FLORIDA STATE UNIVERSITY

COMPLIANCE CERTIFICATION

FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

SUBMITTED SEPTEMBER 2023

COMPLIANCE CERTIFICATION

(Updated February 2020)

Name of Institution: Florida State University

Date of Submission: September 7, 2023

In order to be accredited by SACSCOC, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution's chief executive officer and accreditation liaison, attests to the institution's honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including all Standards in the *Principles of Accreditation*) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

Part 1 Signature Page for the institution's chief executive officer and the accreditation liaison

Part 2 List of all substantive changes that have been reported and approved by SACSCOC since the institution's last reaffirmation as well as the date of approval

Part 3 The institution's assessment of compliance with the *Principles of Accreditation*

Part 4 An attached and updated "Institutional Summary Form Prepared for SACSCOC Reviews" that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution's last comprehensive review, please indicates it as well.

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Florida State University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That Florida State University has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Florida State University has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Ruth M. Storm

Signature *Ruth M Storm*

Date: September 5, 2023

Chief Executive Officer

Name of Chief Executive Officer: Richard McCullough

Signature *Richard M McCullough*

Date: September 5, 2023

Form edited December 2022

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED
   SINCE THE LAST REAFFIRMATION

SACSCOC Approval Date	Description of Substantive Change
January 20, 2015	Program Closure – Rehabilitation Counseling (M.S.)
May 8, 2015	Program Closure – American Dance Studies (M.A.) and General Human Sciences (B.A./B.S.)
August 13, 2015	Program Closure – Sales Management (Graduate Certificate)
September 10, 2015	Program Closure – Exercise Physiology (Specialist)
January 5, 2016	Program Closure – American and Florida Studies (B.A. and M.A), Research and Evaluation Methods (M.A. and Ph.D.), Chemical Physics (M.S. and Ph.D.), Communication Science and Disorders (Advanced Masters)
January 18, 2017	Program Closure – Special Events (Graduate Certificate)
April 3, 2017	Program Closure – Arts Education (B.A./B.S.)
July 12, 2018	Program Closure – Science Education (B.S.), Mathematics Education (B.S.), Multilingual/Multicultural Education (B.S.)
February 1, 2019	Program Closure – Rehabilitation Counseling (Ed.S., Ph.D.)
June 7, 2019	Program Closure – Retail Merchandising (Graduate Certificate)
June 7, 2019	Program Closure – French and Francophone Studies (B.A.)
June 19, 2020	Program Closure - Instructional Systems and Learning Technologies (Ed.S.), Interdisciplinary Social Science (M.S.), Measurement and Statistics (Ed.S.), Higher Education (Ed.S.), Foundations of Education (Ed.S.)
June 19, 2020	Program Closure - Cyber Criminology (M.S.)
June 19, 2020	Program Closure – Coaching (Graduate Certificate)
February 12, 2021	Program Closure – Marketing (M.S.)

March 12, 2021	Off-Campus Instructional Site Closure – St. Petersburg College – University Partnership Center, 9200 113th Street North, Seminole, FL 33772
Withdrawn	Program Closure – Nursing (M.S.)
May 13, 2022	Program Closure – Interdisciplinary Humanities (M.A. and Ph.D.)
May 13, 2022	Program Closure – History and Philosophy of Science (M.A.)
May 13, 2022	Program Closure – Early Childhood Education (B.A. and B.S)
August 5, 2022	Program Closure – Nurse Anesthesia (M.S.N.A.)
December 9, 2022	Program Closure – Nursing Education (Graduate Certificate)
December 9, 2022	Program Closure – Nursing Leadership (Graduate Certificate)
July 21, 2023	Off-Campus Instructional Site Closure – Bee Ridge Road, #D5, Sarasota, FL 34233
August 4, 2023	Program Closure – Editing and Publishing (Graduate Certificate)
August 18, 2023	Program Closure – Military/Veteran Mental Health (Graduate Certificate)

Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

1 THE PRINCIPAL OF INTEGRITY

1.1   *The institution operates with integrity in all matters.* (***Integrity***)

  _**X**_ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

2 MISSION

> **2.1** *The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.* (**Institutional Mission**)
>
> __X__ *Compliance*   ____ *Partial Compliance*   ____ *Non-compliance*

Narrative

Florida State University has a clear and comprehensive mission statement that guides its planning, operations, evaluation, and on-going improvement. [FSU Fact Book, p.7, 2021-2022] The mission statement conveys the university's commitment to teaching, research, and public service. It also articulates the nature of the university's educational programs and degree levels, its distinct characteristics, and its responsibilities as a state higher education institution. The mission statement is as follows:

> "The Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity."

The Florida State University Board of Trustees reviews and approves the institution's mission in light of the university's degree programs and levels as part of the state-mandated Accountability Plan. This review and approval is conducted annually. The mission statement was last reviewed and approved by the FSU BOT at the April 2022 meeting. [Board of Trustees Agenda, 04.26.2022] [Board of Trustees Minutes, 04.26.2022]

The university communicates its mission statement to its faculty, staff, alumni, and the public. It is readily available in both hard copy and electronic forms in a variety of publications including, for example, the Faculty Handbook, University General Bulletin, University Graduate Bulletin, and the Accountability Plan. The language is consistent across publications. [FSU Faculty Handbook, p.17, 2021] [FSU General Bulletin, p.57, 2022-2023] [FSU Graduate Bulletin, p.57, 2022-2023] [FSU Accountability Plan, p.4, 2022]

Offices throughout the university use and communicate the mission statement and make it available to faculty, staff, and alumni. The Office of Institutional Research publishes the Fact Book with the current mission statement that is widely distributed and circulated. [FSU Fact Book, p.7, 2021-2022] [FSU Mission Vision Statement]

Evidentiary Documents

- FSUFactBook2021-2022.pdf
- BOTAgendaApril2022.pdf
- BOTMeetingMinutesApril2022.pdf
- FSUFacultyHandbook2021-2022.pdf
- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- FSU2022AccountabilityPlanBOGApproved.pdf
- FSUMissionAndVisionStatement.pdf

3 BASIC ELIGIBILITY STANDARDS

<table>
<tr><td>**3.1.a**</td><td>*An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies.* **(Degree-Granting Authority)**</td></tr>
</table>

    __X__ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

The Florida Board of Governors delegates the university's degree-granting authority to the Florida State University Board of Trustees. Article IX, Section 7, of the Florida Constitution provides that there shall be a single State University System in the State of Florida governed by the Florida Board of Governors with each public university administered by its own board of trustees. [Florida Constitution, Article IX, Section 7, p.1]

The responsibilities, powers, and duties of the Florida Board of Governors are further detailed in Chapter 1001, Part IV, Florida Statutes. [Chapter 1001, Part IV, Florida Statutes, 2021] The Florida Board of Governors implements its authority by promulgating regulations and delegating certain powers and duties to the universities' boards of trustees. Florida Board of Governors' Regulation 1.001, entitled "University Board of Trustees Powers and Duties," has been enacted to "delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university." [BOG Regulation 1.001, p.1] The Florida Board of Governors grants to the individual boards of trustees of the State University System institutions, including the Florida State University Board of Trustees, certain authority to authorize and discontinue degree programs. [BOG Regulation 1.001, pp.3-4]

The authority delegated by the Florida Board of Governors to the Florida State University Board of Trustees is further delegated to the University President. Specifically, the Florida State University Board of Trustees has delegated to the University President the specific authority to "award, amend, or revoke degrees" in paragraph (10) of its Resolution of February 19, 2010. [BOT Resolution 02.19.2010, p.2, 2010]

While this delegation of authority to the Florida State University Board of Trustees and to the University President is generally without condition or restriction, the Florida Board of Governors' Regulation 6.017, entitled "Criteria for Awarding the Baccalaureate Degree," sets forth minimum system-wide graduation requirements for all students receiving a baccalaureate degree within the State University System. [BOG Regulation 6.017] This regulation recognizes that, in addition to the system-wide requirements, students must also meet the requirements of their university and program. [BOG Regulation 6.017]

Changes to Academic Degree Program Offerings

The university is authorized to change its academic degree programs with approval by the Florida State University Board of Trustees and then either reporting to and/or final approval by the Florida Board of Governors.

Each year, pursuant to the Florida Board of Governors' Regulation 2.002, Florida State University provides an accountability plan to the Florida Board of Governors. [BOG Regulation 2.002] As part of its annual accountability plan last submitted in June 2022, Florida State University provides a listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years. [BOG Regulation 2.002] [FSU Accountability Plan, p.22, 2022-2023]

The university submits pre-proposals for new academic degree programs for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to the Florida Board of Governors' Regulation 8.004. [BOG Regulation 8.004] This submission is to occur prior to a new degree program under consideration being moved into the one-year category on the university's annual plan. [BOG Regulation 8.011] The Florida State University Board of Trustees approves new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with the criteria and requirements of the Florida Board of Governors' Regulation 8.011(3) and (5). Program policies must be consistent with the Florida Board of Governors' Regulation 8.011 and a copy must be provided to the Florida Board of Governors. The Florida State University Board of Trustees approves new research and professional doctoral degree programs and then submits them to the Florida Board of Governors for final authorization.

