



MINUTES
FACULTY SENATE MEETING
FEBRUARY 20, 2008
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2007-08 Faculty Senate was held on Wednesday, February 20, 2008. Faculty Senate President Jayne Standley presided.

The following members attended the Senate meeting:

J. Ahlquist, M. Allen, P. Aluffi, I. Audirac, G. Bates, S. Beckman, S. Bellenot, G. Blakely, J. Bowers, G. Burnett, E. Chicken, J. Clendinning, F. Davis, L. deHaven-Smith, I. Eberstein, L. Edwards, K. Erndl, J. Fiorito, S. Fiorito, A. Gaiser, K. Gelabert, J. Geringer, P. Gilmer, C. Greek, J. Hellweg, W. Hochwarter, L. Hogan, P. Iatarola, L. Keller, D. Latham, T. Lee, W. Leparulo, S. Lewis, D. Lick, S. Losh, C. Luongo, C. Madsen, B. Maier-Katkin, N. Mazza, C. McCann, W. Mio, M. Mondello, D. Moore, R. Morris, A. Mullis, J. O'Rourke, R. Pekurny, R. Radach, J. Sickinger, J. Standley, O. Steinbock, E. Trowers, J. Turner, C. Upchurch, E. Walker, Y. Wang, M. Wasko, C. Weissert, W. Weissert, S. Wood.

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

T. Adams, C. Alamo, T. Baker, P. Beerli, R. Blaufarb, P. Bowen, B. Bower, R. Bruschweiler, J. Cao, D. Cartes, J. Cobbe, E. Cormier (**R. Hauber**), V. Costa (**R. Clarke**), B. Diskin, J. Dodge, J. Dorsey (**E. Haymes**), M. Frank, T. Houpt, A. Kercheval, G. Knight, B. Landing (**B. Nowach**), T. Matherly, V. Mesev, K. Myers, R. Neuman, A. Opel, A. Payer, D. Rice, V. Richard Auzenne, R. Roberts, F. Rodriguez, H. Schmidt, J. Scholz, R. Schwartz, L. Shepherd, G. Tyson, P. Ward, T. Welsh, C. Wiebe, P. Young.

II. Approval of the Minutes

The minutes of the January 23, 2008 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, E. Walker

Since the January Senate meeting, the Steering committee has met three times and has also held its scheduled monthly meeting with the President and the Provost.

At our January 24th meeting, we heard a report from President Standley about her meeting with the consulting group Siegel and Gale concerning the "branding survey" for the institution. You will hear more details about this topic later in today's agenda. We also forwarded a set of names to the President as suggestions to fill positions on the university Academic Honor Policy committee.

At our January 31st meeting with the President and the Provost, we thanked the President for his open meeting with the general faculty on Wednesday January 30 concerning the current budget crisis. We also thanked him for the initiative to generate revenue for academics with a surcharge on football tickets for fall 2008; the President plans to have the new Athletic director announce this plan plus a contribution to academics from bowl-game revenue. We then discussed the planning process for possible revisions to various academic systems such as summer term programs, the current college system, and credit-hour models for courses.

At our February 7th meeting, President Standley reported that, on the question of DROP and tenure, she had confirmed with the Provost and with the Dean of the Faculties that faculty members in DROP still hold tenure. We discussed the proposal from the Pride Student Union agency to recommend additional language to the university statement on nondiscrimination; our recommendation on this item follows at the end of this report. We then discussed in detail the possibility of revising the credit-hour structure of courses to a base model of 4-hour rather than 3-hour courses. We have established an ad hoc committee to assemble data on the manifold complexities of such a possible conversion and to report to the Provost immediately. We want to affirm the principle of our governance system that such curricular decisions reside with the faculty; our standing academic policy and curriculum committees are prepared to weigh the potential costs and benefits of any such proposals.

At our February 14th meeting, President Standley reported on her attendance at the Council of Deans meeting earlier that day, where topics included the possible 4-hour course credit model and the possible reorganization of the colleges. We designated the Undergraduate Policy committee as the appropriate body to designate courses that meet an ethics criterion for need-based scholarship funds from the state under a new "ethics in business" program. As the implementation

of the Non-Tenure Track Faculty initiative moves forward, we have been asked to suggest names for a task group to draft promotion criteria for the teaching track in that proposal. The Provost joined us at this meeting to discuss a range of issues related to planning and the budget crisis, including admissions and enrollment numbers, possible ways to generate salary raise dollars through reallocation of internal resources (such as summer term funds and the sick-leave buyout pool), and the status of the proposed constitutional amendment that has been presented to the Taxation and Budget Reform Commission.

On your behalf, we expressed our thanks to the Provost, the President, Dean of the College of Communication John Mayo, and the Registrar, Kim Barber, for their timely and heartfelt work to confer the PhD degree to Matthew Grindy, facing his untimely death at a local hospital.

I conclude by returning to the proposal from the Pride Student Union agency to add two phrases, "sexual orientation" and "gender identity," to the university's nondiscrimination statement. This proposal has been endorsed by the Division of Student Affairs and Vice President Coburn, the Student Government Association, and the Council of Graduate Students. The Steering Committee voted unanimously to bring this recommendation to you to be forwarded to the Board of Trustees: we move that the university add the phrases "sexual orientation" and "gender identity" to the nondiscrimination statement.

The motion passed unanimously.

This concludes the report of the steering committee.

V. Report of Standing Committees

a. Graduate Policy Committee, G. Bates

See addendum 1. It was moved that Doctoral Directive status and Masters Directive Status be combined to Graduate Faculty status. **The motion passed unanimously.**

b. Undergraduate Policy Committee, S. Lewis

The Undergraduate Policy Committee met last week. It approved one course, *FRT 3561: French Women Writers*, as a literature course. *SSL 3510: The Slavic Vampire* was approved as meeting the requirements for the multicultural competency, as an X, or cross cultural course and as meeting the requirements for Area IV, Humanities. This last approval must be

confirmed by the Faculty Senate, so on behalf of the Undergraduate Policy Committee, I move adoption of this course in the area of humanities (see addendum 2). **The motion passed unanimously.**

VI. Special Order: Branding Survey, Siegel and Gale

Siegel and Gale provided a preliminary report to the Faculty Senate. The final report will be made available once it is completed.

