how I read it. Advanced opportunities for faculty to be creative, wonderful. Enhance faculty and university reputation; this serves us all, in attracting new faculty and attracting students. But I don't see that that's coupled with a vision that's very engaging and doesn't tell us what our aspirations are for the university. The other thing is I read it and I don't know what I have to do to make that happen, so it has to have that step, in my opinion, of being more actionable. If you have the actions and they are completed and I claim the aspirations, because that's what I want to do, I want to get to the point where I'm bragging about these things when I'm going to attract those scholars. And do the actions guide our fundraising targets, can I go find the things that drive this.

Okay, so here's another example, it just happens to be one I talked about as a candidate, and that I know more about because I started to pay attention to it, so you'll have to forgive me for looking at this one more deeply. Your executive committee said, "That's good Eric but there's many, many pieces", well you can count on me to do the many pieces. But my head has tried to wrap around different things that I've very little opportunity to change things in the two minute breaks I get between appointments. Okay, so recruit and graduate outstanding and diverse students, become the school of choice for diverse students, become a leader in graduation rates. Enrich the student experience; provide an undergraduate experience that is unsurpassed, an intellectual community between faculty and students. Again my analysis: okay, attract the best. Make sure they are successful; make sure they graduate in a timely fashion. All these things that are there, this intellectual community, I buy in immediately. But the same thing is there a vision there that makes us the leader in these areas? Frankly I think I can go read both the first strategic priority 4, and 1, and 2, I bet I can go find it in every major university around the country. Okay, if I can go find it in every major university around the country, then we haven't distinguished ourselves, we have to distinguish ourselves. We have a great deal to offer here, so we need to take that step. But those bullets are identical; I can say it in every part of the strategic plan.

Okay, so I want to follow through, I'm talking to the faculty, I know you care deeply about students, you care deeply about faculty issues, but this is one I've had time to think about, and I've had time to think about them all. To me, this is better; I want to be the most student-centered university in the nation. We have all the pieces, can I claim that? That's a lot better than saying I want to attract better students. I know how much work you do on this topic, and I know if all that's pulled together it can be something spectacular for us to brag about. Or, I like this one: the sense of community of a small liberal arts college with all the opportunities of a powerful research university. It's funny, when I was reading some of the planning documents, and the outside consultants, one of the things they said was there

were too many colleges, and you need to do some combinations there to make you more efficient. And I looked at it and said, “the colleges, being the way they are, is the size of a small liberal arts colleges. We could connect the students like nobody else.” Okay so my view is that set of colleges is a really good thing to be proud of, and that we can use. So I wonder, can I claim that? Here’s another one: Florida Student University. Do you have better thoughts? I really would like your opinions on each one of these pieces. Because I would like this to be the threads on the faculty side, on the student side, I want these to be the threads I can see from plan to action to fundraising to PR. Okay, so those are mine.

And we want the vision to be actionable. So that in Music, this is what I need to take this to the next level, and then I can target that particular piece. So one thing I’ve done is I’ve gone through to look at all the things we’re doing centrally, have all those pieces. Centrally, it’s a remarkable list. I’m not going to go read them all because it would be better to have discussion than have me up here talking. And now in the next several weeks, I’m going to visit every dean from every college, I’m going to spend half a day with them looking at what they do, how they operate, and I’ve asked each and every one of them to tell me the things on this list related to students. It’s not the only thing I’m asking for, that every dean has this list. How do we make students feel good on day one? Is there physical space for students? What student services do we provide: mentoring, tutoring, advising. How do we operate out of the classroom? What small classroom experience? What about undergraduate research, how do we recognize faculty that are involved in these particular activities? What I’m looking for is a comprehensive picture of how you and we interact with students. I think it’s going to turn out to be a remarkable list. It’s also an opportunity to look into the gaps and the missing pieces, and where some enhancement could be, where some synergy could be.

Okay, so this is the way I think. Every one of those strategic priorities needs actions to capture that priority. I can see them, and you’ve given them to me, and I see it as my task to go get them. Then that action should be coupled to a specific fund-raising target. So the development officers in this institution know they are raising money not just to raise money, because you’re actually targeting the things we need to take those steps forward, whether its student oriented, faculty oriented, or research and creative endeavor oriented.

This is also the way I think. All those things we do in that way, I can go talk to people about being the most student-centered university by having a faculty that has the opportunity to do creative endeavors. That increases our overall giving rate, all those dollars that come from one person after another. 7% of our alumni give outside our license plate program, that increases it quite a bit. Major public’s hit 22. Just do the math when you have 283 thousand alumni, and all of a sudden you’re pumping in those unrestricted dollars, and we have more to brag about. Every single one of the things we put on that list, is an opportunity for a name: either physical space or the funds to do things. I don’t want it to be university-wide, I believe the most important piece of this, you can tell me your opinion, is if I talk to a student what they tell me is, “I’m FSU or I’m history.” That’s what they tell me. We have to take advantage of that pride in the major that they have, and that means this

development function has to push down to a college level and even a department level so that these folks are enabling you all to be successful.

So that's the way I think, and I have this list, I have the things that everybody wants so that when I go talk to people, I can both brag and ask for the things I know we need. So I spent all day in Jacksonville yesterday talking to donor after donor, great experience, so much that I have to learn. There's just not enough in my back pocket to ask for all the things I know we need, and yet they're engaged. You're sitting there talking to someone and they're a finance major, and they say, "I'm really interested in service learning." And I have to be able to capture that, so I need these components in order to do that.

Okay, public relations, it's the same way. I like strength, skill, character. The just lit torch, passing from T.K. to me, and I repeated those words, but there's no action associated with it. It doesn't imply where we're going. And so I've got to have something like the most student-centered university in the nation. I've got to have something where creativity gets to bloom. Something that is more powerful in a message of where we're going than. I don't want to sound like I'm telling you "we got to do this, we got to do this", its more or less enthusiasm on my part in being able to take on the things you need.

Okay, maybe we can tie "strength, skill, character" to something that's student centered or faculty centered, but remember I'm just using the student centered thing as an example. We have so much to be proud of, I will tell you the single most thing that surprised me is every time I looked at FSU as a candidate and saw how much there was to brag about, and I got this impression that there was nobody bragging. Its really kind of an interesting position to be in, where even the external consultants made a comment about it. I'd like to be the chief, bragging is not the right word, I need another word, but you have the idea. Take this to the next level by having that investment.

Now the other thing about it, is if I can raise money for something like that, with an alum who's keenly interested in it, and we're already spending money on it, then I get to release that dollar, because it's a general dollar, and I get to release it into a different part of the university. That's another thing to take advantage, take advantage of what gets the alums excited.

Okay, so I want a coherent plan for student specific strategic priorities, I want a coherent plan for the faculty creativity and research strategic priorities, and I want a strategic plan that outlines the priorities that focus on recruiting and retaining excellent faculty. I want to see it as not just a statement, but I want the statement. I want to see it associated with actions that I can turn around to and it doesn't matter whether it's a legislator or alum or foundation or cooperation that I can sell it. And that's one of the things that switching over to an administrative ranks changes you because I sell everyday. That's my job, and I have to be proud to do it, and actually I think I am. I can't do any of that without dollars. One of the few options, you heard what the legislature was just talking about, which is just perfectly awful, it's just extraordinarily short-sighted if you think about it. Sorry, all you people over

there, sorry, but it's just not the way that we can function as a great university. And we're a huge economical driver, and we provide a substantial amount of choice for our students, so if I can't go there and there's a limit, legal limit, on what I can do with tuition, and by virtue that the governor is not going to raise tuition, I can't use those dollars generally, and I can apply the tuition increase only to a fraction of the students, and I can't apply at all because some of it is targeted. So each step takes a little bigger piece out of that pie, and it becomes quite small. One of the few options is to ramp up our fundraising effort.

Okay, our foundation turned over to University programs in 2009 \$31.5 million. Not a bad number; doesn't save us from \$88 million in cuts but it's not a bad number. It cost us .26¢ to raise \$1. If you count deferred gifts, it cost us only 11¢ to raise \$1. In 2007 it was 18¢ and 9 ¢, respectively. This is not a bad investment - to spend a dime to get a buck, okay? And we have not been spending the dimes to get the buck. We are behind in this category, okay? And my view is we have to increase the number of people on the road to talk to our alumni that have in their hands what we need to raise that dollar. Imagine if we could double that endowment. The return on that investment for doubling the endowment is huge if I could make that number \$63 million. Okay, so this is my assumption after working in fundraising as a dean in two universities where I was involved in their billion dollar campaigns: it's the undergraduate experiences that attracts alumni to give. Fascinatingly, and I suspect all of you know, graduate students don't end up making that much money and they don't tend to be the place that we go. And what attracts people is that undergraduate experience and reconnecting them to this university. Therefore, I go back to this notion that the development officers and development talent needs to be with the colleges and with the departments. That's essential if we're going to make that connection. They should be FSU, FSU, FSU. They should be music and history and geo sciences.

Alright, now this is a comparison I did because I went to my friends at my last two institutions and asked, "Penn State is not all development?" I've taken away sports, not interested in the fundraising for sports when we're talking about the topics we're talking about. I'm interested in what is there for an academic dollar. Okay? Student or faculty. Penn State has one development officer in a college for every 5,200 alumni. UT Austin has one in a college for every 3,800 alumni. Florida State has one per 13,800 alumni. You know it's interesting, I spend the whole day with the lobby and we talked to people and got commitments for three substantial gifts today which I thought was great. The lobbying has twenty-seven professorships because he is out there pushing and going with his development officer and selling the law school. Every one of those professorships is topping off a faculty salary in order for him to be competitive. This is what he's driven by. The ride to Jacksonville, I had a conversation with him: "Okay, what do you not want? What do you need? How are we playing this game?" He said, "I got to increase faculty salaries. It's the only way we can be competitive. I need everybody to have this professorship. It gives me the opportunity." And he's had twenty-seven of them. Now he's hitting thirty-five alumni a month with his development officer. So do the math, right? Some of those are repeat visits. He's hitting 400 a year. If you took away the repeat visits, it's probably less. It's a one-on-one conversation. He has 7,000 alumni. He doesn't have a clue of how those other alumni

are doing and whether or not they're ready to give a substantial gift. When annual giving gives a call and someone says, "Sure, I'm annual giving on a phone call from a student. I'll give you \$5,000," he goes, "Whoa. \$5,000 over the phone, I better go talk to that person." But fundamentally he does not know all of the alumni are capable of giving him gifts because he only has one shared development officer that's going out there with him.