The Florida Board of Governors' Regulation 8.012(1)(c) states that the university's Board of Trustees has the responsibility and authority to approve the termination of degree programs at the bachelor's, master's, advanced master's and specialist level and then notifies the Board of Governors within four weeks of the Board of Trustees' decision. [BOG Regulation 8.012] In addition, the Florida Board of Governors' Regulation 8.012(1)(d) states that the University's Board of Trustees has the responsibility and authority to recommend and report termination of degree programs at the professional and doctoral level to the Florida Board of Governors for review and approval. [BOG Regulation 8.012] As of this writing, the last termination of an academic program by the FSU Board of Trustees was February 2022. [BOT Agenda] [BOT Minutes] [BOT Meeting Material]

Off-Campus Sites

The general degree granting authority of Florida State University delegated by the Florida Board of Governors applies to off-campus instructional sites offering degree programs at Republic of Panama; Panama City, Florida; and the FSU Ringling Center for Cultural Arts. In addition to the degree-granting authority of Florida State University, authority for universities within the State University System to establish educational sites apart from the main campus, including international educational sites, is provided by the Florida Board of Governors' Regulation 8.009,

entitled "Educational Sites," which also requires the university boards of trustees to adopt regulations regarding such sites. [BOG Regulation 8.009, p.3] Accordingly, the Florida State University Board of Trustees has promulgated Regulation FSU-5.077, entitled "International Programs," which authorizes international locations. [BOT Regulation FSU-5.077, pp.1-2] These locations are authorized to "offer classes and programs" pursuant to the regulations of the Florida Board of Governors, the Florida State University Board of Trustees, law, and accrediting agency policy. [BOT Regulation FSU-5.077, p.1] The university's Republic of Panama campus is noted in the regulation as being administered through a not-for-profit foundation established in the Republic of Panama, which is controlled by Florida State University, through the Office of the Provost. [BOT Regulation FSU-5.077, pp.1-2] The FSU-Panama Agreement documents that Florida State University retains full authority over degree approval. [FSU-Panama Agreement, p.4, 2023] The government of the Republic of Panama recognizes the Florida State University – Panama campus as a legal entity. [Republic of Panama Document Spanish, p.1, 1998] [Republic of Panama Document English, p.1, 1998]

Distance Learning

Florida became a member of the State Authorization Reciprocity Agreement (SARA) in 2017 after legislation was enacted authorizing Florida to join with other states for the delivery of postsecondary distance education. [s.1000.35, Florida Statutes] The legislation also created the Postsecondary Reciprocal Distance Education Coordinating Council, which provides oversight and guidance to postsecondary degree-granting institutions located in Florida that elect to participate in SARA. [s.1000.35, Florida Statutes] The Council is comprised of five members including the Chancellor of the State University System Board of Governors. [s. 1000.35, Florida Statutes] All members of the State University System are members of SARA. [BOG Online Education Annual Report 2019, p.29]

FSU is a member of SARA and is approved by the National Council for State Authorization Reciprocity Agreement (NC-SARA) and the Florida State Authorization Reciprocity Agreement (FL-SARA). This membership enables FSU to admit students to online degree programs from all 50 states and most territories, including Puerto Rico, Guam, and the U.S. Virgin Islands. Applicants and students are informed of these agreements on the FSU Office of Distance Learning website. [State Authorization & Licensure Website, 2022] FSU's status as a participating SARA institution in Florida is also available on the NC-SARA and FL-SARA websites. [NC SARA Institutions - Florida, p.2, 2022] [FL SARA Approved Institutions, p.1, 2022]

Evidentiary Documents

[FloridaConstitutionArticleIXSection7.pdf](#)

[FloridaStatutesChapter1001Part IV.pdf](#)

[BOGRegulation1.001.pdf](#)

[BOTResolutionFebruary192010.pdf](#)

[BOGRegulation6.017.pdf](#)

- BOGRegulation2.002.pdf
- FSUAccountabilityPlan2022.pdf
- BOGRegulation8.004.pdf
- BOGRegulation8.011.pdf
- BOGRegulation8.012.pdf
- BOTAgendaFebruary2022.pdf
- BOTMinutesFebruary082022.pdf
- BOTMeetingMaterialsFebruary2022.pdf
- BOGRegulation8.009.pdf
- BOTRegulationFSU5.077.pdf
- FSUPanamaAgreement2023.pdf
- RepublicOfPanamaDocumentSpanish.pdf
- RepublicOfPanamaDocumentEnglish.pdf
- FloridaStatutesSection1000.35.pdf
- BOGOnlineEducationAnnualReport2019.pdf
- StateAuthorizationAndLicensureWebsite.pdf
- NCSARAInstitutionsFlorida.pdf
- FLSARAApprovedInstitutions.pdf

3.1.b	*An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.)* **(Coursework for Degrees)**

_X_ *Compliance*	*Partial Compliance*	*Non-compliance*

Narrative

Florida State University offers bachelor's, master's, specialist, doctoral, and professional degrees and provides instruction for all course work required for each program. Requirements apply regardless of location or mode of delivery.

Course descriptions are available for each degree program and degree requirements for every degree offered are found in the General Bulletin and Graduate Bulletin. Below are examples for each degree program, showing that instruction for all coursework is provided. A redacted transcript along with the related course description entries in the Bulletin are provided to show examples of posted coursework and degrees.

Bachelor's Degree: Chemistry. [Chemistry - FSU General Bulletin, p.283, 2022-2023] [Chemistry BS Transcript-Redacted]

Master's Degree: Geography. [Geography FSU Graduate Bulletin, pp.333-334, 2022-2023] [Geography MS Transcript-Redacted, p.4]

Specialist Degree: Specialist in Information. [College of Communications and Information - FSU Graduate Bulletin, p.145, 2022-2023] [Information Specialist Degree Transcript-Redacted]

Doctoral Degree: Psychology. [Psychology - FSU Graduate Bulletin, p.440, 2022-2023] [Psychology PhD Transcript-Redacted]

Juris Doctorate Degree (J.D.): Law. [Law - FSU Graduate Bulletin, p.367, 2022-2023] [JD Transcript-Redacted]

Medicine Doctorate Degree (M.D.): Medicine. [Medicine - FSU Graduate Bulletin, p.387, 2022-2023] [MD Transcript-Redacted]

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- ChemistryBSTranscriptRedacted.pdf
- FSUGraduateBulletin2022-2023.pdf
- GeographyMSTranscriptRedacted.pdf
- InformationSpecialistDegreeTranscriptRedacted.pdf

PsychologyPhDTranscriptRedacted.pdf

JDTranscriptRedacted.pdf

MDTranscriptRedacted.pdf

<table>
<tr><td>3.1.c</td><td>An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs. (Continuous Operation)</td></tr>
</table>

    <u>X</u> *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

The institution now known as Florida State University was established by the Florida Legislature in 1851 and has been continuously in operation, with students enrolled in degree programs, since 1857. [FSU Fact Book, p.10, 2021-2022] The Florida Legislature formally established Florida State University in 1947. The university has a branch campus in Panama City, Florida, and one in the Republic of Panama. The Panama City, Florida, campus became part of Florida State University in 1982. The Republic of Panama branch campus started as a center in January 1957 when the United States Army invited the university to offer programs for Army, Air Force, and Navy installations in the Panama Canal Zone. The delivery of distance learning courses was approved by the Southern Association of Colleges and Schools Commission on Colleges in 2004.

In Fall 2021, the institution had a total enrollment of 45,493 students (33,486 undergraduates, 11,143 graduate students, and 864 non-degree). [FSU Fact Book, p.18, 2021-2022] The university has eighteen colleges. [FSU Fact Book, p.8, 2021-2022] Students may take courses of study leading to a baccalaureate degree in 104 program areas, a master's degree in 108 different programs, an advanced master's/specialist's degree in six areas, a doctorate in 64 degree programs, and 4 different professional programs. Enrollment headcount summaries by academic departments are published annually as well. [FSU Fact Book, pp.50-52, 2021-2022] The university publishes a history of annual enrollment by level since 1906 that demonstrates the long-term growth of the university. [FSU Fact Book, p.60, 2021-2022]

Evidentiary Documents

FSUFactBook2021-2022.pdf

4 GOVERNING BOARD

_4.1_   *The institution has a governing board of at least five members that:*

a. is the legal body with specific authority over the institution.

b. exercises fiduciary oversight of the institution.

c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.

d. is not controlled by a minority of board members or by organizations or institutions separate from it.

*e. is not presided over by the chief executive officer of the institution. (**Governing Board Characteristics**)*

   _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

Legal Body with Specific Authority

The Florida State University (FSU) Board of Trustees governs the university and its activities regardless of campus location or mode of delivery.

Article IX, Section 7, of the Florida Constitution provides that there shall be a single State University System in the State of Florida governed by the Florida Board of Governors with each public university administered by a board of trustees. [Florida Constitution, Article IX, Section 7, p.1] The responsibilities, powers, and duties of the Florida Board of Governors are detailed in state law. [Chapter 1001, Part IV, Florida Statutes, 2021]

The Florida Board of Governors (FBOG) establishes the powers and duties of the individual university boards of trustees for the institutions within the State University System, including Florida State University, and each institution is administered by a thirteen-member board of trustees. The Florida Constitution requires that the thirteen-member boards of trustees consist of six members who are appointed by the Florida Governor and five members appointed by the Florida Board of Governors; all members serve staggered five-year terms. [Florida Constitution, Article IX, Section 7] In addition, the President of the Faculty Senate and the student body president are *ex officio* voting members. As such, no single authority determines the composition of the university board of trustees.