VII. Special Order: Update on Athletic Investigation, J. Beckham

Professor Joe Beckham, FSU Faculty Athletic Representative, introduced newly appointed athletic director, Mr. Randy Spetman. Mr. Spetman expressed his appreciation for the opportunity to meet with the Faculty Senate and emphasized his goal of integrating intercollegiate athletics into the central mission of the University, maintaining FSU's winning tradition in intercollegiate athletics, and insuring that our student-athletes succeed in the classroom and graduate. Mr. Spetman noted that a new class attendance policy has been implemented to insure student-athletes attend class and that unexcused absences will result in the loss of opportunities to compete. He emphasized that he will be working on filling vacant staff positions in the next few months to enable the Athletic Department to fulfill its goals.

Senate President Jayne Standley welcomed Mr. Spetman and indicated that there would be opportunities in the future for him to address the Faculty Senate.

Professor Beckham provided a briefing accompanied by a PowerPoint (see addendum 1) on the status of the inquiry into academic misconduct involving student-athletes at FSU. He reviewed the chronology of events in the inquiry beginning with the initial disclosure of an instance of inappropriate assistance on an on-line test provided by a learning specialist in the Department of Athletic Academic Support Services. Following this chronology, he summarized the Audit Services report which was delivered to the NCAA by President Wetherell in late September of 2007 and reported to the Faculty Senate at its October, 2007 meeting.

Dr. Beckham then detailed the chronology of events and the outcomes of a continuing inquiry that was undertaken by an *ad hoc* committee appointed by President Wetherell. That committee, composed of Provost Larry Abele, General Counsel Betty Steffans, then Athletic Director Dave Hart, and Professor Beckham, was aided by the FSU Compliance Office within the Department of Athletics, an external consultant (The Compliance Group) and representatives of

the NCAA enforcement and athletic reinstatement staff throughout the period from October of 2007 through the delivery of the final NCAA report by President Wetherell on February 14, 2008.

The work of the *ad hoc* committee has been concluded. The committee found that sixty-one student-athletes received varying degrees of inappropriate assistance in completing one or more on-line quizzes in a course in which an Athletic Department tutor provided improper assistance. Because the course was so substantially compromised, all student athletes who took the course in the fall of 2006 and spring and summer of 2007 have received an incomplete for the course and must retake the course in the current term in order to receive a final grade.

As part of the report to the NCAA, the committee has recommended corrective actions that are currently being implemented by the Department of Intercollegiate Athletics to reduce the likelihood of a recurrence of this conduct. In addition, the committee has proposed punitive measures that will be imposed on the Department of Athletics based on the nature of the offenses. These penalties include a two-year probation (effective February 13, 2008), a reduction in athletic grant-in-aids in selected sports (depending on the number of involved student-athletes in those sports), and staffing changes within the Athletic Department and the Department of Student Athletic Academic Support Services.

It is anticipated that the NCAA will review the report in a timely fashion, conduct a follow-up investigation to validate the results of the university's inquiry, and consider whether additional corrective or punitive actions are warranted.

VIII. Old Business

There were no items of old business.

IX. New Business

There were no items of new business.

X. University Welfare

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

I'd like to talk about "Peter Pan and The Three Musketeers" today. Although this might sound like an X-rated movie title, I can assure you

that my remarks are rated “G.” But first, a quick summary of bargaining and related matters.

1. No negotiations have been held since our previous Senate meeting, and thus I have no concrete progress to report.
2. It is encouraging that there are more, and more serious discussions about finding ways to improve faculty salaries, for example discussions about linking a capital campaign to salary enhancements.
3. At the same time, it is somewhat troubling that our FSU administration has not had more discussions regarding salaries and other proper subjects of bargaining with the faculty’s lawful exclusive bargaining agent, the UFF. Some of the matters discussed elsewhere have included reducing summer pay rates, changing the policy that allows unused sick leave to be “cashed in” at separation from FSU, and the use of a modest fee on football tickets aimed at academic enhancement.
4. Members of our faculty bargaining team did talk with the Provost Monday, and other informal discussions have occurred. Together, these discussions suggest that we may be able to resume negotiations soon.

Now, back to “Peter Pan and the Three Musketeers.”

It is encouraging to hear that the Siegel and Gale study reinforces something said here at least twice before: Paraphrasing a line from *Peter Pan*, there is no “Pathway of Excellence” that continues to neglect current faculty. Siegel and Gale tell us that a capital campaign would do well to focus on faculty contributions to FSU’s cumulative goodwill among potential donors. I hope I am not alone in seeing some convergence here. On a related point, it is interesting that at least twice in his remarks to the General Faculty Meeting last month, President Wetherell invoked a famous motto associated with *The Three Musketeers*, “All for one and one for all!” I was sorry then that I did not have with me one of our UFF bumper stickers, the one that says “We can do together what you cannot do alone.” I would have offered it to TK.

We are talking about somewhat different communities of shared interest, of course, but the basic idea of power through unity and collective action is more fundamental than the differences. Our UFF-FSU chapter speaks first and foremost for the faculty we represent, as is our duty under law. Of course that faculty’s interests go well beyond faculty salaries, however prominent that issue may be due to years of neglect.

Faculty are concerned with the well-being of the larger FSU, and with *faculty influence* on FSU's direction, which faculty rightly see as *essential* for FSU's well-being. There are many reasons that people support collective voice mechanisms, including UFF. If I had to cite one, it is that peoples' work is simply too important to tolerate *not* having an effective voice. I don't mean work in a narrow sense of how much pay we get, but in the broader sense of not only compensation and fairness, but also in disseminating, advancing and preserving knowledge. This is what we do as faculty, and it is too important to be left to others, whether they be politicians or well-meaning administrators.

Finally, two quick announcements:

- UFF-FSU chapter elections are under way. If you are a member, please vote, and encourage your fellow UFF members to vote.
- It may still be more than a month away, but we will be surveying the faculty's views on bargaining priorities and other matters this spring. Please respond, and encourage your colleagues to respond as well. A good response rate helps our UFF-FSU chapter better represent faculty.

XI. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans and Other Administrative Officers.

XII. Announcements by Provost Abele

Provost Abele did not have any announcements.