Okay, so to give you an example, Penn State, embedded within in colleges, no college has less than two development people on the road and some colleges has twelve. Nine colleges have five or more. Texas – every college has at least two, some have as much as eighteen, seven colleges having five or more. Florida State, in your colleges, five units have two, everybody else has one or shares one. Now you look at the numbers ... I could add Boosters in here but I don't think these people have added their Boosters. So that's FSU on the road. The University of Florida on the road, the University of South Florida on the road. We're not going after the money that can keep us sound and sane. Okay? Alumni work the same way. That's how many dollars those institutions have every month. Not to raise money but to make friends; because friends eventually give you money. You want the friends. People's time is incredibly valuable in the University system, right? Look where we sit compared to these other institutions. It's phenomenal.

Okay, and our colleges are connected to the Alumni Association (AA) by goodwill and engagement. Some don't even know the AA exists, some have someone who is clerical/part time and works on the Alumni, some of them have an Alumni officer (they sit down with our AA and have a conversation every once and a while). What I'm used to is the AA says to the colleges, "What? What events do you need to do?" If Sociology wants to have an event, and it's in a particular place and they can bring a lot of people, Sociology would get to ask the AA for the money to run the event. That's what I'm used to as the connectivity in a university. These people don't have any resources to enable colleges so the connections aren't very strong.

Okay, this is my conclusion: it's impossible for us to have a contact to meet with our alumni to raise the money. With that alumni base, there is absolutely no reason why the amount of money being delivered to you isn't \$100 million instead of \$30 million. And you can just imagine what the impact on this institution would be if we were raising that level of professorships, if we were raising some of the things for student activities, raising some things that released other dollars that were flexible because a lot of giving dollars are targeted for a particular purpose. So this is basically my issue: I have to find a way to put more people to work for you at a time when I don't have any money. Right? By hook or crook I have to figure out how to do this because if, you know, poor Arts and Sciences...I'm doing my own little personal survey. Whenever I meet an Arts and Sciences person, I'm asking them, "When was the last time you were contacted by a development officer?" See I was once, and I met her again when I went over to the Foundation, but it was once like twenty years ago. I know if I read the Assessment Report it would say, "He's a faculty member, he's doesn't have any money, there's no point in visiting him again." Okay? "He's about to have kids in college?" Forget it. This guy is going in debt. He's not going the other way, but I've met

people who have given substantial amounts of money elsewhere and were contacted by Arts and Sciences one time – because there’s only one person out there. This in a lot of ways is two parts: one, this feeling I have that we don’t have all the pieces operating together to our benefit – strategic planning, making it actionable, making our fundraising targets, making sure our PR is sending the message that we’re sending from the very beginning and all threads working together so they’re not all in different directions. To me this is extremely important for us to be successful so that people are hearing that message we want to hear over and over again from every different venue. And they’re hearing the message and they know the message when we put our hand out. And a lot of people want to give us money. There’s no reason I should go and have been with the lobbying and not gotten three significant gifts yesterday. They’re interested in this place. We have to make those contacts with them.

And the second part of this message is I have to scrape up the money. We’re reserving everything we have because I think the potential out there is huge for us to beat back what is a recurring financial issue. We got to get to the point where we make this more robust so that we’re not in pain every time we hear something the Legislature might be doing.

So these are my thoughts. I am going to give the same presentation tomorrow to the BOT. You are hearing it before them, and you are hearing it before them because I would really like your advice and thought on how this sort of concept and view sits with you and how you react to it. If it’s okay, I’ll open the floor for questions.

Q: It seems, and I support your view a lot and I’m very happy to hear it, that this is quite a seat change from Pathways of Excellence, an emphasis on stem and graduate programs. Is that a correct assessment?

A: This is the way I look at it: we have to make target investments when we can. No matter what money we raise, we may raise it in a particular area and have a chance to target in a particular area, but this is also a component that’s set and we have to serve the needs of the colleges to help them become more excellent. We can’t do that if the colleges don’t have staff to support them to go get the money, and if they don’t have the things there on the table – listening to people so that you can deliver. This has to be a set of things that we’re building up from the University as well as somebody like me who looks across something and sees a theme and a direction. So it may be that we’ll go out there and say, “You know our materials research is hot and there’s a potential for investment and here’s a donor that thinks smart materials is just wonderful and he wants to be a part of it.” And then we’re going to go off and grab it and we may steer in those particular directions. We may try to make those investments and the State is going to want those investments; the problems is that we don’t want to do it at the expense of everything else. So I would say there is a change probably in the comprehensiveness; I don’t know if it’s a change in terms of the appreciation of the needs of the units we have, but there’s still likely in any university to have targeted efforts because we can take ourselves somewhere because of it. But it could be in any direction.

Q: You seemed to describe a two stage fundraising effort: the first is to raise the seed monies that will allow us to expand alumni outreach and the second is to ... From what you said, the first one is really an investment. You're saying every dollar ... is for the University. Are the identified sources by the Alumni Foundation people who would be open to that kind of an appeal already friends ...?

A: Okay, so this is a very good question. I would point out that if the people that you hire are out on the road for you, they're not central people, that the people you hire and are focused on and indebted to your colleges, that cost to raise a dollar will go down. Basically you're looking at a foundation that's close to 80 people with 18 people in colleges on the road. A lot of those people are there because they have to manage those accounts and that's great. If we increase the number of people on the road, we can send that ... it ought to be 10 to 1. It ought to be 10 to 1. Both programs I worked in before, one of them was 7¢ per dollar; one was about 9¢ per dollar. We ought to be able to get that; we just don't have the people on the road. We're just managing the accounts that we have and we have a bunch of hard working people don't otherwise.

Okay, now the Foundation is one possibility. I heard a gentleman yesterday say, "Perhaps it's time for our Foundation Board to help enable this kickstart. If we could convince people to do that it would be great. It's not going to be a switch this swift. A lot of universities are doing big campaigns; we're probably going to work build it slowly because we don't want to crash our budget if we don't have benefactors. But we've got to start to push it and push it in a way that delivers for the academic programs.

Q: So the idea of promoting ourselves as being the most students at a university in our nation ... could cause mutual expectations among freshmen and freshmen classes. Most kids are very special when they come out of high school and when professors have – like I have Freshmen Biology this semester – 250 students, we get dozens of emails a day and all want special attention. And they are not very understanding when we don't answer their emails at 2 AM. They're walking across campus with their Blackberries and we're limited to our computers. If we get the same credit for teaching a class of 250 that requires many, many more hours of student time as you do for teaching graduate classes, are there going to be additional outreach or programs for the faculty? We create these unusual expectations, and you may have heard our party school reputation as well, it can make freshmen classes very difficult for the faculty.

A: Yes, you know it's interesting because for one reason or another Penn State was ranked as the #1 party school and then I moved to Texas, and the year I got there it was ranked as the #1 party school. I'm really hoping we don't have any record like that at all this year or next year. The interesting thing about it, for example, is that Penn State part of the investment we made for support staff of faculty, enabling students – in my case science and engineering, to be able to learn more about chemistry. We had a writing residence for communication skills in a science and engineering college for which basically said to our freshman, "Go the writing residence." Go first and then when you give me your paper, I can focus on content

not on your English. Spectacular success and made it much easier for the faculty. We also had a mathematician in residency. That's not going to work for every college but we can all start to imagine what would make it easier for in those cases like that and then can we turn around and attract the resources for that? And you're not going to solve all these different things, and I might not be able to claim this at the beginning but I've been to a lot of universities and I will tell you what we do is pretty spectacular. It really is. There's a huge amount of contact. Every student tells me what the contact is like; every student tells me and I start to wonder, "Do I see the gaps?" Now how can I do something about that? I agree; there may be some expectation issues there. Go compare ourselves to a partner institution and I think we have a lot to offer.

Q: When you were saying that, I was thinking of many departments ... I've been to other schools and you think they're similar but I was shocked when I got here at the number of adjunct and graduate students used to teach the classes. I was in the art program and we had about the same number of undergrads, twice as many faculty, and five times as many staff to run the same number of students. This means that in Studio Art, 60% of the classes are run by adjuncts. So tying into this, do you think student-centered if you're relying that much on graduate or adjunct teaching ... where are the fulltime faculty? Are they in advanced classes? In the BFA program, you don't see a fulltime faculty into you're already in your junior year for the most part. This worries me and so I think maybe the idea of student-centered ... is that maybe USF that has chosen to focus on their undergrad education as opposed to the graduate level stuff? But we have the graduate emphasis and obviously she has no many adjuncts that you put your faculty at the higher level classes but I can see how that would be conflict with student-centered. When you mentioned this liberal arts thing that was very exciting because I think that one of the things that does differentiate FSU from some of the other schools is how strong it is in the arts. We're probably the most, in that way, diversified campus but I just see the trend going toward bigger classes and even more adjuncts and I see frustration for the students in that.

A: I think it's a very important point and I see myself right now as a sponsor. What can I learn about this institution? What things would make a difference? You're talking to someone that, as a dean, continued to teach and I taught Freshmen Seminar as dean with the notion that a freshmen should be in a class with a dean. And it really was a lot of fun. I'm sure that you've noticed – the freshmen will do anything you ask them to! They're figured out that they don't have to come to class and all these other things. No, I take these types of things very seriously as part of the analysis.

Q: The idea ... of FSU as a liberal arts school/program ... this hasn't been consistent with the University's response to crisis. For example, last year when programs were being threatened and closed down, it was precisely those that offer the small freshmen class experiences that were on top of list of cuts and consolidations.

A: That would disappoint me greatly.

Q: For improving the creative faculty of the university ... for the freshmen experience ... that would help a lot if we could bring in better graduate students. And increase stipends. We are \$3,000 and \$4,000 kind to other universities who are not giving any. We are really trying to compete with other universities ... and time and time, because we ... we are turned away even though we are willing to pay students ... so that is a place where you could help us.

A: To me, this helps make the topic actionable. Because the action becomes how do we increase the graduate student's salary so that we are competitive? I've been spending an hour to an hour and a half with each of my VPs as I learn what they're doing and Kirby laid this out in front of me and said, "One of the key things we have to do is change the graduate salary compensation here in order for us to be competitive. So I need to turn that around to say, "Okay, this is a priority. If that's what we say is a priority and how can I raise money for it?" Now I will tell you it is a remarkable person that will give us a large chunk of money for graduate fellowships. But they are out there. And it's partly because people who go to graduate school ...