The Florida Board of Governors implements its authority by promulgating regulations and delegating certain powers and duties to the universities' boards of trustees. Florida Board of Governors' Regulation 1.001, entitled "University Board of Trustees Powers and Duties," has been enacted to "delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction,

operation, management, and accountability of each state university." [BOG Regulation 1.001, p.1] This regulation delegates each of the university boards of trustees' powers and duties to the board as a whole, including the quasi-legislative power to adopt university regulations. [BOG Regulation 1.001] The Florida Board of Governors does not delegate authority to a subset of the board of trustees; as a result, the university board of trustees is not governed by a minority of its members nor organizations or institutions separate from it.

The university board of trustee meetings are governed by the Florida Sunshine Law which requires discussions among trustees on matters before the board to be public and meetings to be publicly noticed. [s. 119.01, Florida Statutes] [BOT Regulation FSU-2.023] [s. 286.0105, Florida Statutes] [s. 286.011, Florida Statutes] [BOT Policy 1-1, pp.2-3]

The Florida State University Board of Trustees (BOT) consists of thirteen members (when all positions are filled) and includes those appointed by the Florida Governor, those appointed by the Florida Board of Governors, the President of the Florida State University Faculty Senate, and the Florida State University Student Body President. [BOT Members] The President of the Florida State University Faculty Senate is selected by the members of the Faculty Senate, who are faculty members at the university. [Faculty Senate Bylaws, pp.3-4, 2020] The Student Body President is elected by Florida State University students during the spring elections. [Student Body Election Code, pp.20-21, 2022]

The Board of Trustees and its meetings are governed by Operating Procedures adopted by the Board of Trustees. [FSU Policy 1-1, p.1] These Operating Procedures state that the Board of Trustees is vested with the authority to govern and set policy for the university and to adopt regulations and policies. [FSU Policy 1-1, p.5] The Operating Procedures also provide for the officers of the board, public notice of all meetings with an advance public agenda, attendance of a quorum of the board to conduct business, prohibition of voting by proxy, and the limitation of each member to one vote. Robert's Rules of Order apply to board meetings except where those rules are in conflict with the Operating Procedures.

Amendment of the Operating Procedures requires a two-thirds vote of the total voting membership of the board. [FSU Policy 1-1] The Operating Procedures defines a quorum as "a majority of the members of the Board." [FSU Policy 1-1, p.4] The structural formation of the university board of trustees along with state operating statutes help ensure that the board is not controlled by a minority of its members or organizations separate from it.

Fiduciary Oversight and Responsibility

The Board of Trustees exercises fiduciary oversight of the university. The Board of Trustees reviews and approves the university's finances and a tentative operating budget for each fiscal year, with subsequent approvals of any changes as necessary. [BOT Agendas and Minutes Re Approving Budget, 2002-2021] The positions of Vice President for Legal Affairs and General Counsel, the Chief Compliance and Ethics Officer, and the Chief Audit Officer report directly and administratively to the President, and functionally to the Board. [Office of Compliance Charter, p.1, 2021] [Office of Inspector General Services Charter, p.2, 2021] Other than the functional oversight of these three positions, the Board does not have any direct line authority to

executive or other staff of the university but exercises its governance function in setting policy and making decisions at its meetings [FSU Organizational Chart] [FSU Policy 1-3] [FSU Policy 2-4] The Board is active in policy making as demonstrated by a review of their actions at recent Board meetings. [Recent BOT Agendas and Minutes, 2020-2022] The Board exercises primary policy control in its legislative function in adopting Regulations. [Recent BOT Agendas and Minutes, pp.2, 5, 43, 44, 47, 53, 65, 69, 75, 79, 88, 91, 100, 104, 110, 123, 125, 128, 133, 137, 138, 141, 143, 149, 150] The Board approves several university plans including strategic, campus master, enrollment, annual audit work, and the university budget. [Recent BOT Agendas and Minutes, pp.11, 14, 15, 18, 25, 26, 30, 32, 33, 39, 48, 53, 69, 76, 88, 89, 91, 96, 99, 100, 104, 109, 110, 114, 121, 123, 125, 128, 134, 152] [BOT Agendas and Minutes Re: Approving Budget, 2002-2021] The Board also approves the creation of new degree programs as well as the termination of degree programs. [Recent BOT Agendas and Minutes, pp.1, 5, 15, 18, 25, 65, 69, 88, 91, 137, 141, 149] In addition, the Board annually reviews the President's performance and sets goals [Recent BOT Agendas and Minutes, pp.139,147] [Recent BOT Agendas and Minutes, pp.38, 67, 74, 126, 136] [BOT Agendas and Minutes Re Approving Budget, pp.17, 29, 30, 139] [BOT Governance Committee Agendas and Minutes Re Presidential Evaluation] [BOG Regulation 1.001, p.5]

The members of the Florida State University Board of Trustees are apprised of their responsibilities, including their fiduciary responsibilities, in regularly scheduled trainings. When new trustees are appointed to the Florida State University Board of Trustees (or otherwise selected by virtue of their position as the President of the Faculty Senate or President of the Student Body), they participate in an orientation session for new trustees. [New Trustee Orientation Schedules and Materials, 2019-2021] The orientation includes presentations by leaders in various areas of university administration, including University/Governmental Relations, Finance and Administration, Office of the General Counsel, University Communications, University Advancement, Student Affairs, Compliance, Audit, Athletics, Academic Affairs, Research, and Faculty Development and Advancement. [New Trustee Orientation Schedules and Materials, 2019-2021]

In addition, annually (except for in 2020 due to the COVID-19 pandemic), informational workshops are held to provide Board of Trustees members with more information about their responsibilities and substantive areas at the university. [BOT Workshop Agendas, 2010-2022] No agenda items or votes are scheduled at a workshop. Instead, the workshops are intended to provide greater detail in subject areas, training, and more in-depth discussions than time allows at a regular Board meeting. Topics for workshops are solicited from the Board members and are often raised during the Board's self-evaluation process. Finally, as needed, the General Counsel's office updates the trustees at their Board meetings regarding legal updates. [Recent BOT Agendas and Minutes, pp.24, 38, 58, 74, 86, 97, 112]

Board Chair

The Florida State University Board of Trustees has a Chair and a Vice Chair, who are selected by a majority vote of the Board members at a public Board of Trustees meeting every two years. [FSU Policy 1-1, p.1] [Recent BOT Agendas and Minutes, pp. 87, 114, 122] The selection of a Chair and Vice Chair is consistent with the Florida Board of Governors' Regulation 1.001(2)(b).

[BOG Regulation 1.001] The Chair of the Florida State University Board of Trustees presides at the meetings, calls special and emergency meetings as appropriate, signs and executes documents and instruments on behalf of the Board, and performs other duties as required. [BOG Regulation 1.001, p.1] [FSU Policy 1-1, p.1] The Vice Chair performs duties delegated to the individual by the Board and in the absence of the Chair. [FSU Policy 1-1, p.1] Per its Operating Procedures, the Board of Trustees meets at least four times per year. [FSU Policy 1-1, p.2] The Board has met more than the minimum four times per year since it was established in 2001. [BOT Meeting Dates, 2001-2022] Prior to each meeting, reasonable notice is given of the meeting and an agenda for the meeting is publicly posted. [FSU Policy 1-1, p.2-3] As shown on the agendas from recent meetings, the agendas are appropriate for the Board's responsibilities of the direction, operation, and management of Florida State University. [Recent BOT Agendas and Minutes, 2020-2022]

The Chair of the Board of Trustees establishes the Board committees and appoints the members to each committee. [FSU Policy 1-1, pp. 5-6] [Recent BOT Agendas and Minutes, pp.10, 77, 86, 101, 112, 126, 135] In 2022, the Board has seven committees: Academic Affairs, Finance and Business, Student Affairs, Advancement, Audit and Compliance, Governance, and University Research. [BOT Committees] The FSU Board of Trustees does not have an executive committee. Each committee has a committee chair and members, all of whom are members of the Board of Trustees. University staff are designated to assist and support each committee. [BOT Committees] In addition, the Chair of the Board of Trustees is an ex-officio voting member on all committees. [FSU Policy 1-1, p.6] The Board Committees meet in advance of a full Board meeting. [BOT Committees Agendas, 2020-2022] [BOT Committees Meeting Minutes, 2020-2022]

Ethics and Conflict of Interest

 The individual members of the Board of Trustees are governed by the provisions of Chapter 112, Part III, Florida Statutes, and the Code of Ethics for Public Officers and Employees. [Chapter 112, Part III, Florida Statutes] These provisions are spelled out in the provisions of the Ethics Code, Section 112.312(2), Florida Statutes, the Florida Board of Governors Regulation 1.001(2)(a) [BOG Regulation 1.001] and the Board of Trustees' Ethics Policy. [FSU Policy 1-3] At each Board meeting, before any items are voted on, the Chair reads the Ethics Conduct Policy to remind Board members of their obligations under the Code of Ethics, the BOG regulation, and the BOT policy. [Recent BOT Agendas and Minutes, pp.127, 140]