XIII. Announcements by President Wetherell

I'm trying to tell anybody where we are in that process in this moment in time is strictly this moment in time. *Luckily* the tax and budget coalition will meet again. Since we had our last little conversation – I don't know how many were here or weren't here but – we mentioned that rather than sitting idly by and do nothing, we'd do something. We felt like something was better than nothing in this case. Our plan was quite frankly was not to talk about a tax increase because that just doesn't get you anywhere in the state of Florida right now, but tax reform seems to work okay. And so the plan due to the call was to try and convince tax and budget reform commission as opposed to going to the legislature which is twenty four people as opposed to one hundred and sixty people that the tax

system just wasn't fair, particularly property tax. And our plan was to reduce or eliminate the required local tax on all of your homes. And that is about thirty percent of your tax bill in rounded figures. That is a neat thing to do and the logical question is who's going to pay it then, but then because all of that money goes to the public schools. Our plan was to shift that to the state. And, again, people say, 'That's just wonderful but we're broke already and now you have just shifted eight billion dollars to us. How are we going to do that?' Well, the plan again was to continue to reform practice and those people who aren't paying any taxes begin to pay those taxes. Now some of those are the same people who got the tax break in not having to pay property tax. Those would be a number of different issues. Some people would call that sales tax or service tax on some of those. We don't call that that; we call it tax reform and tax equity. The Republicans understand that apparently. I don't understand it; they do. And as they run the system right now, we thought that was a good idea. We are developing a bill. We wrote up the proposal and we've gone forward. Last July, I believe that it was, the tax and budget conform commission took that up in the form on an amendment or a bill. I've given that to Jayne and she can share that with you. There were a number of amendments added to that, most of which didn't affect us one way or another, and that was fine. There was one amendment, number twelve, that a Bush Chief of Staff person added – wants to add – to it. That one's a little bit different, as you might expect, but it does have some good things in it. For instance, it increases the sales tax by a penny. That's a good thing. That's about four billion dollars that you then don't have to find your friends and clients to pay. The bad part of that is that she wants to then make up that other four billion by "taxing." Now, that's not good thing because you may or may not be in the "taxing" part, which means they got to cut somebody to get their money. But remember, our goal is to get it on the ballot in November, which means we have to have a vote in approximately April and that this point in time, as long as it's up and moving along, people are talking about it, we have time to refine our position. So they're meeting again next Monday. They let McKay's bill – the former senator – McKay's bill pending and they left the type of an amendment pending. I just called before I came over here and they said that she now is going to set her or move her amendment and run it as a separate bill, which is okay with me, too. So, the bottom line is, what we talked about the other day is still going on, still moving along, etc. We have met with the Speaker, Senate President. The Governor doesn't want to talk about it. We've met with a form of the chairman of the tax and budget reform commission, former House Speaker Bense. And so we'd had the conversations and we're continuing to have them. Monday, we'll probably offer an amendment to another tax or another constitutional amendment. There are a number of those out there. This happens to do with sales tax collected on internet transactions. Right now, you buy an item and you don't pay any sales

tax. It's about an eight hundred to one billion dollar issue, depending upon how you look at it. Our plan is to try and add that in and that's not a new tax because it's already on the books. It just can't be collected. So we feel like that meets the criteria of the various leadership, our method of madness would be to go ahead and let them collect that. It would require some potential federal legislature, depending on how written. But our goal is to remember, to get those dollars. Constitutionally, if possibly, but certainly statutorily directed to the state university system and primarily used in terms of faculty enhancement dollars or scholarship dollars or some combination thereof, particularly need-based scholarship we're concerned with. So, we're kind of going down two tracks. Nobody's killed us yet. There have been some people squalling a little bit, but nobody's gotten us yet. There is a conversation going on, and I think that is the most important thing that is happening right now. And actually, there was a person at the basketball game last night you know, we're about to lose the dang thing—three minutes to go and he starts yakking in my ear about how he got this thing that statutory. And I said, "Well, that's great. If you wait four minutes to tell me, I'll be more than happy to listen to you, but I'd really kind of like to watch the end of this thing because we don't win many now a days." So anyway, we're moving along is, I guess, the best thing to say. Don't expect something to come flashing out of the *Tallahassee Democrat*. It's a process we're going to go through, and I think, for me right now, if we can keep that process going. Some of you who have been involved in the legislative process know just keep your bill alive and the longer it stays alive, the more likelihood for something to come of it. I think as the presidential elections begin to take shape, and that seems to me that's pretty much done now, you can begin to focus, and so I'm hopeful we'll be able to go in that direction.

So that's the good news. The bad news was that yesterday the Senate met and decided to cut the budget again and basically their plan was to reduce. We've already done \$26 – \$28 million, something like that. Their plan was to reduce the base by 1% more and to take all of the non-recurring dollars that were authorized in the October special session and recall those, pull those back – whatever term you want to use. That seemed like a real good idea until certain people looked at it and then they said, "We didn't really mean the medical school at UCF and we really didn't really mean the \$80 million that went to Miami for the geometric – whatever that institute was. And we didn't mean the medical school at FIU, Mr. Speaker. And, oh, by the way, we didn't mean the economic development dollars. So it's kind of like *i* before *e* except after *c*, depending upon, you know, which you want to look at it. But the bottom line is they're continuing to cut. We've pointed out to them that if they are about \$2 million down, which is probably the number in revenue, cutting non-recurring dollars half-year doesn't really get you where you're going to have to be, come July the first. So, we've

continued to be concerned with what is inevitably going to have to happen now on July 1st, if we're going to just meet the constitutional mandate of a balanced budget for the state of Florida. There's just no more bonding capacity for them to use without sure they would go to that realm if they could. So the good news is we're messing around with some ideas. They haven't been shot down. I think people will look at editorial support and letters to the editor and the things that many of you are doing. There are people saying, "You know, the university has got to be taken care of." The bad news is as much as they might want to take care of us, whatever their reasons happen to be, I'm not sure they can finance us to do it at this point. So we'll continue to work through that. I would, again, continue to ask you, go to the website. We're going to try and update those bills and amendments but they change virtually as I said every day, literally. If you can just drop a note to somebody on the tax and budget reform commission, would you at least look at the idea of supporting some sort of support: the faculty salary, scholarship, particularly need-based. Those need to be the hot buttons that do get their attention down there. The tax and budget reform commission is a little under the radar screen with the legislature beginning to convene so they don't-they're not as accustomed to getting 5,000 emails as the legislature is in his office so ten emails does make a difference to somebody because these are real people who have real jobs and they don't want to be here and they don't want to be elected to anything. So you can make a difference with a few emails and *you're done* so I'd appreciate it if you could do that.