Q: But are we willing to take fewer and pay them more? Because they'll be using more money. The way things are ... we're going to end up with a smaller class anyway...

A: Or even the potential of having some top off money so that we can run an experiment ... to find out if you go after your best with the top off money, can you create greater yield? It's a good thing to think about. I feel like I am crashing y'all's meeting but there's no way I won't continue to answer questions.

Eric Walker: This is a beginning of the conversation rather than one that we need to have exhausted today. Let me pose one question to you and that is something that you and I have talked about. You mentioned in your plan which is forward-looking how we need to work on attracting good faculty but also retaining faculty. And you and I have talked about ... you've come into an institution that's been traumatized in the recent past with layoffs and layoffs of tenured faculty. So if you could maybe say a word or two about how over the next year or two you'll be gathering information and thinking about addressing the morale issue of faculty.

A: I will tell you two things. First of all it's extremely important to me that we say out loud and put in writing happens. So if we say someone has two years we better deliver two years and so this part is extremely important to me. And the second thing is I'm going to do my darnedest to go through the budget, be educated about it, look at what the threats are, and also understand what happened, how it happened, and why – with what criteria. So right now, I've been here ten days. I'm trying to get my Board on board with the notion of starting to look down the road and looking at this on the investment side. And I'm trying to get to know everybody. I am working hard to understand this. My first ten days? I have a sponge, I hope it's a big sponge ...

Eric Walker: You actually 48 hours, because the presentation isn't until Friday. So I think you are genuinely interested if people have some comments.

A: Yes, I truly am. And you can send it to my email, too. It's ebarron. And there you have it.

Q: I would like to thank you on behalf of the laid off faculty of oceanography for the impression that you brought upon the administration to extend the second year of funding because they were originally excluded and told in writing that they were excluded from the second year of funding. They still don't have that in writing and they're now getting phone calls about their teaching assignments for the upcoming year when on paper their job ends on May 7th.

A: I will guarantee you that if the Legislature delivers the stimulus dollars to us, which they are supposed to do by agreement; the second year will be there. That's what the only written agreement from the Provost's Office said and I intend to follow that written communication because it is the official communication to the faculty. So that money appears and that second year is there. Every single person had comma as long as the Legislature delivers it. The Legislature is going to deliver it unless they are willing to give all this money back. I have confidence that it is going to be there but the legal beagles want that comma, as long as it's delivered, but it's going to happen.

XII. Adjournment

The meeting adjourned at 4:55 p.m.



Melissa Crawford
Faculty Senate Coordinator

CLA 3XXX: THE ANCIENT WORLD IN FILM

Fall Semester
TR 12:30-1:45

Instructor: Dr. James Sickinger
Office: 325 Dodd
Email: jsicking@fsu.edu
Office hours: TR 4:00-5:00 and by appointment

Course Description and Objectives:

This course examines modern representations of the ancient Greco-Roman world in television and cinema; thus, its chief concern is the survival of classical culture in twentieth and twenty-first century America. Students will read select works of ancient literature to gain some background in the ideals, values, and history of Greek and Roman culture. At the same time we will consider how modern filmmakers have interpreted these works, and what these interpretations suggest about the changing meaning(s) of classical culture in modern times. Some attention will be paid to questions of historical “fidelity”; i.e., how closely modern works “stick” to their ancient models. But our attention will focus on how cinematic representations adapt and diverge from their classical counterparts, and how ancient Greece and Rome have served as vehicles for exploring contemporary concerns. Special attention will be paid to depictions of race, slavery, and sexuality, topics that figure prominently in ancient literature and that have formed central themes in modern adaptations, ranging from *Spartacus* and *Cleopatra* to *Alexander the Great* and *300*.

Students who successfully complete the course will be able to:

- demonstrate a basic knowledge of select myths and events from Greek and Roman civilization;
- analyze works of modern film and evaluate their fidelity to their ancient models;
- identify and explain social and cultural practices of the Greco-Roman world and how they are reflected in modern film;
- identify, analyze, and explain how modern concerns about race, gender, and sexuality inform depictions of the ancient world.

This course satisfies both the Gordon Rule (see below) and the Liberal Studies Area IV (Humanities) requirements. The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for Liberal Studies Area IV, Humanities and Fine Arts, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

Required Books:

D. Sansone, *Ancient Greek Civilization*. Oxford: Blackwell, 2004.

A. Kamm, *The Romans*. London: Routledge, 1995.

Homer, *Iliad*. Transl. by R. Lattimore. Chicago, 1961.

Homer, *Odyssey*. Transl. by R. Lattimore. New York, 1967.

Other readings will be included in a course packet available online and/or for purchase at the FSU bookstore.

Course Format and Requirements.

Attendance: The movies featured in this course are widely available at public libraries, video stores (Blockbuster), and via regular mail (Netflix), and students are free to view them through these means. For the convenience of students, however, the movies discussed in particular weeks will also be shown those weeks on Monday evenings starting at 7:00 p.m.; see schedule below for specific dates and movies. Attendance at these Screenings is optional, but whether or not students attend these Screenings, they are required to view the selected movies before the lectures that discuss them.

In addition to viewing required films, students are expected to complete all reading assignments before the classes for which they are assigned. Lectures on and discussion of both films and readings form a key component of this course. Attendance at lectures is therefore mandatory, and each unexcused absence beyond two for the term will result in an automatic two (2) point reduction in a student's final course grade. Absences will be excused only for serious illness, family emergency, or other university-sanctioned reason. Students must submit supporting documentation in writing in advance or as soon after an absence as possible. Decision to excuse absences will rest with the instructor.

Quizzes: Brief quizzes or minute papers will be given/assigned weekly to gauge student comprehension of films, readings, and lectures.

Essays: Students will write two essays; instructions and grading rubrics for each assignment will be distributed separately. The course satisfies the "Gordon Rule," meaning that students will write a total of 3000 words on graded assignments. In order to successfully complete this component of the course, students must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, students must earn at least a "C-" on each of the required writing assignments. A student who does not submit or earn a "C-" or better on a required writing assignment will not earn an overall grade of "C-" or better for the course, no matter how well the student performs on other assignments.

Exams: There will be two exams: a midterm and non-cumulative final. While essays will offer scope for analysis and interpretation, exams will be more content-oriented.

Late assignments and Make-ups: Quizzes cannot be made up. Exams must be taken on the dates indicated unless students have made prior arrangements for an alternative time. Essays are due on the dates indicated by the syllabus. Late essays will be penalized one grading "step" for each day they are late; thus, a B paper becomes a B- if it is one day late; a C+ if it is two days late, etc.

Grading:

Quizzes:	10%
Essays (2):	45%
<u>Exams (2):</u>	<u>45%</u>
	100%

Grading scale:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62	F 0-59

Honor Code: Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

Students are responsible for familiarizing themselves with the content of FSU's honor policy, a copy of which can be found here: <http://www.fsu.edu/~dof/forms/honorpolicy.pdf>. Examples of academy dishonesty relevant to this course include (but are not limited to): 1) in essays, representing the words or ideas of someone else as your own (plagiarism); 2) submitting work already submitted for another course; and 3) receiving or using unauthorized assistance during a quiz, test or examination. The typical penalty for an infraction is a grade of "F" for the assignment.

Americans with Disabilities Act: Students with disabilities needing academic accommodations should: 1) register with and provide documentation to the SDRC; 2) bring a letter to their instructor from the SDRC indicating the need for academic accommodations within the first week of class. This syllabus and other course materials are available in alternative format upon request. The Student Disability Resource Center can be reached at (850) 644-9566.

Note: Except for changes that substantially affect implementation of the evaluation (grading) criteria, this syllabus is a guide for the course and is subject to change in extenuating circumstances and with advance notice.

Sample Course Schedule.

(CP = Readings in “Course Packet”)

Date	Lecture, Readings, Assignments
1. Tues., Aug. 25:	Lecture: Introduction and Course Overview
2. Thurs., Aug. 27:	The Trojan War: Legends and Archaeology Readings: Sansone, 1-48; start Homer’s <i>Iliad</i> .
Mon. Aug. 31:	<u>Screening</u> : <i>Troy</i> (2004; w/ Brad Pitt)
3. Tues., Sept. 1	Greeks and Trojans: Foreigners Readings: Sansone, 49-66; <i>Iliad</i> , books 1, 6, 9, 16, 22, 24.
4. Thurs., Sept. 3	Updating Troy: Homer and Hollywood Readings: Reviews of <i>Troy</i> (CP)
Mon., Sept. 7	<u>Screening</u> : <i>Odyssey</i> (1997; w/Armand Assante)
5. Tues., Sept. 8	The <i>Odyssey</i> and its Times Readings: Sansone, 49-66; <i>Odyssey</i> , books 1-2, 5, 6
6. Thurs., Sept. 10	Sex and Lies in Homer and on Screen Readings: <i>Odyssey</i> , books 9-12, 22-23
7. Tues., Sept. 15	Odysseus vs. Achilles: The Greek Hero in Hollywood Readings: Knox (CP)
8. Thurs., Sept. 17	Beyond Troy: Greek Myths and their Functions Readings: Kirk (CP); Euripides (CP)
Mon. Sept. 21	<u>Screening</u> : <i>Hercules</i> (Disney 1997)
9. Tues., Sept. 2	Herakles/Hercules in Ancient Myth Readings: “Herakles” (in CP)
10. Thurs., Sept. 24	Herakles/Hercules in Film
Mon. Sept. 28	<u>Screening</u> : <i>300</i>
11. Tues., Sept. 29	Greece in the Fifth Century: Athenian Democracy and Empire Readings: Sansone, 105-44.
12. Thurs., Oct. 1	Greece in the Fifth Century: the Spartan Mirage Readings: Herodotus, Thucydides, Xenophon (selections in CP)
13. Tues., Oct. 6	The <i>300</i> : Rewriting the Persian Wars Readings: Reviews of <i>300</i> (in CP) *Essay 1 Due*
14. Thurs., Oct. 8	Inventing the Barbarian: Greeks and Persians in <i>300</i>