As provided in the Florida Code of Ethics, a trustee cannot have or hold any employment or contractual relationship with any business entity or agency that is doing business with the Board of Trustees or the university. [Chapter 112, Part III, Florida Statutes] A trustee also cannot have any employment or contractual relationship that will create frequently recurring conflict between their private interests and the performance of their public duties or that would impede the full and faithful discharge of their public duties. [Chapter 112, Part III, Florida Statutes] The Florida Ethics Code also generally prohibits the solicitation and acceptance of gifts, unauthorized compensation, misuse of public position disclosure or use of information not available to the public, and solicitation or acceptance of honoraria. [Chapter 112, Part III, Florida Statutes]

As required by Section 112.3144, Florida Statutes, each board member must file annual financial disclosure forms with the Florida Commission on Ethics, providing general statements of income sources and of liabilities, gifts, and ownership of real and intangible assets. [Chapter 112, Part III, Florida Statutes, pp.16-22] [New Trustee Orientation Schedules and Materials, pp.81-89] FSU's Chief Compliance and Ethics Officer works with Trustees to ensure that the required disclosure forms are filed in a timely manner with the Florida Commission on Ethics. [Recent BOT Agendas and Minutes, pp.20, 33] [New Trustee Orientation Schedules and Materials, pp.81-89] The Chief Compliance Officer, in consultation with the General Counsel, also vets new Trustees for potential financial conflicts and works to mitigate any such conflicts.

In addition, the FSU Board of Trustees has specific policies on Ethics and Conflicts of Interest. [FSU Policy 1-3] [FSU Policy 2-4] These policies reiterate the application of the Florida Ethics Code and also provide additional situations constituting a conflict of interest. The policies prohibit trustees from exercising direct authority over university employees other than the President or from influencing university hiring decisions, except for the hiring of the President. In addition, as stated above, at the beginning of Board of Trustees' meetings, the Chair reads the Ethics Conduct Policy to the Board to remind the trustees of Board policy. [Recent BOT Agendas and Minutes, pp.127,140]

In 2022, the university implemented the Conflict Administration Management System (CAMS), a conflict of interest system to report and approve outside activity/outside employment, and to identify/manage conflict of interest. In addition to the annual financial disclosure forms required to be filed with the Florida Commission on Ethics, FSU requires all Board members to utilize CAMS to report at least annually whether or not they have any potential conflict of interest. [CAMS Website, 2022] Training on outside activity and conflict of interest was provided to Board members in anticipation of the CAMS system launch. [Office of Compliance Annual Report, p.4, 2021] [CAMS Report Board Member]

Finally, FSU's Chief Compliance and Ethics Officer provides training to the Board of Trustees members on compliance and ethics issues, including the Code of Ethics, Conflicts of Interest, and Gifts and Honoraria. The first of these trainings occurred in May 2018 and such training is also part of the orientation for new Trustees. [FSU Office of Compliance Program Plan, p.7, 2018] [New Trustee Orientation Schedules and Materials, pp.81-89]

Relationship between Chief Executive Officer and FSU Board of Trustees

The University President serves as the chief executive officer and corporate secretary of the Board of Trustees. [FSU Policy 1-7, p.1] The University President reports to the Board of Trustees. [BOG Regulation 1.001, pp. 2-3] [FSU Organizational Chart] The University President may consult with the Board Chair on certain high profile and/or impactful decisions. [FSU Policy 1-7, p.1] In consultation with the Chair, the university president sets the agenda for the meetings. The FSU Board of Trustees is not presided over by the chief executive of the institution.

Evidentiary Documents

- FloridaConstitutionArticleIXSection.7.pdf
- FloridaStatutesChapter1001PartIV.pdf
- BOGRegulation1.001.pdf
- FloridaStatutesSection119.01.pdf
- BOTRegulationFSU2.023.pdf
- FloridaStatutesSection286.0105.pdf
- FloridaStatutesSection286.011.pdf
- FSUPolicy1-1.pdf
- BOTMembers.pdf
- FacultySenateBylaws.pdf
- TheStudentBodyElectionCode.pdf
- BOTAgendasAndMinutesReApprovingBudget.pdf
- OfficeOfComplianceCharter.pdf
- OfficeOfInspectorGeneralServicesCharter.pdf
- FSUPolicy1-3.pdf
- FSUPolicy2-4.pdf
- RecentBOTAgendasAndMinutes.pdf
- BOTGovernanceCommitteeAgendasAndMinutesRePresident.pdf
- NewTrusteeOrientationSchedulesAndMaterials.pdf
- BOTWorkshopAgendas.pdf
- BOTMeetingDates.pdf
- BOTCommittees.pdf
- BOTCommitteesAgendas.pdf
- BOTCommitteesMeetingMinutes.pdf
- FloridaStatutesChapter112Part III.pdf
- CAMSWebsite.pdf
- OfficeOfComplianceAnnualReport.pdf
- CAMSReportBoardMember.pdf
- OfficeOfComplianceProgramPlan.pdf
- FSUPolicy1-7.pdf
- UniversityOverview.pdf

4.2.a	*The governing board ensures the regular review of the institution's mission.* (***Mission Review***)

<u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University has a mission statement, which is regularly reviewed by the Florida State University Board of Trustees:

> "Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity." [University Mission Statement, FSU Fact Book, p.1, 2021-2022]

The Florida Board of Governors' Regulation 2.002 requires the university mission statement to be approved by the Board of Trustees and submitted to the Board of Governors annually. [BOG Regulation 2.002] [FSU Accountability Plan, 2022-2023] [BOT Meeting Agenda 04.26.2022] [BOT Meeting Minutes 04.26.2022] [BOT Meeting Agenda 04.01.2021] [BOT Meeting Minutes 04.01.2021] [BOT Meeting Agenda 04.17.2020] [BOT Meeting Minutes 04.17.2020] [BOT Meeting Agenda 03.26.2019] [BOT Meeting Minutes 03.26.2019] [BOT Meeting Agenda 06.08.2018] [BOT Meeting Minutes 06.08.2018] [BOT Meeting Agenda 02.22.2017] [BOT Meeting Minutes 02.22.2017] The mission statement is reviewed, revised, and approved, as appropriate, by the Florida State University Board of Trustees annually as part of the University's Accountability Plan. University publications include the updated and approved mission statement. [FSU General Bulletin, p.57, 2022-2023] [FSU Graduate Bulletin, p.57, 2022-2023]

The current institutional mission was originally approved in 2017 as part of the Florida State University 2017-2022 Strategic Plan, reaffirmed as part of each subsequent accountability plan, and most recently in 2022. The Board of Trustees explicitly approved the mission statement retaining the same wording at the same meeting as the 2022-2023 Accountability Plan. [FSU Strategic Plan, 2017-2022] [BOT Meeting Agenda 04.26.2022] [BOT Meeting Minutes 04.26.2022] [FSU Accountability Plan, p.4, 2022-2023]

Evidentiary Documents

FSUFactBook2021-2022.pdf

BOGRegulation2.002.pdf

- FSU2022AccountabilityPlanBOGApproved.pdf
- BOTMeetingAgendaApril262022.pdf
- BOTMeetingMinutesApril262022.pdf
- BOTMeetingAgendaApril012021.pdf
- BOTMeetingMinutesApril012021.pdf
- BOTMeetingAgendaApril172020.pdf
- BOTMeetingMinutesApril172020.pdf
- BOTMeetingAgendaMarch262019.pdf
- BOTMeetingMinutesMarch262019.pdf
- BOTMeetingAgendaJune082018.pdf
- BOTMeetingMinutesJune082018.pdf
- BOTMeetingAgendaFebruary212017.pdf
- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- FSUStrategicPlan2017-2022.pdf
- BOTMeetingMinutesApril262022.pdf

<table>
<tr><td>4.2.b</td><td>The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. (Board/Administrative Distinction)</td></tr>
</table>

<u>*X*</u> *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

The Florida Constitution, Article IX, Section 7 provides that the Florida Board of Governors (FBOG) shall establish the powers and duties of the individual boards of trustees, which are charged with governing each university in Florida's State University System. [Florida Constitution, Article IX Section 7] The FBOG implements its authority by promulgating regulations and delegating certain powers and duties to the universities' boards of trustees. Florida Board of Governors' Regulation 1.001, entitled "University Board of Trustees Powers and Duties," has been enacted to "delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university." [BOG Regulation 1.001] This regulation delegates each of the university boards of trustees' powers and duties to the board as a whole, including the quasi-legislative power to adopt university regulations.