Alright. What else was I supposed to say? Oh, enrollment. We, in a network, are trying to enhance those issues. We find the one thing that seems to get elected folks' attention is your son or daughter cannot get in school. That has a tendency to get people's attention. Last week, we mailed out about 1,200 letters to transfer students – potential transfer students who did not have an AA degree, who did not have a CLAST score or who did not have a foreign language requirement or some combination thereof. It said, basically under normal circumstances, we'd bring you in, figure out a way to solve the issue and go on down the road but we can't do that this year. There's about 1,200 students that potentially will not be here, probably will not be here. I believe, the day before yesterday, they mailed out about 1,500 letters to students who said, that said something to the effect of, "You're an outstanding student" - and this is about a 3.5, 1100 SAT student. Normally, we would take them but we don't have room in the inn. So, I'm sorry, we can't do it this year. Florida is doing the same thing with about 750. So letters are starting to go out to students who assume – and rightfully so, under normal circumstances – they will come to Florida or Florida State. And you're going to hear from your neighbors, and I've already heard from 2,000 of my closest friends. You can probably sell them an admissions spot for about \$50,000 right now. It's true. And I don't mean to make light of it

because it is a serious issue. There are students that we would like to bring to Florida State but we simply can't bring because we don't have the resources in September, and next summer potentially, to serve them in a way that we believe is appropriate. And we can go back to hire a bunch of adjuncts or however you want to do it but that's just not the way we choose to do business. So, you will begin to hear about that. I suspect there will be some editorials written about that and I suspect there will be some political agenda who really don't like that so this is not a good thing to have happening when you're trying to run for election or reelection and collect money so it will be very touching. But the letters are gone and we're committed and that's where we're going. Jayne has talked about some of the things and I'm sure the Provost will talk with you about some things. If we're going to go down this road, we either need to have the revenue or we've got to have some kind of plan of action, whatever that happens to be. And we certainly want you to be a party to that conversation. We'd prefer to have the students and we'd prefer to do it, but we've got to have the revenue.

I think you're going to meet our new athletic director in a few minutes. He's a breath of fresh air. For the first time the athletic director from the time I've known came to the staff meeting on Monday. At 8:00 'o clock in the morning, he came to the management meeting on Tuesday morning and actually wants to come talk to the faculty senate. I told him that was a scary thing to do and to be careful but he is very involved. He has been meeting with deans and a variety of other people. Some of the issues relative to the NCAA, I think, will be better explained to the families, so to speak. We have sent that report off and I think we've done a number of things that will keep that from happening in the future. More importantly, I think we're going to find a different attitude in the athletic department. He's actually working on some other things I think he'll share with you next month when he comes. We're happy to see that moving along.

Seven Days of Opening Nights is going well. It's about to wrap up. You probably noticed the fence out on *Longmire* Green. As soon as we finish that last biology class ... as soon as Peter Pan flies, after the last biology class, Ruby Diamond will be shut down for two years and will reopen as the, I don't know – the new performing arts center- or whatever you want to call it. It's going to be really pretty neat when it opens up. I think you're going to be impressed. But it will present you a little challenge on campus so I hope you'll kind of work around that. You're going to a number of things go up pretty quick and we're going to start Johnson – Landis side – Johnson Hall and it will be a pretty nice hall. Does anybody have any questions?

(Question was asked here) We have talked about Bright Futures to the Speaker the other day. The Speaker is actually amenable to doing some things. The

Senate President is not amenable to doing some things. It's about \$400 million issue this year. I find it interesting that I turned on CNN today and Stanford now is waiving the tuition for every student whose parents have less than – I believe it is - \$100,000 and *adjusted rate* income. And raising housing and food for everybody to \$50,000 or less in addition. But frankly, 98% of our students have Bright Future and we pay their tuition too, for all practical purposes so, you know, finally caught Stanford at something – or they caught us. It is a major problem, not just the financial piece of it, but the whole issue relative to ... it's not an American program; it's an entitlement program. The Provost and I have been looking at some issues and it's beginning to affect our need-based scholarships. It's beginning to our first generation program and we're going to look at doing some things to try and give away those particular pots of dollars.

(Question was asked here) To be honest with you, in terms of the Senate, I don't think you will see, in this election year, a big change in Bright Futures. I think the dollars are going to force it to follow it to have to happen at some time. That's what I think I said in this meeting – or one of them earlier – Bright Futures is a problem, but it's a problem that we can resolve. We can be fixed, we can come out and fix it. The greater issue is the pre-paid program. When the state of Florida decided to buy into the pre-paid program, the school takes credit. That probably will incur difficulties in my judgment because there about a million contracts out there outstanding and if we were to raise our tuition by something over 7% which they estimate the numbers have basically run, then we break the save Florida again. So those tuitions continue to be problematic. At some point in time, someone's going to have to deal with them.

(Question was asked here) The email address is, if you're available ... is .edu page. On financial crisis, unnatural disaster, I think that's the button. It will direct you to .com. Click on the name of the members of the tax and budget reform commission and everything is listed right here for you. There's also, I believe, a suggested email that you might want to use and the talking points are there that you might want to use but feel free to be as aggressive as you choose.

Thank you so much. I appreciate it.

XIV. Adjournment

The meeting adjourned at 5:30 p.m.



Melissa Crawford, Faculty Senate Coordinator

Proposal from GPC - Effective Fall, 2008

DDS and MDS vs GFS:

For tenure-track faculty, GFS will incorporate fully the sub-categories and responsibilities currently residing in GFS, DDS and MDS, and all the current privileges separately known as MDS and DDS will be collapsed into GFS. GFS will *authorize* graduate faculty to teach all graduate-level courses, to sit on all graduate-level committees, and to chair all graduate student dissertation committees. Limitation or removal of any of these authorizations from individual GFS-faculty is delegated to the unit level authority where such assignments are made.

The current categories within GFS, co-MDS and co-DDS, will be continued for nontenure-track faculty. GFS will be renamed GTS (Graduate Teaching Status) for nontenure track faculty to distinguish it from GFS, which will now only be held by tenure track faculty.

Awarding GFS:

The University will revise the governing documents to define GFS as encompassing all components of graduate education and research. Each college and department will adopt specific criteria that its faculty must meet in order to be granted GFS. These criteria must indicate the terminal academic degree and the level of professional experience and scholarship required for a faculty member to be appointed GFS. Each department's written GFS criteria are to be approved by their academic dean, the Graduate Policy Committee and the Dean of Graduate Studies.