	Readings: Sanson, 145-88; reviews of <i>300</i> (in CP)
15. Tues., Oct. 13	Exam 1
16. Thurs., Oct. 15	Greece in the Hellenistic Period Readings: Sansone, 209-250
Mon., Oct. 19	<u>Screening</u> : <i>Alexander</i> (2004)
17. Tues., Oct. 20	The Life of Alexander Readings: Plutarch, <i>Alexander</i> (CP)
18. Thurs., Oct. 22	Alexander in Film: What kind of hero? Readings: Halperin, <i>Sexuality</i> (CP); Plutarch, <i>Life of Alexander</i> (CP)
19. Tues., Oct. 27	The Roman World: Historical Background Readings: Livy, book 1 (CP); Kamm, 1-39
20. Tues., Oct. 29	The Roman World, II: From Republic to Empire Readings: Kamm, 37-73.
Mon. Nov. 2	<u>Screening</u> : <i>Spartacus</i>
21. Tues., Nov. 3	The Roman Family: Women, Children, Slaves Readings: Kamm, 74-134.
22. Thurs., Nov. 5	<i>Spartacus</i> : History and Reality Readings: Kamm, 74-134.
Mon., Nov. 9	<u>Screening</u> : <i>Cleopatra</i>
23. Tues., Nov. 10	Caesar, Cleopatra, and the Fall of the Republic Readings: Selections from Plutarch, Florus, Appian and Orosius (CP); Kamm, 102-34.
24. Thurs., Nov. 12	Roman Women: Image vs. Reality Readings: Suetonius, <i>Life of Caesar</i> , <i>Life of Antony</i> (CP)
Mon., Nov. 16	<u>Screening</u> : <i>Ben Hur</i>
25. Tues., Nov. 17	Bread and Circuses Readings: Suetonius, <i>Life of Nero</i> (CP); Ovid, <i>Amores</i> 3.2 (CP)
26. Thurs., Nov. 19	Romans, Jews, and Barbarians Readings: Kamm, 171-201
27. Tues., Nov. 24	<i>Ben Hur</i> as History and "Propaganda" Readings: Cyrino (CP) Essay 2 Due
28. Thurs., Nov. 26	No Class: Thanksgiving

Mon., Nov. 30	<u>Screening</u> : <i>Gladiator</i>
29. Tues., Dec. 1	Rome and Christianity Readings: Pliny (CP); Tacitus (CP).
30. Thurs., Dec. 3	<i>Gladiator</i> , Rome, and the Perils of Empire Readings: Gibbon (CP); Marcus Aurelius (CP); Kamm, 181-201.
	Final Exam: Wednesday, Dec. 9, 7:30 a.m.

CLA 3XXX: The Ancient World in Film

Statement on Liberal Studies, Area IV (Humanities) and Gordon Rule (W) Compliance

The influence of ancient Greece and Rome on western culture, and their importance to the Humanities more generally, are well known and need not be rehearsed. Traditionally (and rightly) courses on Greco-Roman civilization generally focus their attention on works of ancient literature and art in an attempt to understand the ideals, values, and beliefs of ancient Greece and Rome within their original, ancient cultural contexts. Many courses do consider how ancient ideals, values, and models have influenced contemporary art, literature, and society. But such considerations tend to be tangential and peripheral to the main subject matter of most courses in classical civilization and their emphasis on the ancient world itself.

This course will examine the ancient world differently, from the perspective of depictions of ancient Greece and Roma in popular culture and, in particular, in modern film and cinema. Students will read select works of classical literature and history to gain some background to Greco-Roman civilization. But the focus of the course will fall just as much on how popular culture, through the medium of film, interprets individual myths, events, and literary products of Greek and Roman culture. One theme of the course will be “fidelity”: how well do modern interpretations conform to their ancient literary models, or to the ancient realities that they take as their starting points? At the same time, we will investigate the extent to which cinematic interpretations of the ancient world are shaped by modern concerns, practices, and prejudices so as to appreciate how Greek and Roman civilization undergoes constant remaking, often to legitimize, or challenge, contemporary beliefs.

Lectures will form the primary vehicle of course delivery, and the course will be aimed at a fairly large audience. Nonetheless, it is expected that some class time will be devoted to discussion, question, and answer. Periodic quizzes will gauge students’ progress and their “keeping up” with readings and lectures. Exams will focus on course content and will assess how well students have gained a grasp of basic elements (persons, myths, events) of Greek and Roman culture and of the modern representations of them (i.e., the plots of the films studied). Essays will provide a means for evaluating students’ ability to apply critically what they have learned. A first essay (1500 words) will ask students to review legends of the Trojan War—arguably the central myth of Greco-Roman civilization—and how it is treated and adapted in one or modern works. A second essay (1500 words) will require students to analyze and synthesize in more detail how cinematic interpretations of the ancient world play on and exploit both ancient and modern conceptions of sex, gender, slavery, or some other multicultural topic (see attached Multicultural Statement and requirement).

Essays will be graded according to a series of criteria/rubrics (see attached) widely used in Classics courses and distributed to students at the start of the term. These criteria address both content and the quality of a student’s writing. When essays are returned, they are accompanied by a grading sheet based on these criteria and commenting on how well (or not) the essay reflects different components of “good writing.” The expectation (or hope) is that with previous knowledge of these criteria, and with the detailed feedback that will accompany the first essay, student writing will improve over the term and that performance on the second essay will improve.

CLA 3XXX: The Ancient World in Film
Statement on Multicultural Understanding Requirement Compliance

This request seeks approval for “CLA 3XXX: The Ancient World in Film” to satisfy the university’s “Multicultural Understanding” requirement. In particular, it seeks approval for satisfaction of the “Diversity in Western Experience (“Y”)” designation.

An anecdote may serve to illustrate the rationale for this request. When Oliver Stone’s *Alexander* (2004) opened in Athens, Greece, a group of Greek lawyers organized a boycott and threatened legal action because of their perception that the movie inaccurately portrayed Alexander as bisexual. Advocates of homosexual rights, on the other hand, criticized Stone for failing to portray Alexander simply as gay.

Whatever the merits of these criticisms (and ancient historians themselves debate the details of Alexander’s sexuality), they reflect how cinematic representations of ancient persons, myths, and events, often relate to and reflect, intentionally or not, contemporary concerns, especially ones of a “multicultural” nature. Indeed, the argument can be made (and this will be a central argument of this course) that one role of the ancient world in modern cinema has been to serve as a tool for understanding and debating about class, ethnicity, gender, and sexuality.

Take, for example, Stanley Kubrick’s *Spartacus*. It takes as its subject a slave revolt led by a slave named Spartacus that threatened the Roman state in the 70s BC. The revolt was historical, but details of its origins, course, and leading figure (Spartacus) are murky at best, and the film includes glaring historical inaccuracies. More striking, however, is how the Roman slave Spartacus serves as mouthpiece for the American ideals of freedom, liberty, and resistance to oppression, issues that resonated in the film’s climate of civil rights and the Cold War. Other films exhibit similar anachronisms, anachronisms that reveal, however, the hold that Greco-Roman civilization has on popular culture, especially as a tool to challenge, debate, or legitimize modern ideals and practices. Depictions of Cleopatra in cinema (most notably in Mankiewicz’s 1963 production starring Elizabeth Taylor) illustrate how male attitudes towards women evolved in America over the course of the twentieth century. And films like the *300* have sparked controversy for their portrayal of foreigners and non-western peoples, thereby offering insight into the way that contemporary military conflicts can shape the constructions of ancient ethnicity.

Thus, while course readings and lectures will examine ancient myths, events, and persons and their modern counterparts in contemporary films that focus on the ancient world, the predominance of issues of race, class, and gender/sexuality in these films will make those topics central to the course’s subject matter. Students will complete the course with a fuller understanding of these issues in the ancient world, and with the ways that popular culture explores them today through the medium of film.

CLA 3XXX: THE ANCIENT WORLD IN FILM

Essay 2: Multicultural Assignment

The second essay for the course requires you to analyze how at least two of the films studied in this course explore and treat issues of race, gender, or class. One of the films should focus on Greek culture, the other on Roman. Your task is to select a particular group (women, slaves, foreigners, “barbarians,” religious minorities, etc.), to examine how that group is depicted in the films you choose, and to compare and/or contrast those respective treatments for their possible meaning and significance. So, for example, you might pick “women” and discuss how they are portrayed in the *300* and *Gladiator*. Your goal is to formulate a thesis, an argument, about those portrayals: how well do they accord with what we know about those groups in antiquity? What point, or points, might the makers of these films have been attempting to convey about these groups in modern times? You may focus on one character or several in each film, but your essay should cite specific examples from the films you choose in support of the claims that you make.

You may draw on lectures, readings, and other materials used in this course, but no other outside research is necessary or desirable. Cite your sources as appropriate but avoid long quotations: the chief aim of the assignment is to have you formulate and defend your own views on your topic.

Essays will be submitted via the Blackboard website. They should be 1500 words in length and composed on a standard word-processing program such as Word. A title page, with an appropriate title and your name, should form the first page of your essay. The essay itself should have standard margins of no less than one inch on each side; use 12 point, Times New Roman font.

Essays are due before midnight on Tuesday, November 24. Essays received after that time will be penalized according to the criteria laid out in the course syllabus.

For grading criteria and rubrics, please see the attached document.

CLT 3XXX: The Ancient World in Film

Essay Grading Criteria

I. Essay Components.

Essays are evaluated on the basis of several factors. Not only must they address the assignment topic, but their organization, style, and originality are also considered: most important is the strength and quality of their arguments and presentation. Specific point totals are not assigned for any of these components; instead, each essay is evaluated according to the degree to which it incorporates all of them *in toto*. Please review these components and take them into consideration as you prepare your essay.

- **Thesis/Argument:** Does the paper have a clearly stated thesis? That is, does the essay take a certain stand and try to support a particular point (the thesis), with arguments and examples, or does it simply offer a summary of information? Summary is necessary to situate the reader, but an essay should do more than simply supply information.
- **Introduction/Organization:** Is there an introductory paragraph that states the thesis and outlines or otherwise introduces the reader to the subject matter of the essay? Is the body of the essay well organized? That is, is it divided into separate paragraphs, each of which develops the thesis? Are there transitions between these paragraphs?
- **Analysis/Evidence:** Does the essay go beyond mere summary? Does it identify and develop key themes, ideas, points that support the thesis? Does it provide specific examples that support them?
- **Mechanics (Style/Spelling/Grammar):** Is the essay written in a clear and straightforward fashion? Is it largely free of spelling and grammar errors, e.g. confusion between "its/it's", improper use of commas, run-on sentences, etc.
- **Conclusion:** Does the essay end with a final, concluding paragraph, one that summarizes the paper's discussion and possibly makes additional observations? That is, does the essay "wrap things up" or end abruptly with no closure?