The FSU Board of Trustees (BOT) has adopted policy regulations, in its quasi-legislative capacity, addressing diverse subject areas relative to university governance and operation. [FSU BOT Regulations Listing] Implementation and enforcement of these policies is left to university administrators through the President. [BOT Resolution 02.19.2010] BOT policies recognize the distinction. The BOT's Ethics Policy provides that the BOT has the legal authority to give direction to only one employee, the President of Florida State University. [FSU Policy 1-3] Furthermore, the policy provides that, unless specifically referred by the President, the trustees should not intervene in relations with other administrators, faculty, staff or students. [FSU Policy 1-3] Also, complaints made to any trustee should be referred by the trustee to the President. In addition, the BOT has a policy entitled Board/Administrative Distinction that establishes a clear and appropriate distinction between BOT oversight and the administrative control and implementation of FSU functions by the University President and administration. This policy defines the role of the board and does not extend to the implementation of policy. The university president is charged with policy implementation. [FSU Policy 1-7] Further, this distinction is outlined in the Faculty Handbook. [FSU Faculty Handbook, pp.19-20, 2021-2022]

The policy making of the FSU BOT occurs at regular board meetings and applies equally to all aspects of the University including off-campus instructional sites and online distance learning. For example, within the parameters set in the state General Appropriations Bill, the FSU Board of Trustees has set policy relating to tuition and tuition waivers. [Recent BOT Agenda and Minutes, pp.30, 33, 104, 110] Upon the recommendation of the FSU Provost and appropriate faculty committees at the University, the FSU BOT has approved a doctorate

in Nurse Anesthesia Practice administratively implemented by faculty on the branch campus in Panama City, Florida, and a master's degree in Entrepreneurship administratively implemented by faculty in the Jim Moran College of Entrepreneurship on the main campus consistent with provisions in state law that require board approval for new degree programs. [Recent BOT Agendas and Minutes, p.5] The BOT has approved termination of degrees consistent with the Provost's recommendation to the President to cease enrollment in the programs. [Recent BOT Agendas and Minutes, pp.5, 141] In addition, the Board of Trustees has approved Legislative Budget Requests and construction activities and expenditures. [Recent BOT Agendas and Minutes, p.54] [Recent BOT Agendas and Minutes, p.97] Implementation and enforcement of the BOT's policy decisions is solely by those within the executive branch and under the authority of the President. For example, the BOT has adopted a regulation governing procurement and purchasing. [FSU Regulation FSU-2.015] Actual purchasing authority is delegated to the President. [BOT Resolution 02.19.2010] As a further example, the BOT has enacted a regulation establishing Guidelines of Disciplinary Action for FSU employees. [BOT Regulation FSU-4.070] [BOT Regulation FSU-4.070, p.15] However, implementation and enforcement of such employment decisions is solely by those under the authority of the President. [BOT Regulation FSU-4.070, p.1] [Written Reprimand Redacted] [Dismissal Letter Redacted]

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- BOGRegulation1.001.pdf
- FSUBOTRegulationsListing.pdf
- BOTResolutionFebruary192010.pdf
- FSUPolicy1-3.pdf
- FSUPolicy1-7.pdf
- FSUFacultyHandbook2021-2022.pdf
- RecentBOTAgendasAndMinutes.pdf
- FSURegulationFSU2.015.pdf
- BOTRegulationFSU4.070.pdf
- WrittenReprimandRedacted.pdf
- DismissalLetterRedacted.pdf

<table>
<tr><td>**4.2.c**</td><td>*The governing board selects and regularly evaluates the institution's chief executive officer. (**CEO Evaluation/Selection**)*</td></tr>
</table>

<u> X </u> *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

CEO Search and Selection

The Florida Constitution invests authority over the state universities in the Florida Board of Governors (FBOG) and provides that each university shall be administered by a board of trustees. [Florida Constitution, Article IX, Section 7] This section of the Florida Constitution further provides in subparagraph (c) that the FBOG shall establish the powers and duties of the boards of trustees. The FBOG exercises its constitutional authority primarily through the adoption of regulations.

Florida Board of Governors (FBOG) Regulation 1.002, entitled "Presidential Search and Selection," provides that each institution's board of trustees shall conduct a search and selection of a candidate to serve as President, subject to confirmation by the FBOG. [BOG Regulation 1.002] This FBOG Regulation outlines the process for the search and selection, including that the chair of the board of trustees, in consultation with the chair of the FBOG, appoints the members of a search committee, comprised of no more than 15 members, one of whom must be a member of the FBOG and three of whom must be members of the university's board of trustees. The FBOG Regulation further specifies that the committee is to include members from the institution's faculty, student body, foundation board, and, if applicable, financing corporation board. Alumni, donors and community members should be considered. The regulation also prohibits anyone who directly reports to the president from serving on the committee. The search committee chair is a member of the university's board of trustees.

The FBOG Regulation further specifies that after the search committee is established, the board of trustees shall obtain an executive compensation analysis, in order to establish a range of compensation, and shall provide a charge to the search committee that outlines the scope of the search, the estimated timeline, and the committee's responsibilities. [BOG Regulation 1.002] The committee may retain the services of an executive search firm familiar with Florida's Open Records and Open Meetings laws. The FBOG Regulation details other responsibilities of the search committee, such as establishing a website and providing an unranked list of applicants to the board of trustees. The FBOG Regulation also specifies the responsibilities of the board of the trustees in the search and selection process. Finally, after the board of trustees has selected a final candidate, that individual must personally appear before the FBOG at a scheduled meeting for an interview as part of the confirmation process.

The most recent search and selection of the university president occurred in 2021, with the selection and confirmation of Dr. Richard McCullough as FSU's 16th President. The process was compliant with the requirements of FBOG Regulation 1.002. [BOG Regulation 1.002] [FSU

Presidential Search Documents 2021] [BOG Presidential Search Document 2021] A 15-member Presidential Search Advisory Committee was established. [FSU Presidential Search Documents 2021, pp.2, 58-63] [BOG Presidential Search Document 2021, pp.2, 12-15] The University's Presidential Search Advisory Committee included BOT member Bob Sasser, Chair (who replaced Billy Buzzett, whose BOT term expired during the search); Renisha Gibbs, Vice Chair and Associate Vice President of Human Resources; Bridgett Birmingham, FSU faculty member; Caitlyn Blake-Hedges, FSU graduate student; Edward Burr, BOT Chair; Joe Camps, former BOT member and alum; Andrea Friall, FSU alum; Christian Hall, FSU undergraduate student; Nick Iarossi, FSU alum; Dazi Lenoir, FSU alum; Craig Mateer, BOT member; Devoe Moore, FSU supporter and community member; Leslie Pantin, former BOT member and alum; Pam Perrewé, FSU faculty member; and Eric Silagy, FBOG member. [Presidential Search Advisory Committee Meeting Minutes, p.9] [BOG Presidential Search Documents 2021, pp.12-15] The committee was approved by the BOT. [FSU Presidential Search Documents 2021, p.2] The ten-part charge to the Presidential Search Advisory Committee was also approved by the BOT. [FSU Presidential Search Documents 2021, p.2-3] [Presidential Search Advisory Committee Agendas, p.1] [Presidential Search Advisory Committee Meeting Minutes, p.2]

The FSU Board of Trustees (BOT) engaged the services of the executive search firm Storbeck/Pimentel & Associates, after the Presidential Search Advisory Committee reviewed the role of the search firm, reviewed proposals submitted by multiple search firms and conducted interviews of search firms. [Presidential Search Advisory Committee Agendas, pp.2-3] [Presidential Search Advisory Committee Meeting Minutes, pp.3-4, 6-8] [Search Firm Contract for Presidential Search] The selected search firm met and consulted with university administration, the BOT, the University Presidential Search Advisory Committee, community members, donors and other interested parties to gain and understanding of the history, structure and operations of the university. [Search Firm Contract for Presidential Search, p.9] The search firm developed a position specification for the review and approval of the University Presidential Search Advisory Committee, which was used to advertise the position. [BOG Presidential Search Documents 2021, p.20] The search firm also developed a position profile for the search committee's review and approval. [BOG Presidential Search Documents 2021, pp.22-31] [Presidential Search Advisory Committee Agendas, p.5] A compensation analysis was conducted. [Executive Compensation Analysis] The search firm assisted the Presidential Search Advisory Committee in reviewing the credentials of candidates, selecting those desired for interviews, and facilitating the interviews. [Presidential Search Advisory Committee Agendas, pp.8-10] [Presidential Search Advisory Committee Meeting Minutes, p.17] [Search Firm Contract for Presidential Search, p.10]

The BOT Agendas and Minutes reflect the BOT's in-depth involvement in the process. [FSU President Search Documents 2021, pp.1-28, 50-54] The BOT's selection was confirmed by the FBOG in June 2021. [BOG Presidential Search Documents 2021, p.5] The Presidential search process began with the approval of the Presidential Search Advisory Committee by the BOT in October 2020 and ended with the FBOG's confirmation of Richard McCullough as FSU's 16th President on June 23, 2021. [BOG Presidential Search Documents 2021, pp.17-18]