Appointment to GFS must be by affirmative super majority (2/3) vote of the GFS faculty of the department (or college) and approval by their department chair, their academic dean, and the Dean of Graduate Studies. GFS will be awardable upon arrival at FSU.

Existing GFS appointments are grandfathered.

De-emphasizing DDS and MDS:

The current practice and usage of "DDS" and "MDS" and "Sunsetting" will disappear. Assignments of responsibilities contained within DDS and MDS are to be delegated to the unit levels (programs, departments, colleges) in order that decisions about GFS faculty teaching, and sitting on or chairing doctoral or masters dissertations, be determined at the level where such assignments are normally made. Individual colleges *may* require that departments and programs develop written criteria for appointment to membership in and chair of dissertation committees, but this will not be overseen by the University.

Review and Oversight

GFS of individual faculty is to be reviewed on a regular basis by their department chair and academic dean. Department chairs and academic deans will retain the right to withhold approval of committee compositions or major professor or graduate teaching assignments. During program reviews the GPC will ascertain that units are following their own GFS criteria and procedures.

SLL 3510: THE SLAVIC VAMPIRE
Fall Semester
TR 2:30-3:45 Bellamy 112

Instructor: Professor Lisa Wakamiya
Office: Diffenbaugh 303B
Email: lwakamiy@mailers.fsu.edu
Telephone: (850)644-8391
Office hours: TR 4:00-5:00 and by appointment

Class webpage at <http://campus.fsu.edu>.

Course description and objectives:

The unifying theme is the figure of the Slavic/East European vampire. Through legends, chronicles, novels, and films, we will investigate the representation of the vampire as it migrates from prehistory to the present day, from East Europe to the West. The vampire serves as a vehicle for introducing folk and religious belief, historical legends, and changing societal attitudes toward violence, gender, and ethnic and cultural diversity. The methods of analysis used include Structuralism, gender criticism, and studies of national identity, and can be applied to cultural production you encounter outside of this course.

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

- identify the cultural practices and traditions of sixteen Slavic and East European cultures
- demonstrate and account for similarities and differences between the diverse cultural traditions of East Europe
- summarize methods of analysis used to analyze works of folklore, literature, and film and apply these methods of analysis to cultural products from the Slavic and East European traditions
- compare Slavic and Eastern European with Western European/American treatments of the vampire, and evaluate the methodologies authors and filmmakers use to integrate the two traditions
- adopt new ways of learning through assignments that require students to analyze or rearrange texts according to their methods of analysis to generate a critical methodology of their own

Required materials:

Dundes, Alan. *The Vampire: A Casebook*. (Dundes)
Perkowski, Jan. *The Darkling: A Treatise on Slavic Vampirism*. (Perkowski)
Rice, Anne. *The Vampire Armand*. (any edition)
Ryan, Alan. *The Penguin Book of Vampire Stories*. (PBVS)
Stoker, Bram. *Dracula*. (any edition)

- All readings are available at Bill's Bookstore on Copeland. Required texts by Perkowski, Rice, and Stoker are available on reserve at Strozier Library.
- The last reading for the course, "Vampire Cyborgs and Scientific Imperialism: A Reading of the Science-Mysticism Polemic in *Blade*," is an article available online at the course website.

Grading:

Attendance and participation: 10%

Quiz	10%
Written assignment:	20%
Midterm assignment:	20%
Group presentation:	20%
Final exam:	20%

Attendance and participation:

Attendance will be taken at each meeting. One unexcused absence is allowed. Each additional absence will result in your final Attendance and Participation grade being reduced by 1%.

Quiz: The quiz will require knowledge of East and Central European countries and cultures covered in the first week of class. No make up quizzes will be given. See class policy on missed classes and assignments below.

Grading scale:

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

93-100 points

The student shows detailed comprehension of the question and the material and provides clear argumentation. Detailed evidence to support argument is provided and sources are properly cited. Spelling or grammar errors should be absent.

90-92 points

The student shows detailed comprehension of the question and the material and provides for the most part a very clear argumentation. Evidence to support argument is provided and sources are properly cited. Spelling or grammar errors should be absent.

87-89 points

The student shows detailed comprehension of the question and the material and provides a solid argumentation, though more or better evidence could be used to support thesis. Sources are properly cited. Very few spelling or grammar errors may occur.

83-86 points

The student shows detailed comprehension of the question and the material and provides a good argumentation, though more or better evidence could be used to support thesis. Sources are for the most part properly cited. Very few spelling or grammar errors may occur.

80-82 points

The student shows detailed comprehension of the question and the material and provides a good argumentation, though more, and better, evidence could be used to support thesis. Sources are for the most part properly cited. Very few spelling or grammar errors may occur.

77-79 points

The student shows better than average comprehension of the question and the material. Evidence cited is accurate, but does not contribute significantly to supporting thesis. There are minor argumentation or spelling or grammar errors in the writing. Sources are for the most part properly cited.

73-76 points

The student shows average comprehension of the question and the material. Evidence cited is accurate, but does not contribute significantly to supporting thesis. There are minor

argumentation or spelling or grammar errors in the writing. Sources are for the most part properly cited.

70-72 points

The student shows average comprehension of the question and the material. Evidence cited may have minor errors, or does not contribute significantly to supporting thesis. There are minor argumentation or spelling or grammar errors in the writing. Sources are for the most part properly cited.

67-69 points

The student shows either problems with the comprehension of the question and/or the material and at times lacks adequate argumentation. Evidence cited may be inaccurate and does not contribute significantly to supporting thesis. Spelling/grammar errors may also be frequently present. Sources are for the most part properly cited.

63-66 points

The student shows problems with the comprehension of the question and the material and lacks proper argumentation. Evidence cited may be inaccurate and does not contribute significantly to supporting thesis. Spelling and grammar errors are frequently present. There may also be a large amount of wordiness or repetition. Sources are for the most part properly cited.

60-62 points

The student shows problems with the comprehension of the question and the material and lacks a thesis or proper argumentation. Evidence cited may be inaccurate and does not contribute significantly to supporting thesis. Spelling and grammar errors are frequently present. There may also be a large amount of wordiness or repetition. Sources are for the most part properly cited.

00-59 points

Written work meets any of the following criteria:

1) does not answer the question provided; 2) no sources cited; 3) written work does not in any way demonstrate comprehension of class concepts; 4) excessive brevity of assignment or spelling and grammar errors impede comprehension of ideas.