II. Letter Grades.

Letter grades are assigned according to the following standards:

The Superior Paper (A/A-)

- Thesis: is easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.
- Introduction/ Organization: is clear, evident, understandable, appropriate for thesis. Excellent transitions from point to point, from paragraph to paragraph. Paragraphs support solid topic sentences. All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound.
- Analysis/evidence: Primary source information used to buttress every point with at least one example. Examples support topics of each paragraph and fit within paragraph. Excellent integration of quoted material into sentences. Analysis is fresh and exciting, posing new ways to think of the material. Author also anticipates and successfully defuses

counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

- **Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.
- Please note that “A” grades are generally reserved for only the most outstanding papers.

The Good Paper (B+/B)

- **Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.
- **Introduction/Organization:** Generally clear and appropriate, though may wander occasionally. Discussion usually flows logically and makes sense but may have a few unclear transitions, or a few paragraphs without strong topic sentences.
- **Evidence/Analysis:** Examples used to support most points. Some evidence may not support point, may appear where inappropriate, or links not very clear. Quotes well integrated into sentences. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.
- **Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

- **Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little substance around which to structure the paper.
- **Introduction/Organization:** somewhat unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences. Logic may often fail, or argument may often be unclear.
- **Evidence/Analysis:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences; or often appear without analysis relating them to thesis or argument nothing beyond the quote. May not address counter-arguments or make any outside connections.
- **Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

- **Thesis:** Difficult to identify at all, may be bland restatement of obvious point.
- **Introduction/Organization:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences. Ideas do not flow at all, usually because there is no argument to support.
- **Evidence/Analysis:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. Simplistic view of topic; no effort to grasp possible alternative views.
- **Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major

errors in citation style, punctuation, and/or spelling. Run-on sentences, comma splices, and other problems frequent.

The Unsatisfactory/Failing Paper (D/F)

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: These rubrics were adapted from an internet post by Prof. Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students," [H-Teach@msu.net], 2 April 1996

HPS 3230: Screening the Scientific Life: Cinema and the Cultural Image of Science

Professor Michael Ruse

Office Hours: TBA

mruse@fsu.edu

Professor Matthew Day

Office Hours: TBA

mday@fsu.edu

Meeting Times: TBA

Meeting Place: TBA

Brief Course Description

Modern cinema represents more than mere entertainment. At crucial points in the twentieth century, the “silver screen” provided the preeminent cultural space for working through the implications of profound political and social change. As a case in point, it is nearly impossible to think about the American civil rights movement without also thinking about films such as *To Kill a Mockingbird* (1962), *In the Heat of the Night* (1967), and *Guess Who’s Coming to Dinner?* (1967). Rather than focusing on political and social change, however, this course examines how cinema has provided a unique framework for wrestling with the implications of the modern scientific enterprise. Sometimes, the chief worry is about how easily scientific rationality can be harnessed to both moral and immoral ends. Other times, the main anxiety is over the kind of world that science has produced. By probing a variety of genres—including biography, documentary, historical drama, science fiction, political satire, and horror—this class sets out to make sense of the cinematic and cultural desire to make sense of science.

Course Format

This course will meet twice a week. The first class meeting will be dedicated to screening that week’s viewing. The second class meeting will consist of lectures by the professors relating the themes of the movies to the assigned reading. Additionally, this second meeting will involve a “Siskel & Ebert” style discussion between the professors and students—all based around questions that students will submit on line (via Blackboard) after each viewing.

Liberal Studies, Multi-Cultural and Gordon Rule Status

This course is specifically designed to meet the University’s criteria for Liberal Studies/ Multi-cultural Credit under the “X” category (diversity of Western culture). For example, questions of race and class will be at the center of our theoretical attention when discussing the aims and consequences of the eugenics movement. The course attempts to introduce students to the notion of science as being, in certain important ways, a socially constructed and impactful enterprise. Given this understanding, students will be further educated regarding the impact scientific claims or discoveries have had on society, how they are integrated into popular culture, and what impact this has on particular groups of persons. The fundamental aim of this course is that students will finish the semester better equipped to understand and navigate the rich diversity of modern and post-modern culture.

The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for Liberal Studies Area IV, Humanities and Fine Arts, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

Additionally, this course is designed to the University’s criteria for Gordon Rule Credit. Thus, students must demonstrate satisfactory writing skills—and complete all writing assignments to pass the course. In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course."

Course Objectives:

By the end of this course, students will be able to:

- (1) Relate the history of modern cinema to key twentieth-century scientific, political and social developments and argue for the relevance of cinema to these developments;
- (2) Explain the ways in which apparently “objective” scientific research can both express and influence “subjective” political and moral commitments;
- (3) Identify different film *genres* and the distinctive narrative structures associated with each.

Course Requirements

Attendance & Participation (25% of your total grade): You are expected to attend each course meeting, actively participate in class discussions, and carefully read the assigned materials *before* you come to class. As a rule of thumb, you should come to class with at least three questions about the assigned material that you would like answered.

Written Work (75% of your total grade): The bulk of your cumulative grade for this course will be based on two types of written work and an oral presentation requiring submission of a written summary or outline. The first kind of assignment will be five six to seven hundred word essays, where the student will be asked to reflect on the theoretical questions raised by the films and assigned reading. The second kind of assignment will be the weekly submission of a question that the student would like to see discussed—about either the film or the assigned reading—at the second course meeting. The third assignment will be a 15 minute oral presentation by each student. The assignment requires you to analyze a film not shown in class and explain how the film presents a particular subjective political or moral view within a scientific framework. Your task will then be to synthesize and explain the impact this view and its presentation has upon a particular aspect of multicultural understanding (you can choose race, class, gender, and/or sexuality). You must submit a written summary or outline to accompany your oral presentation. You must have your film and your topic approved by one of the professors or a TA prior to beginning your work.

Grade Distribution

Essay #1:	10%
Essay #2:	10%
Essay #3:	10%
Essay #4:	10%
Essay #5:	10%
Submitted Questions:	15%
Oral presentation	10%
<u>Attendance:</u>	<u>25%</u>
Total:	100%

Course Policies

Grading Scale

- The general grading scale for this class is as follows: A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 59 or below.

Grading Criteria

- Evaluation is based mainly on essay writing and therefore a competency in such writing is expected. A student’s writing will be judged by its clarity and precision in manuscript execution (all essays must be word-processed) with evidence of proofreading before submission; correct spelling, punctuation, and grammar; focus on a point, topic, or subject that is congruent with the scope of the assignment; appropriate synthesis and analysis; logical progression of ideas, arguments, counter arguments, and conclusions; and assertions and statements supported by evidence and discussion.

- Students who incorporate all of the criteria for written work listed below with a high degree of precision will receive varying grades in the A to A- range (90-100). Students who incorporate 3-4 of the criteria for written work will receive grades in the B to B- range (80-89). Students who incorporate 2-3 of the criteria for written work will receive grades in the C to C- range (70-79). Any written work falling below this standard will not receive credit for the course as per the Gordon Rule “W” requirements.
- All written work for this course will be graded on the following basis:
 - Technically sound writing
 - Conceptual Precision
 - Strength of interpretation
 - Critical insight
 - Strategic use of primary and secondary materials
 - Appropriate synthesis and analysis of material
 - Logical progression of ideas, arguments, counter arguments, and conclusions
 - Assertions and statements supported by evidence and discussion
- All students will receive written feedback on all writing assignment indicating where they have met the necessary criteria and where they have not. They will also be informed as to what needs to be done to improve the writing such that they meet the criteria for the next written assignment. This feedback will consist of notes made on the writing assignment or attached evaluations containing detailed notes and explanations of the criteria applicable for improvement or continued emphasis.
- All oral work for this course will be graded on the following basis:
 - Overall Preparation
 - Clarity of presentation
 - Critical Insight
 - Ability to engage the class in a conversation

Class Disturbances

- You *must* be considerate of the instructor and your classmates. One of the most important aspects of a college education is learning how to treat the viewpoints of others with respect—*especially* those with which you disagree!

Absences

- Please make every effort to notify me in advance if you will be absent from class.
- Your presence is expected at every class meeting. As a result, each unexcused absence will result in the automatic deduction of 20% from your “attendance and participation” grade (see above).
- If there is a medical or family emergency, official university activity, jury and military duty, or religious holiday that interferes with your ability to (1) attend class, (2) fulfill your obligations to lead discussion, or (3) complete an assignment or exam, please notify me in advance if at all possible and submit appropriate written documentation of the excuse when you return.

Blackboard Course Website

- You *must* have an ACNS email account and access to the Blackboard course website, available at <http://campus.fsu.edu>. Several required course readings will be available only through this site. Copyrighted material is for class use only. Additionally, all grades will be posted on the course Blackboard, and all class emails and announcements will be made through this site. *You are responsible for all information and material posted.*

Florida State University Honor Code

- The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Students with Disabilities

- Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.
- This syllabus and other class materials are available in alternative format upon request.
- For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
 874 Traditions Way
 108 Student Services Building
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
 sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Copyright Notice

Under Section 110 (1) of the copyright law, professors/teachers/instructors are allowed to use, show or perform videos without a public performance license. In order to meet the qualifying criteria, three conditions must be met: (1) the use must take place in a non-profit educational institution; (2) the use must occur in a classroom or similar place devoted to instruction; and (3) the use must be part of a regularly scheduled course; and (4) the use must be exclusively by the instructor and the students in the classroom, in the course of face-to-face teaching activities.

This course meets all of these requirements. If you have copyright concerns, please speak with one of the Professors or Teaching Assistants. Additionally, you can refer to the following website for further information: <http://www.lib.berkeley.edu/MRC/Copyright.html>

Books for Purchase (Required)

Adam Winkler, *Life Under A Cloud: American Anxiety About the Atom*

There will be a course reader available for purchase*

*The content of the course reader will also be available on the course Blackboard

Week One: Introduction to the Class

- Distribution and Explanation of Syllabus
- Discussion of Class Format and Responsibilities

I. From So Simple a Beginning: Evolution

Theoretical Lens: We are so accustomed to thinking of the “Evolution-Creation” controversies that we hardly notice that the Darwinian view of life raises any number of difficult questions. Does our pre-human evolutionary ancestry express itself in our contemporary human lives? What does the Darwinian “Struggle for

Existence” mean for the possibilities of peace? Is the evolutionary process progressive (e.g., is ever-expanding intelligence a fundamental feature of evolution)? This section of the course will: (1) introduce students to the basic outline of evolutionary thought; (2) highlight the implications that this perspective raises about the nature of being human; and (3) examine how anxieties about race and class has been refracted through the cinematic lens of evolution.