CEO Evaluation

Paragraph (5)(f) of FBOG Regulation 1.001 indicates that each university board of trustees shall conduct an annual evaluation of the institution's president. [BOG Regulation 1.001] Typically, the FSU BOT has conducted an evaluation of the President at a BOT meeting during the fall semester. The FSU BOT has evaluated the university president annually, excepted only when a President was too new in the role to be adequately evaluated (such as in 2010 and 2014). [BOT President Evaluations 2007-2019] Based on BOT practice, the BOT members provide input regarding the president's performance and then the president's evaluation is presented to the President during a BOT meeting. In November 2020, the BOT evaluated FSU's 15th President, John Thrasher, who was retiring in 2021. [BOT President Evaluation 2020, p.7] In September 2021, in an effort to fully comply with the BOG Regulation, the BOT presented Mr. Thrasher's final evaluation as FSU President, even though by that time Mr. Thrasher had retired and Richard McCullough was serving as FSU's 16th President. [BOT President Evaluation 2021, p.10] President McCullough's first evaluation as FSU's President occurred in Fall 2022 and the President's goals and upcoming evaluation process was discussed at a June 2022 BOT Governance Committee Meeting. [Governance Committee Agenda June 2022] [BOT Evaluation of University President Approval September 23 Agenda] [BOT Evaluation of University President Approval September 23 Minutes, p. 2]

At the November 18, 2022, BOT meeting, the President's goals, which will be the basis for his 2023 evaluation, were adopted. [November 2022 BOT Meeting Agenda] [BOT Minutes]

Evidentiary Documents

- FSUConstitution.pdf
- BOGRegulation1.002.pdf
- FSUPresidentialSearchDocuments2021.pdf
- BOGPresidentialSearchDocuments2021.pdf
- PresidentialSearchAdvisoryCommitteeMeetingMinutes.pdf
- PresidentialSearchAdvisoryCommitteeAgendas.pdf
- SearchFirmContractForPresidentialSearch.pdf
- ExecutiveCompensationAnalysis.pdf
- BOGRegulation1.001.pdf
- BOTPresidentEvaluations2007-2019.pdf
- BOTPresidentEvaluation2020.pdf
- BOTPresidentEvaluation2021.pdf
- GovernanceCommitteeAgendaJune2022.pdf
- BOTEvalOfUnivPresApprovalSept22Agenda.pdf
- BOTEvalOfUnivPresApprovalSept22Minutes.pdf
- BOTMeetingAgendaNovember2022.pdf

BOTMinutes.pdf

<table>
<tr><td>**4.2.d**</td><td>*The governing board defines and addresses potential conflict of interest for its members.* (**Conflict of Interest**)</td></tr>
</table>

    X *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

The Florida Board of Governors (FBOG) has constitutional authority over the state university system. [Florida Constitution, Article IX, Section 7] It exercises this authority through regulations and FBOG Regulation 1.001(2) (a) provides that all members of university boards of trustees are subject to the Florida Code of Ethics. [FBOG Regulation 1.001] In addition, Section 601 of the Florida State University Board of Trustees (BOT) Operating Procedures provides for disclosure of any conflicts of interest and the establishment of an ethics policy. [FSU Policy 1-1, BOT Operating Procedures] The BOT policy is intended to protect the integrity of the institution by ensuring that trustee's interests and the university's interests are clearly delineated. FSU Policy 1-3, Section I provides that Part III, Chapter 112 of the Florida Statutes shall apply to the BOT members. [FSU Policy 1-3 Ethics] This part of Chapter 112 of the Florida Statutes is entitled "The Code of Ethics for Public Officers and Employees." [Chapter 112, Part III Ethics, Florida Statutes]

In compliance with FBOG Regulation 4.003, FSU hired its first Chief Compliance and Ethics Officer in March 2018. [State University System Compliance and Ethics Programs, FBOG Regulation 4.003] FSU's Chief Compliance and Ethics Officer discussed trustees' ethical obligations at a presentation at the Spring 2018 BOT Workshop. [Ethics Presentation 2018] Also in 2018, the BOT approved the Compliance and Ethics Charter and reviewed its procedure for declaring conflicts of interest. [BOT Agenda September 2018] [BOT Agenda June 2018] In order to ensure that the policy is constantly applied, the BOT Chair has read an ethics reminder and conflict of interest statement prior to each BOT meeting and requested public disclosure of any conflicts of interest from trustees. [Chairman's Announcement] In addition, the Chief Compliance and Ethics Officer provides a continuing point of contact on issues related to potential conflict of interests of FSU Board of Trustee members. [Conflict of Interest Inquiry]

Each year, the Audit and Compliance Committee reviews and approves the Annual Report and Work Plan of the Office of Compliance and Ethics. [Annual Report and Work Plan, 2020-2021, 2022-2023]

The Florida Sunshine Law (which includes both public records law and open meeting law), the Florida Code of Ethics, and the Board of Trustees' Operating Procedures (which contains the conflict-of-interest provisions) have been periodically reviewed by the FSU Board of Trustees, most recently in 2021. [BOT Governance Committee Meeting Agenda] [September BOT Meeting Minutes, p. 10]

As provided in the Florida Code of Ethics, a trustee cannot have or hold any employment or contractual relationship with any business entity or agency that is doing business with the Board

of Trustees or the university. [Chapter 112 Part III Ethics, Florida Statutes] The FSU Board of Trustees conflict of interest policy applies uniformly to all aspects of Board decision making including those affecting off-campus instructional sites and on-line distance learning. A trustee also cannot have any employment or contractual relationship that will create conflict between their private interests and the performance of their public duties or that would impede the full and faithful discharge of their public duties. [Chapter 112, Part III Ethics, Florida Statutes] The Florida Ethics Code also generally prohibits the solicitation and acceptance of gifts, unauthorized compensation, misuse of public position disclosure or use of information not available to the public, and solicitation or acceptance of honoraria. [Chapter 112, Part III Ethics, Florida Statutes]

The conflict-of-interest provision is included in the Ethics Policy adopted by the BOT and published on the university's website. [BOT Ethics Policy] This policy reiterates the application of the Florida Ethics Code and also provides additional situations constituting a conflict of interest. It prohibits trustees from exercising direct authority over university employees other than the president or from influencing university hiring decisions. It also expands possible conflicts to instances where the university has any business with trustees' family members, which is broader than the Florida Ethics Code application only to a business where the family member holds more than 5% interest. As required by Section 112.3144, Florida Statutes, each board member must file annual financial disclosure forms providing general statements of income sources and of liabilities, gifts over $100, and ownership of real and intangible assets. [Completed Financial Disclosure Trustee Collins] [s. 112.3144, Florida Statutes] Board policy and state law help the institution avoid even the appearance of any conflict involving financial interests or familial favoritism.

The General Counsel's office and the Chief Compliance and Ethics Officer participate in the orientation provided to all trustees upon appointment which covers, for example, financial resources, responsibilities of divisions, and compliance and ethics. [BOT New Member Orientation] As needed, the General Counsel's office updates the trustees at their meetings regarding updates to state law. [BOT Agenda, 02.19.2010] [BOT Minutes, 02.19.2010]

Evidentiary Documents

- FloridaConstitutionArticleIXSection.7.pdf
- BOGRegulation1.001.pdf
- FSUPolicy1-1.pdf
- FSUPolicy1-3BOTEthics.pdf
- FloridaStatutesChapter112PartIIIEthics.pdf
- StateUniversitySystemComplianceAndEthicsProgramsFB.pdf
- EthicsPresentation2018.pdf
- BOTAgendaSeptember042018.pdf
- BOTAgendaJune082018.pdf
- CharimansAnnouncement.pdf

- ConflictOfInterestInquiry.pdf
- MemoAnnualReportAndWorkPlan2020-2021.pdf
- AnnualReportAndWorkPlan2022-2023.pdf
- GovernanceSeptember232021.pdf
- SeptemberBOTMeetingMinutes.pdf
- CompletedFinancialDisclosureTrusteeCollins.pdf
- FloridaStatutesSection112.3144.pdf
- BOTNewMemberOrientation.pdf
- BOTAgendaFebruary192010.pdf
- BOTMinutesFebruary192010.pdf

<table>
<tr><td>***4.2.e***</td><td>*The governing board has appropriate and fair processes for the dismissal of a board member.* (***Board Dismissal***)</td></tr>
</table>

    __X__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Article IX, Section 7 of the Florida Constitution creates a board of trustees to govern each university in Florida's State University System and provides for thirteen members for each board. [Florida Constitution, Article IX, Section 7] Of the board members, six are appointed by the Governor, five by the Florida Board of Governors (FBOG) and then two additional members of each board are ex officio voting members (current President of the Faculty Senate and the current Student Government President). [BOG Regulation 1.001] [s. 1001.71, Florida Statutes] FBOG Regulation 1.001(2)(c) requires the individual board chairs to notify the Governor or the FBOG, as applicable, of three consecutive unexcused absences by a board member, which may be grounds for removal by the Governor or the Florida Board of Governors. [BOG Regulation 1.001]

Article IV, Section 7, of the Florida Constitution provides the procedure for removal of appointed state officers. [Florida Constitution, Article IV, Section 7] It provides that the Governor may suspend a state officer for malfeasance, misfeasance, neglect of duty, drunkenness, incompetence, permanent inability to perform official duties, or commission of a felony. [Florida Constitution, Article IV, Section 7] Following suspension by the governor, the Florida Senate determines by a majority vote whether a board member should be removed from office. [Florida Constitution, Article IV, Section 7] Under this constitutional provision, the Chair of the Florida State University (FSU) Board of Trustees (BOT) would report three or more consecutive unexcused absences by a board member to the Governor or the Florida Board of Governors, as applicable, who would determine whether suspension was advised. If suspension is ordered, the matter proceeds to the Florida Senate for consideration of removal from office.