Please feel free to contact me if you need help getting started on any assignment or want to discuss your ideas at any stage of writing.

Any student who plagiarizes material published in print, online, or written by another student, receives an automatic grade of 00 for that assignment and will be referred to the Dean of Students.

Written assignment and midterm:

Detailed descriptions of requirements for the written assignments will be distributed in class. See the course schedule below for dates of distribution. Grading criteria for both assignments are provided above.

Group presentation:

Students will be divided into groups of 5 and will give a 15-20 minute presentation on a vampire tale from one of the East or Central European cultures profiled in the course. Suggested topics will be distributed on Oct. 7 along with more detailed instructions about presentation requirements. Presentations will begin in the 11th week of classes and will be graded on the accuracy and thoroughness of the presentation of class concepts, strength of argumentation, clarity and organization of information presented, originality, and fair distribution of preparation responsibilities.

Course policy regarding missed exams, missed classes, and late assignments: Absences and/or late assignments can only be excused in the event of (a) participation in a scheduled event

as a member of a university-sponsored scholastic/athletic team with an official absence form from the responsible professor/coach, (b) religious holidays, (c) accident or illness (accident report or FSU health center/doctor's note required), (c) death in the immediate family. Please contact the instructor immediately if you know you will be absent and/or miss an exam or assignment due date. Without previous arrangements or an excused absence, a missed exam or late assignment cannot be taken or accepted for credit.

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.

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 on Liberal Studies at Florida State University: 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.

Course schedule:

Complete readings on the day they are assigned (before the following class meeting). Formulate answers to the questions provided as you read. Your involvement in class discussions based on class lectures, readings, and course assignments will contribute to the success of the course and your mastery of the material.

Aug. 24. Introduction to course. What is a vampire? Origins of the European vampire.

- Reading: Ch. 1. "Dracula the Vampire," in Perkowski. How does Perkowski explain our fascination with vampires? What is the relationship between the vampire and Santa Claus?

Aug. 26. General introduction to Slavic/East European culture. Folklore and the diverse forms of folkloric evil.

- Reading: Ch. 3. "Vampire or Werewolf?" in Perkowski. What are the origins of the words "vampire" and "werewolf" in English? How are vampires and werewolves different creatures in the English-speaking world? Are they different in the Slavic world?
- "The Vampire in Roumania," in Dundes, pp. 12-34. What are the signs of vampirism? How can vampires be rendered powerless or killed? What traditions are particular to Romania, and which do you recognize from other lands?

Aug. 31. Comparing vampire tales; approaching a classification of types of vampire.

- Reading: Ch. 5. "Slavic Testimony," in Perkowski. What does Perkowski's classification system reveal about vampire stories? **Quiz**

Sept. 2. Motivating the appearance of vampires: social and psychological causes.

- **Assignment 1:** Distributed in class; due September 9.

Sept. 7. Folklore on film, literature based on folklore

- Reading: Ch. 4. "Daemon Contamination," in Perkowski. Distinguishing between the folkloric and literary vampire.

Sept. 9. Folklore on film, cont. Vlad the Impaler. **Assignment 1 due.**

- Reading: "Forensic Pathology and the European Vampire," in Dundes, pp. 109-133. What are the author's motives for writing this article? Is he successful in debunking vampire legends? Why, and why not?

Sept. 14. Fiction, fact, and folklore. Vampire autopsies.

- Reading: "In Defense of Vampires," in Dundes, pp. 57-66. "Clinical Vampirism," in Dundes, 143-158. Is the "clinical vampire" created by society? What do the authors think? What do you think?

Sept. 16. Nature vs. nurture.

- Reading: "Fragment of a Novel" by Lord Byron, "The Vampyre" by John Polidori, and "Varney the Vampyre" by J.M. Rymmer, all in *PBVS*. What do these vampires want? Where do they come from, and where do they appear? What physical and psychological characteristics do they display? **Midterm assignment distributed.**

Sept. 21. The vampire in Western Europe: immortal artist or unwanted visitor?

- Reading: "Carmilla" by J. Sheridan Le Fanu, in *PBVS*. How is the female vampire distinct from the male vampires we have encountered?

Sept. 23. Female vampires: death and desire.

- Reading: *Dracula* by Bram Stoker, chapters 1-4. Why does Harker move from West to East? What other borders are being crossed? What other changes take place in Harker? What do you notice about the oppositions of eating/drinking, the observable/unobservable?

Sept. 28. Empire and alterity. Victorian science.

- Reading: *Dracula* by Bram Stoker, chapters 5-10. What are the women's attitudes toward marriage and men? What forms of technology appear in the novel? How do people record their ideas? What kind of knowledge confers authority?

Sept. 30. Male bonding; women as vampires and victims.

- Reading: *Dracula* by Bram Stoker, chapters 11-16. What traits are associated with nationalities (American, English, East European)? How do these stereotypes function in the novel?

Oct. 5. Father figures; the New Woman.

- Reading: *Dracula* by Bram Stoker, chapters 17-22. East to West: what does Dracula bring to London? Who is being colonized, and how?

Oct. 7. Authority and repression in Stoker. **Midterm assignment due.**

- Reading: *Dracula* by Bram Stoker, chapters 23-27. What hierarchies does Stoker defend? What institutions remain standing at the end of the novel? **Group presentation assignment distributed.**

Oct. 12. Identifying the ethnic "other." *Nosferatu*

- Reading: Ch. 6. "The English Literary Vampire," in Perkowski. Compare the portrayal of the Eastern European/foreigner in *Dracula* and *Nosferatu*.

Oct. 14. The ethnic "other," cont.

- Reading: Ch. 7. "The Final Analysis," in Perkowski. Consider the evolution of vampire tales we have read for class: East/West, folklore to literature

Oct. 19. The "other" in life and art. *Dracula*

- Reading: "The Vampire as Bloodthirsty Revenant," in Dundes, pp. 159-175.

Oct. 21. The vampire within and among us.

- Reading: "Girl with the Hungry Eyes" by Leiber, "Love Starved" by Grant, in *PBVS*. How do these vampires perpetuate themselves? What folkloric tales do these works remind you of?

Oct. 26. Predator or prey?

- Reading: "Drink My Blood" by Matheson, and "Place of Meeting" by Beaumont, in *PBVS*. What audiences are these stories targeting? How do they perpetuate fear?