Week Two

Angels and Insects

Assigned Reading

Charles Darwin, “Evidence of the Descent of Man” & “On the Affinities and Genealogy of Man,” *Descent of Man*

Desmond Morris, *The Naked Ape* (selections)

Week Three

The Time Machine (1960)

Assigned Reading

Charles Darwin, “Natural Selection,” *Origin of Species*

“On the Races of Man,” *Descent of Man*

Paul Crook, Chapters 1 & 3, *Darwinism, War and History*

Week Four

2001: A Space Odyssey

Assigned Reading

Ernst Haeckel, *History of Creation* (selections)

Teilhard de Chardin, *Divine Milieu* (selections)

Ruse, “Progress and Culture” and “Evolution as World View,” *Monad to Man*

II. Building the Perfect Beast: Selective Breeding and Eugenic Dreams

Theoretical Lens: The advent of modern biology and the Darwinian evolutionary perspective raised a fundamental question: If we are animals, and we routinely improve animals through systematic artificial selection, why shouldn't we improve ourselves through selective breeding? For the advocates of eugenics, modern science had finally provided us with the tools necessary to improve the species *Homo sapiens*. One of the problems with this portrait of human progress, of course, is that it isn't clear on what basis one can determine who gets to reproduce and who doesn't. Who chooses? What criteria make someone worthy or unworthy of breeding? This section of the course will: (1) introduce students to the basic outline of historical and contemporary eugenic theories; (2) highlight the moral dilemmas that this project presents; and (3) explore whether eugenics was, is, and must always be an intrinsically racist enterprise.

Week Five

Homo sapiens 1900

Assigned Reading

Francis Galton, “The Comparative Worth of Different Races,” *Hereditary Genius*
“Eugenics: Its Ambition, Scope and Aims”

G.K. Chesterton, “Eugenics,” “Tyranny of Science,” & “Eugenics Motives,” *Eugenics and Other Evils*

Week Six

GATTACA

Assigned Reading

Aldous Huxley, “A Horrible Dilemma,” “What is Happening to Our Population?” & “Science and Civilization”

Richard Lynn, “The New Eugenics,” *Eugenics: A Reassessment*

III. The Mid-Century Fallout: Atomic Bombs and Nuclear Fears

Theoretical Lens: If one believes that the fundamental task of science is to understand the fundamental building blocks of the universe and provide human beings with expanding predictive control over nature, then the development of the nuclear bomb—or nuclear fission, more broadly—must be viewed as a crowning achievement. Yet, shortly after the development of nuclear weaponry, it became clear that scientists had ushered us all into a terrifying world. Nightmarish scenarios of apocalypse were now all too possible, and one fundamental question emerged: are there some forms of knowledge too dangerous to explore? This section of the course will: (1) introduce students to the basic history of the development of nuclear weapons; (2) highlight the range of cultural and political anxieties about living in a nuclear age; and (3) examine to the biographical consequences for those who invented the bomb.

Week Seven

The Atomic Café

Assigned Reading

Spencer R. Weart, “Part One: Years of Fantasy,” *Nuclear Fear: A History of Images*
Einstein’s August 2, 1939 Letter to Roosevelt

Week Eight

Assigned Reading

The Day the Earth Stood Still

Adam Winkler, *Life Under A Cloud: American Anxiety About the Atom*

Week Nine

Assigned Reading

Dr. Strangelove, Or How I Learned to Stop Worrying and Love the Bomb

Fred Kaplan & Martin Sherwin, Chapters 1-7, *Wizards of Armageddon*

Week Ten

The Day After Trinity

Assigned Reading

Paul Boyer, “Atomic Scientists: From Bomb Makers to Political Sages,” *By the Bomb’s Early Light*

Spencer R. Weart, “Part Two: Confronting Reality” & “Part Three: New Hopes and Fears,” *Nuclear Fear: A History of Images*

IV. Playing God: Bio-Engineering and the Sciences of Life

Theoretical Lens: The development of the nuclear bomb revealed, in unprecedented and frightening ways, the technological prowess of science. However, the dream of mastery over nature did not begin or end with the bomb. The desire to have some degree of control over the natural rather than merely physical world was a basic aim of Francis Bacon and the seventeenth-century “Scientific Revolution.” Yet, at the same time, there has been an abiding fear that—much like Mickey Mouse in *The Sorcerer’s Apprentice*—in our desire to bend Nature to our own will we may actually unleash powers that are beyond our control. From fantasies about artificial life to the consequences of industrial food production, this section of the course will: (1) introduce students to the history of utopian and dystopian visions of science; (2) highlight the range of cultural and political issues that emerge when our attempts to control Nature have unintended consequences; and (3) examine how the human manipulation of nature often raises the specter of racial and economic injustice.

Week Eleven

Frankenstein (1931)

Assigned Reading

Roger Shattuck, “Faust and Frankenstein,” *Forbidden Knowledge*

Roslynn Haynes, “Frankenstein and the Monster,” *From Faust to Strangelove*

Week Twelve

*Soylent Green***Assigned Reading**Thomas Malthus, *Principle of Population* (selections)Paul Erlich, *The Population Bomb* (selections)Betsy Harman, Part II & III, *Reproductive Rights and Wrongs: The Global Politics of Population Control*

Week Thirteen

*Jurassic Park***Assigned Reading**Rob De Salle & David Lindley, "Picking UP the Pieces" & "The Humpty Dumpty Problem," *The Science of Jurassic Park*Caroline Merchant, "Dominion Over Nature," and "The Mechanical Order," *Death of Nature*Keith Thomas, "The Management of Nature," *Man and the Natural World*

Week Fourteen

*Our Daily Bread***Assigned Reading**Michael Pollan, "Part One: Corn," *Omnivore's Dilemma*Pamela Ronald & R.W. Adamchak, Chapters 1, 5-7, 12, *Tomorrow's Table: Organic Farming, Genetics, and the Future of Food***V. Is Anybody Out There? Extra-Terrestrial Life**

Theoretical Lens: When we think about natural science, the implicit assumption is that we're dealing with *our* "Nature." That is to say, science is about life on earth. In the last quarter-century or so, a new natural science has emerged which turns its attention beyond the narrow confines of our planet. *Astrobiology* or *exobiology* sets out to study the study of the origin, evolution, distribution, and fate of life in the universe. Whether it is the quest for planets in other solar systems that might support life or research into prebiotic chemistry, this fledging science raises fundamental questions about who and what we think we are. In this section of the course will: (1) examine the evidence for, and statistical likelihood of, life elsewhere in the universe; (2) reflect on whether "intelligent" life would be intelligible to us; (3) discuss whether evolutionary principles would be the same elsewhere, and produce similar sorts of creatures; and (4) explore how the discovery of life elsewhere might impact our visions of ourselves as citizens in the universe..

Week Fifteen

*Alien***Assigned Reading**Simon Conway Morris, "Looking for Easter Island" & "Alien Convergences," *Life's Solution: Inevitable Humans in a Lonely Universe*

Week Sixteen

*Contact***Assigned Reading**Michael Michaud, "Probabilities" & "Consequences of Contact," *Contact with Alien Civilizations: Our Hopes and Fears*

FLORIDA STATE UNIVERSITY ACADEMIC HONOR POLICY

Introduction

The statement on *Values and Moral Standards* says: “The moral norm which guides conduct and informs policy at **The** Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>)

The statement also addresses academic integrity: “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>)

Guided by these principles, this Academic Honor Policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. **The Academic Honor Policy Committee may take direct jurisdiction of any case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate.**

Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at **The** Florida State University. I will abide by the Academic Honor Policy at all times.

Academic Honor Violations

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. PLAGIARISM. **Intentionally** presenting the work of another as one’s own (i.e., without proper acknowledgement of the source).

Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. **CHEATING. Improper application access to or use of any information or material that is used in evaluating academic work not specifically condoned by the instructor for use in the academic exercise.**

Typical Examples Include: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. **UNAUTHORIZED GROUP WORK. Unauthorized collaborating with others.**

Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Intentional and Unauthorized altering or inventing of any information or citation that is used in assessing academic work.**

Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. **MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.**

Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. **ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.**

Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (*This refers only to abuse as related to an academic issue.*)

7. **COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another to commit an act of academic dishonesty.**

Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. ATTEMPTING to commit any offense as outlined above.

Student Rights

Students have the following important due process rights, which may have an impact on the appellate process:

1. to be informed of all alleged violation(s), receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section, where the signed agreement serves as notice) and be given access to all relevant materials pertaining to the case.
2. to receive an impartial hearing in a timely manner where they will be given a full opportunity to present information pertaining to the case.

Students are also accorded the following prerogatives:

1. when possible, to discuss the allegations with the instructor.
2. privacy, confidentiality, and personal security.
3. to be assisted by an advisor who may accompany the student throughout the process but may not speak on the student's behalf.
4. to choose not to answer any question that might be incriminating.
5. to contest the sanctions of a first-level agreement and to appeal both the decision and sanctions of an Academic Honor Hearing.

The student has the right to continue in the course in question during the entire process. Once a student has received notice that he/she is being charged with an alleged violation of the Academic Honor Policy, the student is not permitted to withdraw or drop the course unless the final outcome of the process dictates that no academic penalty will be imposed. Should no final determination be made before the end of the term, the grade of "Incomplete" will be assigned until a decision is made.

Students should contact the Dean of Students Department for further information regarding their rights.

Procedures for Resolving Cases

Step 1. Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of the Dean of the Faculties.

If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of the Dean of the Faculties to ~~report the alleged violation~~ **to discover whether the student has a prior record of academic dishonesty in order** to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from their supervising faculty member and adjunct instructors must seek guidance from their department chair.)