Pursuant to Section 112.317, Florida Statutes, a violation by a public officer or employee of a standard of conduct can result in suspension or removal from office. [s. 112.317, Florida Statutes]

Under FSU BOT policy, all university persons with credible information of acts by an FSU BOT member that could constitute reasonable grounds for dismissal are directed to report to the Office of the Governor or the Florida Commission on Ethics members. [FSU Board Dismissal Policy 1-6] FSU Board policy is consistent with state law and FBOG regulation. A finding of a violation of the Code of Ethics for Public Officers and Employees, Chapter 112, Part III, Florida Statutes, could result in removal or suspension from office, pursuant to Section 112.317. [Chapter 112, Part III, Code of Ethics, Florida Statutes]

The Florida Constitution, the Florida Statutes, and the FSU policies are available to BOT members via websites. In addition, the members of the FSU BOT are apprised of their

responsibilities, including attendance expectations and possible consequences of multiple unexcused absences, during New Trustee Orientation and workshops. When a new Trustee is appointed to the Florida State University Board of Trustees (or is otherwise selected by virtue of their position as the President of the Faculty Senate or of the Student Body), the Trustee participates in an orientation session for new trustees. [New Trustee Orientation Schedules and Materials, 2019-2021] The Orientation includes presentations by university administration, including University/Governmental Relations, Finance and Administration, Office of the General Counsel, University Communications, University Advancement, Student Affairs, Compliance, Audit, Athletics, Academic Affairs, Research, and Faculty Development and Advancement. [New Trustee Orientation Schedules and Materials, 2019-2021] The presentation by the Office of the General Counsel includes a discussion of trustee responsibilities, board dismissal policy, state law, ethics policy, and conflict of interest. In addition, annually (except for in 2020 due to the COVID-19 pandemic), informational workshops are held to provide Board of Trustees members with additional information about their responsibilities and substantive areas at the University. [BOT Workshop Agendas, 2010-2022]

To date, there has not been a need to initiate the suspension or removal process of any university board of trustee member.

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- BOGRegulation1.001.pdf
- FloridaStatutesSection1001.71.pdf
- FloridaConstitutionArticleIVSection7.pdf
- FloridaStatutesSection112.317.pdf
- FSUBoardDismissalPolicy1-6.pdf
- FloridaStatutesChapter112PartIII.pdf
- NewTrusteeOrientationSchedulesAndMaterials.pdf
- BOTWorkshopAgendas.pdf

<table>
<tr>
<td>4.2.f</td>
<td colspan="3">The governing board protects the institution from undue influence by external persons or bodies. (External Influence)</td>
</tr>
<tr>
<td></td>
<td><u> X </u> Compliance</td>
<td><u>   </u> Partial Compliance</td>
<td><u>   </u> Non-compliance</td>
</tr>
</table>

Narrative

The Florida Board of Governors (FBOG) establishes the powers and duties of the individual university boards of trustees for the institutions within the State University System, including Florida State University (FSU), and each institution is administered by a thirteen-member board of trustees. [Florida Constitution, Article IX, Section 7] The Florida Constitution requires that the thirteen member boards of trustees consist of six members who are appointed by the Florida Governor and five members appointed by the Florida Board of Governors. In addition, the President of the Faculty Senate and the student body president are *ex officio* voting members. [BOG Regulation 1.001]

The FSU Board of Trustees (BOT) consists of thirteen members (when all positions are filled) and includes those appointed by the Florida Governor, those appointed by the FBOG, the President of the Florida State University Faculty Senate, and the Florida State University Student Body President. [BOT Members] The President of the Florida State University Faculty Senate is selected by the members of the Faculty Senate, who are faculty members at the University. [Faculty Senate Bylaws, pp.3-4, 2020] The student body president is elected by Florida State University students during the spring elections. [The Student Body Election Code, pp.20-21, 2022]

As provided in Florida Statutes and FBOG Regulation 1.001(2)(a), the members of each university's board of trustees, including the FSU BOT, are subject to the Florida Code of Ethics. [Chapter 112, Part III, Florida Statutes] [BOG Regulation 1.001] The application of the Florida Code of Ethics is reaffirmed in Section 601 of the BOT's Operating Procedure, in the BOT's Ethics Policy, and the BOT Conflict of Interest Policy. [FSU Policy 1-1] [FSU Policy 1-3] [FSU Policy 2-4]

The Florida Code of Ethics, in Section 112.313(6), Florida Statutes, prohibits the misuse of a public position to obtain a special benefit for others. [Chapter 112, Part III, Florida Statutes, p.7] Even more specifically, the BOT's Ethics Policy directly addresses the relationship between Board and special interest groups. Specifically, the policy states, "A Trustee's first and foremost obligation when confronted with issues supported by special groups (including but not limited to unions, economic groups, racial groups, and political parties) is to represent and act only in the best interests of the University." [FSU Policy 1-3]

As provided in the Florida Code of Ethics, a trustee cannot have or hold any employment or contractual relationship with any business entity or agency that is doing business with the BOT or the university. A trustee also cannot have any employment or contractual relationship that will create frequently recurring conflict between their private interests and the performance of

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their public duties or that would impede the full and faithful discharge of their public duties. The Florida Ethics Code also generally prohibits the solicitation and acceptance of gifts, unauthorized compensation, misuse of public position disclosure or use of information not available to the public, and solicitation or acceptance of honoraria. [Chapter 112, Part III, Florida Statutes]

As required by Section 112.3144, each BOT member must file annual financial disclosure forms with the Florida Commission on Ethics, providing general statements of income sources and of liabilities, gifts, and ownership of real and intangible assets. [Chapter 112, Part III, Florida Statutes, pp.16-22] [New Trustee Orientation Schedules and Materials, pp.81-89] FSU Policy 2-4 states that BOT trustees are considered public officers pursuant to Florida Statutes, Part III, Chapter 112 and thus "the Florida Ethics Code financial disclosure requirements apply to university boards of trustees." [FSU Policy 2-4] FSU's Chief Compliance and Ethics Officer works with Trustees to ensure that the required disclosure forms are timely filed. [Recent BOT Agendas and Minutes, pp.20, 33] [New Trustee Orientation Schedules and Materials, pp.81-89]

The members of the Florida State University Board of Trustees are apprised of their responsibilities, including their responsibilities to avoid undue external influences. When a new Trustee is appointed to or selected for the Florida State University Board of Trustees, the Trustee participates in an orientation session for new trustees. [New Trustee Orientation Schedules and Materials, 2019-2021] The Orientation includes presentations by university administrators, including the Chief Compliance & Ethics Officer, who specifically discusses the need to avoid undue external influence and the requirement of the Code of Ethics financial disclosure. The General Counsel presents information about the state's Open Records and Open Meetings laws and ethics policies. [New Trustee Orientation Schedules and Materials, 2019-2021, pp.1-6, 81-89] At Board meetings, before any items are voted on, the Chair reminds the Board members of their obligations under the Code of Ethics, the BOG regulation, and the BOT policy. [Recent BOT Agendas and Minutes, pp. 127 and 140]

Further, the BOT is subject to the broad provisions of Florida's Open Records and Open Meetings Laws, Chapters 119 and 287, Florida Statutes, governing public records and public meetings, respectively. [FSU Office of the General Counsel Public Records Requests Website] [FSU Regulation FSU-2.023] As virtually all communications to a board member concerning a matter of University business are public record and subject to disclosure, any attempts by outside groups to improperly or unduly influence a board member would be readily revealed. These state laws and their associated penalties act as a deterrent to improper influence and inappropriate contact with individual members of the BOT.

A review of recent BOT Agendas and Minutes reveals that the issue of ethics has been consistently addressed, including the reading of the Ethics Conduct Policy before any items are voted on. [Recent BOT Agendas and Minutes, pp.127, 140, 147]

The FSU Board of Trustees has not had any cases of undue external influence sought by external bodies or individuals.

Evidentiary Documents

- [FloridaConstitutionArticleIXSection7.pdf](#)
- [BOGRegulation1.001.pdf](#)
- [BOTMembers.pdf](#)
- [FacultySenateBylaws.pdf](#)
- [TheStudentBodyElectionCode.pdf](#)
- [FloridaStatutesChapter112Part III.pdf](#)
- [FSUPolicy1-1.pdf](#)
- [FSUPolicy1-3.pdf](#)
- [FSUPolicy2-4.pdf](#)
- [NewTrusteeOrientationSchedulesAndMaterials.pdf](#)
- [RecentBOTAgendasAndMinutes.pdf](#)
- [FSUOfficeOfTheGeneralCounselPublicRecordsRequestsW.pdf](#)
- [FSURegulationFSU2.023.pdf](#)

<table>
<tr><td><i>4.2.g</i></td><td colspan="3"><i>The governing board defines and regularly evaluates its responsibilities and expectations.</i> (<i>Board Self-Evaluation</i>)</td></tr>
<tr><td></td><td><u> X </u> <i>Compliance</i></td><td><u>   </u> <i>Partial Compliance</i></td><td><u>   </u> <i>Non-compliance</i></td></tr>
</table>

<u>**Narrative**</u>

The Florida Constitution outlines the responsibilities and expectations of the governance structure of the State University System of Florida. [Florida Constitution, Article IX, Section 7] The Florida Board of Governors (FBOG) is the governing body responsible for the operation, regulation, control, and management of the State University System of Florida, and establishes the powers and duties of the boards of trustees of each constituent institution. [s.1001.706, Florida Statutes] Each board of trustees must administer and operate its university in a manner that complies with Florida Statutes and FBOG regulations. [FBOG Regulation 1.001] The Florida State University (FSU) Board of Trustees members are advised of their responsibilities in Board orientation and trainings. Both the Florida Board of Governors and the FSU Board of Trustees regularly evaluate their effectiveness as governing bodies relative to their responsibilities and expectations.