Oct. 28. Fears for a new age.

- Reading: "The Werewolf and the Vampire" by Chetwynd-Hayes and "Following the Way" by Ryan, in *PBVS*. How do modern day vampires negotiate the everyday, the scientific, and the spiritual?

Nov. 2. The return of the Romance. **Group presentation 1.**

- Reading: "Bite-Me-Not," by Tanith Lee, in *PBVS*.

Nov. 4. The return of Romanticism.

- Reading: *The Vampire Armand* by Anne Rice, chapters 1-4. Observe the relationship between East and West. What beliefs and behaviors are associated with Italy? Kiev?

Nov. 9. Vampires East and West. **Group presentation 2.**

- Reading: *The Vampire Armand* by Anne Rice, chapters 5-8. What are the styles of painting associated with Italy and Kiev? Why does Rice compare the two cultures?

Nov. 11 – Veterans' Day. No classes.

Nov. 16. The identity politics of Rice's vampires. **Group presentation 3.**

- Reading: *The Vampire Armand* by Anne Rice, chapters 9-14. Why does Amadeo experience constant conflicts of identity? Are cultural hierarchies defended or destroyed?

Nov. 18. Renaissance art vs. Icon painting: Italy and Kiev in *Armand*.

- Reading: *The Vampire Armand* by Anne Rice, chapters 15-19.

Nov. 23. Anne Rice: vampires for the 1990s. **Group presentation 4.**

- Reading: *The Vampire Armand* by Anne Rice, chapters 20-25. How has Rice constructed a mythology for the contemporary age? What contemporary beliefs, fears, and behaviors does she identify and immortalize?

Nov. 25 – Thanksgiving. No classes.

Nov. 30. The postmodern monster. **Group presentation 5.**

- Reading: Online article: "Vampire Cyborgs and Scientific Imperialism: A Reading of the Science-Mysticism Polemic in *Blade*."

Dec. 2. The postmodern monster, cont. **Group presentation 6.**

Review for the final exam

Final examination: Tuesday, December 7. 5:30-7:30 p.m.

SLL3510: The Slavic Vampire
Prof. Lisa Wakamiya
Fall Semester

Assignment 1

Analyze the provided folktale following the example of Perkowski's approach in his chapter "Slavic Testimony." Use precisely the ten (10) items of analysis Perkowski identifies in his study; however, your analysis should provide a more comprehensive understanding of how the provided folktale related to other folktales discussed in your assigned readings. Assume that your reader is not familiar with Slavic folklore or vampire legends and demonstrate your knowledge of these traditions in your analysis.

When writing your analysis, you should not only cite from the folktale itself, but supplement your analysis with additional relevant information from your assigned readings in Perkowski and Agnes Murgoci's article "The Vampire in Roumania." Indicate when you are citing from these sources by using parenthetical references.

Ex: "The mustard seed is a Christian symbol of faith" (Perkowski, 81)

See Perkowski, pg. 75-76 for types of information you should include in your analysis. You should also refer to his analyses of individual tales and his conclusions about comparative analysis of folktales at the end of the chapter. Additionally, you should keep in mind the following suggestions:

1. Information source: See Perkowski, pg. 75-76 on what to include.
2. Country and region: Provide as much information as you can about the country and/or culture that produced this folk legend. What are all the identifying characteristics of this culture? Is it Slavic, or non-Slavic? A border culture, or a culture with a nation of its own? Explain why these considerations are important. Also, consult the map you received in class to provide as much detail as you can about the culture, its location, its neighbors, etc. You should also provide the number on your map that corresponds to the culture you are discussing.
3. Name: What is the creature called in its culture's original language or dialect? Name all variants given in the text, and provide additional variants in known from your reading in Perkowski and Murgoci. Provide a definition of the term based on your reading or class discussions. Your definition might focus on the history of the name (how the name was derived), and/or whether the name refers to a specific type of vampire.
4. Origin: identify how one becomes a vampire in the assigned folktale. Take a comparative approach: for example, if the origin of the vampire in the assigned tale closely resembles the origin of a vampire in another tale you have read, be sure to cite the similar folktale and suggest possible reasons for the similarity in your analysis. You may also discuss the notion of liminality in your analysis of the vampire's origin.
5. Detection: How does the community know there is a vampire? Again, take a comparative approach. If there are other tales that feature similar detection methods, be sure to cite them.

6. Attributes: How is its presence perceived? Provide as much detail as possible, comparing your findings with those in other tales if relevant.
7. Activity patterns: What does it do? When discussing activity patterns, identify not only the traits Perkowski cites, but consider whether liminal states play a role in the vampire's activity.
8. Precautions: How does the community protect itself? Provide as much detail as possible, comparing your findings with those in other tales discussed by Perkowski if relevant. Remember that in addition to citing from the folktale, you should analyze the tale: what purpose do these precautions serve? how do they work? how do they relate to other established traditions, such as folk rituals or religious beliefs?
9. Cures: How is the threat removed? Explain how the cure works (for example: why is cremation an effective cure?). See Perkowski's analyses of other tales to find stories that offer similar cures, and see his explanations for why they work. You may cite from his explanations to support your ideas.
10. Social/Psychological Role: Identify the social function of the vampire in the community. What phenomena is the vampire being used to represent? Here you may include relevant information drawn from Perkowski's analyses of other folktales to support your discussion of particular images (stakes, clothes, coins, etc.) or social types (family members, clergy, etc.). You should also discuss what anxieties or threats the ritual killing of the vampire relieves the community of. Here is where the relationship between folklore, village life, and fiction can be discussed as well. For example, you might comment on the structuring principles you recognize in the tale that make it clearly an artistically structured text (such as recurring events, or the use of symbols), while identifying the real conditions of village life the folktale describes (harvest rituals, farm animals, etc). Also, is the vampire a stranger or someone known to the community?

Your analysis should be 4-5 pages long (single spaced). Number each of the points you discuss, and be sure to cite all of your sources of information. Assignments will be graded according to the accuracy and comprehensiveness of the information provided in your analysis, and whether sources of information have been properly cited. See the course syllabus for grading scale.

Assignments are due in class next Thursday, September 9. If you have any questions about the assignment, please feel free to come to my office hours or contact me at lwakamiy@mailier.fsu.edu.