However, faculty members or others who do not have administrative authority for enforcing the Academic Integrity Honor Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. Four possible outcomes of this discussion may occur:

1. If the charge appears unsubstantiated, the instructor will drop the charge, and ~~all documents created in the investigation will be destroyed~~ no record of academic dishonesty will be created. The instructor should make this decision using the “preponderance of the evidence” standard.
2. The student may accept responsibility for the violation and accept the academic sanction proposed by the instructor. In this case, any agreement involving an academic penalty must be put in writing and signed by both parties on the “Academic Honor Policy Step 1 Agreement” form, which must then be sent to the Dean of Students Department. This agreement becomes a confidential student record of academic dishonesty and will be removed from the student’s file five years from the date of the final decision in the case. Any grade imposed as the result of an academic sanction will remain on the student’s transcript indefinitely and will not be subject to course drop or withdrawal.
3. The student may accept the responsibility for the violation, but contest the proposed academic sanction. In this circumstance, the student must submit the “Academic Honor Policy Referral to Contest Sanction” form along with supporting documentation to the Office of the Dean of the Faculties. The Dean of the Faculties (or designee) will review the submitted documentation to determine whether the instructor has imposed a sanction that is disproportionate to the offense. The Dean of the Faculties may affirm or modify the sanction as appropriate. The decision that results from this review is final.
4. The student may deny responsibility. In this circumstance, the instructor submits the “Academic Honor Policy Hearing Referral” form along with supporting documentation to the Dean of the Faculties Office for an Academic Honor Policy Hearing. The student is issued a letter detailing the charges within ten class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 7 class days from the student’s receipt of the charge letter. The process then proceeds to Step 2.

If the student is found to have a prior record of academic dishonesty or the serious nature of the allegations merits a formal hearing, the instructor must refer the matter to Step 2 for an Academic Honor Policy Hearing by submitting the “Academic Honor Policy Hearing Referral” form and appropriate documentation to the Office of the Dean of the Faculties.

Allegations of academic dishonesty involving a graduate student engaged in any phase of the preliminary examination, thesis, or dissertation will be treated as egregious and will be resolved through the Step 2 process, in which the major professor will serve as the “instructor” under the hearing procedures. The Dean of the Faculties and the student’s academic dean, (as well as the Vice President for Research in cases involving grant-funded research), should be informed as soon as possible of all such allegations. The decision regarding whether to submit a hearing referral will be made by a committee consisting of

the department chair and two faculty members appointed by the academic dean, one of whom should be the student's committee member serving as the University representative (if one has been identified), excluding the major professor. In rendering its decision, this committee should review all available information and consult with the major professor and the academic dean.

Step 2. Academic Honor Policy Hearing. A panel consisting of five members shall hear the case. The panel shall include: one faculty member appointed by the dean from the unit in which the course is taught academic work is conducted; one faculty member appointed by the Dean of the Faculties who is not from that unit; and two students appointed through procedures established by the Dean of Students Department. The panel shall be chaired by the Dean of the Faculties (or designee), who is a non-voting member votes only in case of a tie.

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the academic work. The student is presumed innocent going into the proceeding. After hearing all available and relevant information from the student and the instructor, the panel determines whether or not to find the student responsible for the alleged violation using the "preponderance of the evidence" standard. If the student is found responsible for the violation, the panel is informed about any prior record of academic honor policy violations and determines an academic sanction (and disciplinary sanction, if appropriate). In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1.

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, the academic unit, the Dean of Students Department, and the Registrar, if appropriate. If the student is found "responsible," this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Any grade imposed as the result of an academic sanction will remain on the student's transcript indefinitely and will not be subject to course drop or withdrawal. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student's readmission.

Sanctions

Step 1

This Step 1 procedure is implemented with first-offense allegations that do not involve egregious violations. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. The criteria used by the instructor to determine the proposed

academic penalty should include the seriousness and the frequency of the alleged violation. The following sanctions are available in the Step 1 procedure.

1. additional academic work
2. a reduced grade (including “0” or “F”) for the assignment
3. a reduced grade (including “F”) for the course

Step 2

An Academic Honor Policy Hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Policy, for all offenses that involve simultaneous violations of the Student Conduct Code, and in all cases where the student denies responsibility for the alleged violation. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Policy Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1. Students will not be penalized solely for exercising their right to request a Step 2 hearing. The following sanctions are available in Step 2 (see the Procedures section) and may be imposed singly or in combination:

1. additional academic work
2. a reduced grade (including “0” or “F”) for the assignment
3. a reduced grade (including “F”) for the course
4. Reprimand (written or verbal)
5. Educational Activities – attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, or other educational activities. Fees may be charged to cover the cost of educational activities.
6. Restitution
7. Conduct Probation – a period of time during which any further violation of the Academic Honor Policy may result in more serious sanctions being imposed. Some of the restrictions that may be placed on the student during the probationary period include, but are not limited to: participation in student activities or representation of the University on athletic teams or in other leadership positions.
8. Disciplinary Probation – a period of time during which any further violation of the Academic Honor Policy puts the student’s status with the University in jeopardy. If the student is found “responsible” for another violation during the period of Disciplinary Probation, serious consideration will be given to imposing a sanction of Suspension, Dismissal, or Expulsion. The restrictions that may be placed on the student during this time period are the same as those under Conduct Probation.
9. Suspension – Separation from the University for a specified period, not to exceed two years.
10. Dismissal – Separation from the University for an indefinite period of time. Dismissal is considered a final sanction, but readmission is possible in some cases under documented exceptional circumstances. No consideration will be given to readmitting a dismissed student within the first three years after a dismissal is imposed.

11. Expulsion – Separation from the University without the possibility of readmission.
12. Withholding of diplomas, transcripts, or other records for a specified period of time.
13. Suspension of degree, in cases where an offense is discovered after the degree is posted.
14. Revocation of degree, in cases where an egregious offense is discovered after graduation the degree is posted.

Appeals

Decisions of the Academic Honor Policy Hearing Panel may be appealed to the Academic Honor Policy Appeal Committee, a standing four-member committee composed of two faculty appointed by the President and two students appointed by the Vice President for Student Affairs. The chair will be appointed annually by the President, and members will serve two-year renewable terms. In case of a tie vote regarding a case, the committee will submit a written report to the Provost, who will then make the final determination.

On appeal, the burden of proof shifts to the student to prove that an error has occurred. The only recognized grounds for appeal are:

1. Due process errors involving violations of a student's rights that substantially affected the outcome of the initial hearing.
2. Demonstrated prejudice against the charged student by any panel member. Such prejudice must be evidenced by a conflict of interest, bias, pressure, or influence that precluded a fair and impartial hearing.
3. New information that was not available at the time of the original hearing.
4. A sanction that is extraordinarily disproportionate to the offense committed.
5. The preponderance of the evidence presented at the hearing does not support a finding of responsible. Appeals based on this consideration will be limited to a review of the record of the initial hearing.

The procedures followed during the appeals process are:

1. The student should file a written letter of appeal to the Office of the Dean of the Faculties within 10 class days after being notified of the Academic Honor Policy Hearing Panel decision. This letter should outline the grounds for the appeal (see 1-5 above) and should provide supporting facts and relevant documentation.
2. The Academic Honor Policy Appeal Committee will review this letter of appeal and will hear the student and any witnesses called by the student, except in appeals based on consideration #5 above. The committee may also gather any additional information it deems necessary to make a determination in the case.
3. The Appeals Committee may affirm, modify, or reverse the initial panel decision, or it may order a new hearing to be held. This decision becomes final agency action when it is approved by the Provost. In cases where the student is found responsible, the decision becomes a confidential student record of academic dishonesty.

4. Appellate decisions are communicated in writing to the student, the instructor, the Office of the Dean of the Faculties, and the Dean of Students Department within 30 class days of the appellate hearing.

Academic Honor Policy Committee

An Academic Honor Policy Committee shall be appointed by the University President. The Committee will include: three faculty members, selected from a list of six names provided by the Faculty Senate Steering Committee and three students, selected from a list of six names provided by the Student Senate. The Dean of the Faculties or designee and the Dean of Students or designee shall serve *ex officio*. Faculty members will serve three-year staggered terms, and students will serve one-year terms. The committee will meet at least once a semester. It will monitor the operation and effectiveness of the Academic Honor Policy, work with the Faculty Senate and the Student Senate to educate all members of the community regarding academic integrity, and make recommendations for changes to the policy.

Amendment Procedures

Amendments to the Academic Honor Policy may be initiated by the Academic Honor Policy Committee, the Faculty Senate, the Student Senate, and/or the Vice President for Academic Affairs. Amendments to the policy must be approved by both the Faculty Senate and the Student Senate.

Suggested Revisions to the Academic Honor Policy

(6/5/2009)

Suggestion	Comments
<p>Insert this language at the end of Introduction: (page 1)</p> <p>“The Academic Honor Policy Committee may take direct jurisdiction of any case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate.”</p> <p>Insert this language at the end of Introduction: (page 1)</p> <p>“Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.”</p> <p>Replace “Florida State University” with “The Florida State University” in Introduction and in FSU Academic Honor Pledge, and change “FSU Academic Honor Pledge” to “Academic Honor Pledge.” (page 1)</p> <p>Delete the word “Intentionally” in charge #1 and charge #4. Keep it in charges #6 and #7. (page 1 and 2)</p>	<p>Strengthens the Academic Honor Policy to accommodate situations when numerous students are involved in an academic irregularity when the institution had primary responsibility for the violation, as well as other unusual circumstances that require modification of standard procedures.</p> <p>Both colleges have always operated under their own sets of rules, which are consistent with their accrediting requirements as professional schools.</p> <p>Conform to new standards emphasizing use of “The” in University title and de-emphasizing use of “FSU.”</p> <p>Several recent cases have been heard in which many hours were spent on discussing how intentionality is determined, when the actions were very clear. Students receive information about the Academic Honor Policy through Convocation, Orientation, and course syllabi, and we need to expect students to take responsibility for following it.</p> <p>Language needs clarification. Examples stay the same.</p> <p>Language needs clarification so faculty members understand importance of checking with the Dean of the Faculties Office. Several Step 1 agreements have been reached when they were not appropriate, based on the student’s prior record.</p>
<p>Change current cheating charge to: CHEATING. Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise. (page 2)</p> <p>(Step 1 Procedures, second PP): Replace “the instructor must first contact the Office of the Dean of the Faculties to report the alleged violation to determine whether to proceed with a Step 1 agreement” to “the instructor must first contact the Office of the Dean of the Faculties to discover whether the student has a prior record of academic dishonesty in order to determine whether to proceed with a Step 1 agreement.” (page 3)</p> <p>(Step 1 Procedures, second PP): Replace “Academic Integrity Policy” with “Academic Honor Policy.” (page 4)</p>	<p>Typo</p>

Suggestion	Comments
<p>Step 1 Procedures: If the charge appears unsubstantiated, the instructor will drop the charge, and “all documents created in investigating the allegation will be destroyed” will be changed to “no record of academic dishonesty will be created.” (page 4)</p>	<p>Language too strong per General Counsel’s Office.</p>
<p>Step 1 Procedures and Step 2 hearing description: “Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case.” Will add: “Any grade imposed as the result of an academic sanction will remain on the student’s transcript indefinitely and will not be subject to course drop or withdrawal.” (page 4)</p> <p>Also, duplicate this language under Step 1 “Procedures for Resolving Cases.” (page 5)</p>	<p>Need to clarify that students are not allowed to drop or withdraw from courses in which an academic penalty has been imposed. Several instances have occurred in which students have attempted to do so. Adds information about record retention to Step 1 description.</p>
<p>(Insert at end of Step 1 “Procedures for Resolving Cases”): Allegations of academic dishonesty involving a graduate student engaged in any phase of the preliminary examination, thesis, or dissertation will be treated as egregious and will be resolved through the Step 2 process, in which the major professor will serve as the “instructor” under the hearing procedures. The Dean of the Faculties and the student’s academic dean, (as well as the Vice President for Research in cases involving grant-funded research), should be informed as soon as possible of all such allegations. The decision regarding whether to submit a hearing referral will be made by a committee consisting of the department chair and two faculty members appointed by the academic dean, one of whom should be the student’s committee member serving as the University representative (if one has been identified), excluding the major professor. In rendering its decision, this committee should review all available information and consult with the major professor and the academic dean. (page 4)</p>	<p>This section defines graduate research, including preliminary exams, as egregious and as subject to Step 2, not Step 1. It also denotes a faculty group to make the charging determination in order to prevent the appearance of a conflict for the major professor.</p>
<p>Step 2 hearing description: Replace “course is taught” with “academic work is conducted” and “course” with “academic work.” (page 5)</p>	<p>Makes the Step 2 hearing description more broad to encompass non-course-based graduate work.</p>
<p>Step 2 hearing description under “Procedures for Resolving Cases” currently reads: “The panel shall be chaired by the Dean of the Faculties (or designee), who is a non-voting member.” Delete “” who is a non-voting member” and replace with “who votes only in case of a tie.” (page 5)</p>	<p>Defines what occurs at Step 2 when the hearing panel decision is a split vote.</p>

Suggestion	Comments
<p>(Insert as #13 in Step 2 Sanctions):</p> <p>13. Suspension of degree, in cases where an offense is discovered after the degree is posted.” (page 7)</p> <p>(Step 2 Sanctions, current # 13, now #14): (page 7)</p> <p>Delete “egregious”</p> <p>Change “graduation” to “the degree is posted.”</p> <p>Make revocation of degree # 14, because suspension will be #13</p>	<p>To have more than one penalty available for these situations</p> <p>Having experienced such a case, it appears unnecessary to have this modifier.</p>

Presentation to Faculty Senate

President's Report
February, 2010



THE FLORIDA STATE UNIVERSITY



PERSPECTIVE

- Expectation from the Legislature – we will be doing well if we can hold our own and there are many avenues by which we could be harmed
- We need a path forward that attracts resources to enable faculty and student success
- Leads to a focus on creating a coherent plan and strategy that crosses strategic planning, fund-raising and public relations



1. Create a Coherent Plan and Strategy

- Link:
 - Strategic Plan <http://president.fsu.edu/>
 - Ensure that it is actionable
 - Fund-Raising Plan
 - Ensure that targets and naming opportunities support actionable items and support the needs of the academic programs
 - Public Relations Plan
- Consider specific examples (with one example end-to-end)



Example 1: Faculty Research and Creative Endeavors

- SP 4.0 Enhance research and creative endeavors
 - Increase the quality and quantity of research and creative endeavors
 - Expand the number of recognized interdisciplinary programs
 - Increase the investment and support to ensure sustainability for research and creative endeavors




Analysis of Faculty-Specific Research and Creativity Strategic Priorities

- **Great Objectives**
 - Provide increased ability for faculty to succeed
 - Advance opportunities for faculty to be creative
 - Enhance faculty and university reputation
- BUT
 - Do the objectives capture the full sense of our vision to be THE national and state leader? Our aspirations?
 - Do the objectives distinguish us from our competitors?
 - What actions, if they are completed, allow us to claim success in achieving the objectives?
 - Do the actions guide our fund-raising targets?




Example 2: Student-Specific Strategic Priorities

- SP 1.0 Recruit and graduate outstanding and diverse students
 - Become *school of choice* for talented students
 - Become the leader in graduate rates (in a timely fashion)
- SP 2.0 Enrich the student experience while supporting and improving undergraduate, graduate and professional education
 - Provide an *undergraduate experience that is unsurpassed* in creating well-rounded students
 - Create an *engaged intellectual community that prepares students to succeed in the 21st century*




Analysis of the Student-Specific Strategic Priorities

- **Great objectives:**
 - Attract the best
 - Ensure that they graduate in a timely fashion
 - Enhance their experience – true contributors to society
 - Create a sense of an “intellectual community” that truly prepares them
- BUT (these are identical):
 - Do the objectives capture the full sense of our vision to be THE national and state leader? Our aspirations
 - Do the objectives distinguish us from our competitors?
 - What actions, if they are completed, allow us to claim success in achieving the objectives?
 - Do the actions guide our fund-raising targets?




Let's follow through on this SP: A Vision for the Student-Specific Strategic Priorities

- The most student-centered university in the Nation
- The sense of community of a small liberal arts college with all the opportunities of a powerful research university
- FSU – Florida's Student University
- Do you have better thoughts?



Making the Vision Actionable


- Student Affairs & Academic Affairs – comprehensive look at all of our central activities
 - Honors Program
 - Office of Undergraduate Research and Creative Endeavors (URACE)
 - Office of National Fellowships (ONF)
 - Athletic Academic Support Program
 - Center for Academic Retention and Enhancement (CARE)
 - Center for Leadership and Civic Education
 - Degree in Three
 - Freshman Interest Groups (FIG)
 - Living-Learning Communities
 - Global Pathways,
 -We already have a great deal to be proud of!



Comprehensive Examination of College and Departmental Activities


- Next several weeks – Visit each dean and college
- **One Key Objective:** briefings on all student-centered activities
 - Orientation—What is it like to be a student here on Day One
 - Physical space that allows students to gather and be at home
 - Student services – mentoring, tutoring and advising
 - Clubs, events, etc., that operate for your students
 - Small classroom experiences, capstone experiences
 - Undergraduate research
 - Cross-discipline interaction opportunities
 - Scholarships
 - Awards programs, recognitions, etc.
 - Experiences beyond the classroom – study abroad, service learning, internships, student leadership
 - How are faculty rewarded for their student-centered activities?

Gather a full view – what do we need to claim “the” title?




For every Strategic Priority we need the Actions that will capture that Priority

**Every Action should be
coupled to a specific
fund-raising target that
captures that Action**




Capturing the Fund-raising Potential

- Opportunities to increase our overall giving rate
- Naming opportunities:
 - Orientation trips
 - Physical space for students
 - Named mentors (e.g., writer in residence to promote communication skills in a science college)
 - Undergraduate “experience” funds
 - Funds for undergraduate research
 - Scholarships for graduate students and undergraduates
 - Scholars and honors programs
 - Recognition and support for faculty
- Ensure that they are both university-wide and college or department specific – colleges and departments as the fund-raising leaders
 - College goals will vary depending on what it means to be student-centered, what they already do, and how they need to support the faculty and students




Public Relations

- Connect the strategic and fund-raising vision to the tag line for all university promotions
 - “Strength, skill, character” has nice tie to history, but doesn’t imply an action nor does it claim the territory that has us reach beyond other universities
 - The most student-centered university in the nation
 - The sense of community of a small liberal arts college with all the opportunities of a powerful research university
 - Can we tie “strength, skill, character” to student-centered line?
 - Other thoughts?
- We already have a great deal to be proud of – let’s take it to the next level and start bragging about this university




Create a Coherent Plan and Strategy

- Create a coherent plan for the student-specific strategic priorities, for the faculty creativity and research strategic priorities, for the priorities that focus on recruiting and retaining excellent faculty
- We cannot do this without dollars
- One of the few options - ramp-up our fund-raising efforts




2. Update on Fund-raising Perspectives

- 2009 – \$31.5M from the Foundation to support University programs
- 2008 - \$0.26 cost to raise a dollar (\$0.11 if deferred gifts counted)
- 2007 - \$0.18 (\$0.09)
- Not a bad return on investment, although some fund-raisers attract only modest dollar amounts
- Increase the number of people on the road, and the cost to raise a dollar should go down
- Double the endowment and we return to a status where we are investing in our success




Development Staffing vs. Alumni Potential

- Assumption: our potential is first in connecting our alumni to their undergraduate experience
 - To their majors and programs
- Therefore: College-level staffing to get closer to the needs of undergraduate “majors” is key
- Comparison: Only development embedded within colleges
 - PSU: 1 per 5,200 addressable alumni
 - UT Austin: 1 per 3,800 addressable alumni
 - FSU: 1 per 13,800 addressable alumni



Development Staffing vs. Alumni Potential

- Penn State embedded within colleges:
 - 2-12 with 9 colleges having 5 or more
- UT Austin embedded within colleges:
 - 2-18 with 7 colleges having 5 or more
- Florida State embedded within colleges:
 - 5 “units” have 2 individuals
 - 9 “units” have 1 individual
- Total fund-raisers 6/09:
 - FSU (18 + 7); UF (60-70); USF (60)



Alumni Association

- Resources per addressable alumni
 - PSU: \$21 per alum
 - UT Austin: \$15 per alum
 - UF: \$18 per alum
 - USF: \$8 per alum
 - FSU: \$6 per alum
- Colleges are connected to the Alumni Association by good will and engagement
- Many colleges have alumni coordinators that have other jobs (i.e. clerical positions)



Key Conclusion

- IT IS IMPOSSIBLE FOR US TO HAVE THE CONTACT WE NEED WITH OUR ALUMNI
- We must increase staff levels in colleges; connectivity between Alumni Association and colleges if we are to advance our faculty and students
- All in a budget-constrained environment



Thank You
Comments and Questions?