SLL3510: The Slavic Vampire
Prof. Lisa Wakamiya
Fall Semester

Midterm Assignment

Your assignment is to describe and analyze the worldview or methodology that informs eight (8) of the assigned readings you completed from weeks 1-5. These readings are presented alphabetically (by name of author) below:

- Paul Barber, "Forensic Pathology and the European Vampire," *The Vampire. A Casebook*, ed. Alan Dundes. 109-142.
- N.I. Dumitrascu, folktale, in Agnes Murgoci "The Vampire in Roumania," *The Vampire. A Casebook*, ed. Alan Dundes. 16-17.
- Nikolai Gogol, "Viy," (1835) in a film adaptation by Georgii Kropachev and Konstantin Ershov (1967).
- George Gordon, Lord Byron, "Fragment of a Novel," *The Penguin Book of Vampire Stories*, ed. Alan Ryan. 1-6.
- Philip D. Jaffé and Frank DiCataldo, "Clinical Vampirism: Blending Myth and Reality," *The Vampire. A Casebook*. ed. Alan Dundes. 143-158.
- Jan Perkowski, *The Darkling*. Chapters 1 and 5.
- John Polidori, "The Vampyre," *The Penguin Book of Vampire Stories*, ed. Alan Ryan. 7-24.
- Joakim Vujic, dialogue between self and two monks, in John V.A. Fine, Jr. "In Defense of Vampires," *The Vampire. A Casebook*, ed. Alan Dundes. 61-64.

Before you write, organize your ideas:

Begin by considering the identity of the author who wrote each work: is the author a member of a folk community? A scholar or scientist? A literary figure? Once you have established the author's identity, consider the perspective from which the author sees and interprets the world of vampires. You should ask yourself: Is the author observing a community from within, or approaching a community from without? What is the worldview of the author? What beliefs or values inform his/her work? What is the author trying to accomplish with her/his text? Who is the audience for this text? Is the author proposing solutions to vampirism? If yes, how does s/he propose to solve the problem? If no, what statement is the author making about vampires and culture?

Keep in mind the material and perspectives we have discussed in class: folktales about vampires, literary works about vampires, rational-scientific approaches to vampires, Structuralist, feminist, and psychoanalytic approaches to vampires all reveal very different perspectives on their subject. Also note: we have seen that literary figures can borrow from, or express, diverse points of view; their stories might present one or more perspective.

Next — organize your findings:

The assigned readings were presented in alphabetical order above. Do you see a more logical way to organize the readings? You should approach the readings analytically, organizing them into categories based on their approach, worldview, or methodology. There may be some works that stand on their own because they represent a unique perspective, but if two or more works reveal a similar outlook or method, you will find that it helps to discuss them in connection with each other. Some works raise interesting questions: for example, do you group Gogol's "Viy" with folklore or literature? Why? And in what ways does "Viy" take a psychoanalytical approach to vampirism? After you have organized the readings into logical categories, come up with subheadings for your groupings, and explain why texts belong in these groups.

Write:

Present your analysis of each author's worldview and method in a 2-3 page paper (single spaced). As the purpose of this assignment is to display your analytical skills, avoid summarizing the readings. Retelling someone else's ideas is not only uninteresting; it will adversely affect your grade. Keep the focus of your paper on the perspectives or biases that inform the readings, the methods the authors use to convey their ideas, and your reasons for grouping them in the categories you have chosen.

Assignments will be graded according to the accuracy of the information provided in your analysis. You must treat all of the readings listed above in order to receive full credit on the assignment.

Assignments are due in class on Thursday, October 7. Emailed papers will not be accepted. Please feel free to consult me if you have any individual questions or concerns about the paper requirements. I am glad to help you answer questions about the readings and formulate your ideas into an essay. Come to office hours, stop me after class, or make an appointment to see me, even if you're just having difficulty getting started. I may be contacted at lwakamiy@mailier.fsu.edu or at 644-8391.

DATE: February 18, 2008
TO: Faculty Senate
FROM: Student Academic Relations Committee, Chairperson Laurie Grubbs
RE: Annual Report 2007-2008

There were no new cases in 2007-2008. The case from the College of Education is still active, as the person has appealed to the judicial system to rule on the merits of their case.

Annual Report of the Graduate Policy Committee to the Faculty Senate for 2007-08
Dr. George Bates, GPC Chair
Feb 20, 2008

The GPC met nine times in the Fall semester and so far has met twice this Spring.

The GPC is charged with 1. considering changes to university policies affecting graduate students and graduate education, 2. conducting reviews of graduate programs, and 3. considering proposals for new graduate programs.

In the Fall the GPC reviewed the doctoral and masters programs in Management Information Systems, Accounting, Finance, and the School of Theater. Program reviews scheduled for this Spring are Management, Finance, Risk Management and Insurance, the MBA program, and the College of Music.

In the Fall the GPC approved proposals to explore new doctoral programs in Nursing Practice (DNP) and History and Philosophy of Science. At its Jan 28, 2008 meeting the GPC approved the proposal to implement the DNP and this proposal will now go to the Board of Trustees and the Board of Governors for final approval. Due to the university's budget cuts the proposed new doctorate in History and Philosophy of Science has been placed on hold.

Over the course of the Fall and continuing this Spring the GPC discussed five changes in current graduate policies.

1. We discussed, and are continuing to consider, changes in policy that would permit non-tenure-track faculty to have full masters and doctoral directive status.
2. We passed a proposal to permit graduate students to sequester their theses or dissertations to protect the students' right to publish their work through a commercial press. Under this new policy students can

elect to restrict access to their thesis or dissertation to users of the FSU Libraries. If students elect this option their thesis or dissertation will be archived by the library in an electronic format that can be viewed but cannot be copied or printed. The Steering Committee has approved this new policy.

3. We have ongoing discussions aimed at clarifying the University's policies and procedures for certifying spoken English competency for graduate teaching assistants. We hope to bring a proposal on this to the senate in the near future.
4. We have discussed and passed a proposal that would define the full-time load for graduate students who are ABD (or AB-thesis) as 3 hours. This proposal has been sent to the Steering Committee and we hope to bring it to the Faculty Senate at the Senate's March meeting.
5. We had several discussions of Graduate Faculty Status, Masters Directive Status and Doctoral Directive Status and have brought an action item on this issue for the Senate's consideration today. This new policy would collapse DDS and MDS into GFS for all tenure-track faculty and would place the authority for managing GFS with the individual departments and colleges.