Florida Board of Governors

The FBOG establishes the powers and duties of the individual university boards of trustees for the institutions within the State University System, including FSU, and each institution is administered by a thirteen-member board of trustees. The Florida Constitution requires that boards of trustees consist of six members who are appointed by the Florida Governor and five members appointed by the FBOG who serve staggered five-year terms. [Florida Constitution, Article IX, Section 7] In addition, the President of the Faculty Senate and the student body president are *ex officio* voting members. As such, no single authority determines the composition of the university governing authority.

The FBOG implements its authority by promulgating regulations and delegating certain powers and duties to the universities' boards of trustees. FBOG's Regulation 1.001, entitled "University Board of Trustees Powers and Duties," has been enacted to "delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university." [BOG Regulation 1.001, p.1] This regulation delegates each of the university boards of trustees' powers and duties to the board as a whole, including the quasi-legislative power to adopt university regulations. The FBOG does not delegate authority to a subset of the board of trustees; as a result, the university board of trustees is not governed by a minority of its members nor organizations or institutions separate from it.

Self-Evaluation by the Florida Board of Governors

The Florida Board of Governors (FBOG) initiated a self-evaluation process in 2019. The FBOG adopted a biennial self-evaluation cycle using an online survey tool that allowed respondents to provide anonymous feedback about board efficacy. In February 2019, the inaugural survey was administered electronically and discussed at the June 2019 FBOG meeting. Based on the 2019 survey results, members of the FBOG recommended that, within the next two years, the board expand its understanding of each university's specific needs; enhance training experiences and interactions with university trustees; ensure workforce needs are met; and continue to focus on improving graduation rates. [FBOG Self-Evaluation Materials, 2019] The FBOG administered the second self-evaluation survey in February 2021. Based on the 2021 survey results, the Board of Governors agreed that that the Board should work on increasing discussion of key issues, improving transparency in the budgeting process and increasing the engagement of all FBOG members. [BOG Self-Evaluation Materials, 2021] In January 2023, the Florida Board of Governors conducted its third self-evaluation. [FBOG January 2023 Meeting Agenda] [FBOG January 2023 Meeting Minutes] [FBOG Self-Evaluation Materials] Results of the self-evaluation were discussed at the March 2023 meeting. Based on feedback obtained from this evaluation, recommendations include increased focus on strategic planning, continued focus on excellence and achievement, renewed focus on policy discussions, and streamline board meetings. [FBOG March 2023 Meeting Agenda] [FBOG Self-Evaluation Results]

Florida State University Board of Trustees

The Florida State University Board of Trustees consists of thirteen members (when all positions are filled) and includes those appointed by the Florida Governor and the FBOG, as well as the FSU Faculty Senate President and the FSU Student Body President. [BOT Members] The Board of Trustees and its meetings are governed by Operating Procedures adopted by the Board of Trustees. [FSU Policy 1-1, p.1] The Operating Procedures act as board bylaws and state that the Board of Trustees is vested with the authority to govern and set policy for the University and to adopt regulations and policies. [FSU Policy 1-1, p.5] The Operating Procedures also provide for the officers of the board, public notice of all meetings with an advance public agenda, attendance of a quorum of the board to conduct business, prohibition of voting by proxy, and the limitation of each member to one vote. In addition, the Operating Procedures distinguish the role of the FSU Board of Trustees and the university president. The Operating Procedures defines a quorum as "a majority of the members of the Board." [FSU Policy 1-1, p.4] Thus, the Board is not subject to undue influence by a minority of members or external forces.

Self-Evaluation by the FSU Board of Trustees

The FSU Board of Trustees is the governing body of the university. [FBOG Regulation 1.001] The FSU Board of Trustees' policy states that every two years, the Board of Trustees will conduct a comprehensive self-evaluation, including an assessment of progress in meeting in stated goals. The Board of Trustees uses the results of the self-evaluation to identify its priorities and the work of the Board Committees for the next two years. The Board of Trustees' self-evaluation includes defining and reinforcing the Board's role, responsibilities, and expectations; establishing the Board's goals in light of the University's mission; assessing achievements and

identifying areas for improvement; and strengthening relationships among Board members and between the Board and the University community. [FSU Policy 1-8] The Board draws on materials presented at various meetings regarding the university's financial health, its mission, and performance.

In 2018, the Board of Trustees, through the Board's Governance Committee, initiated a self-evaluation pilot in anticipation of the upcoming board self-evaluation requirement. Since the pilot, the FSU Board of Trustees has established a self-evaluation process every other year, in accordance with its policy and the results are reported to the Board members and discussed at the Governance Committee meeting and the full Board meeting. [FSU Policy 1-8] [BOT Self-Evaluation Materials] The 2020 Board self-evaluation results were discussed at the February 18, 2021, Governance Committee meeting and the February 19, 2021, Board meeting. [BOT Self-Evaluation Materials, pp.51-52, 57, 67] At the Board of Trustees meeting, the Board Chair reported the self-evaluation results. No issues or concerns related to the board structure, the committees, or committee responsibilities were raised by the BOT members and are functioning appropriately. Instead, the trustees indicated that they would like to see a better focus on trustee responsibilities during orientation and better communication about the message trustees need to convey to legislators. [BOT Self-Evaluation Materials, p.67]

The next self-evaluation by the FSU Board of Trustees took place in 2023. The self-evaluation instrument was approved by the FSU Board of Trustees on February 24, 2023. [BOT Self-Evaluation Instrument Approval] Trustees completed the self-evaluation and results were reported and discussed at the June 15, 2023, Governance Committee meeting. [Governance Meeting Agenda] [Self-Evaluation Survey Results] Trustees reported no issues or concerns relating to board structure, function, or responsibilities. The trustees indicated that they would like continued focus on Florida's higher education needs (including workforce needs) and increased advocacy by trustees to state and federal officials.

The Board of Governors and the Board of Trustees regularly evaluate their responsibilities and expectations through a biennial self-evaluation process. The FSU Board of Trustees is committed to ongoing improvement to ensure effective governance in accordance with best practices.

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- FloridaStatutesSection1001.706.pdf
- BOGRegulation1.001.pdf
- BOGSelfEvaluationMaterials2019.pdf
- BOGSelfEvaluationMaterials2021.pdf
- FBOGMeetingAgendaJanuary2023.pdf
- FBOGMeetingMinutesJanuary2023.pdf
- FBOGSelfEvaluationMaterials.pdf

- FBOGMarch2023MeetingAgenda.pdf
- FBOGSelfEvaluationResults.pdf
- BOTMembers.pdf
- FSUPolicy1-1.pdf
- FSUPolicy1-8.pdf
- BOTSelfEvaluationMaterials.pdf
- BOTSelfEvaluationInstrumentApproval.pdf
- GovernanceCommitteeMeetingBook.pdf

<table>
<tr><td>**4.3**</td><td>*If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy. (**Multi-Level Governance**)*</td></tr>
</table>

   __X__ Compliance   *____ Partial Compliance*   *____ Non-compliance*

Narrative

Article IX, Section 7 of the Florida Constitution provides for a single State University System in the State of Florida governed by the Florida Board of Governors. [Florida Constitution, Article IX, Section 7, p.1] The responsibilities, powers, and duties of the Florida Board of Governors are detailed in state law. [Chapter 1001, Part IV, Florida Statutes]

University Mission

The Florida Board of Governors is comprised of seventeen members, fourteen of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years. The remaining members include the Chair of the Advisory Council of Faculty Senates, the Commissioner of Education, and the Chair of the Florida Student Association. [BOG Website, p.1] The Board of Governors has the responsibility for establishing the mission of each institution in the State University System of Florida, including FSU. The Board of Governors delegates responsibility for administration and operation of its institutions to the board of trustees of each institution [Florida Constitution, Article IX, Section 7]; each board must administer and operate its university in a manner dedicated to and consistent with the mission of the university and of the State University System of Florida. [s.1001.706, Florida Statutes] [FBOG Regulation 1.001, p.1]

The FSU Board of Trustees is responsible for ensuring that the institution's mission is current and aligned with public purposes and is responsible for reviewing and approving changes in the mission and purposes of the institution. [BOG Regulation 2.002] The FSU Board of Trustees regularly reviews and approves the university's mission statement as part of the state accountability report. [Board of Trustees Agenda, 04.26.22] [Board of Trustees Minutes, 04.26.22]

The Florida Board of Governors established a shared mission of the State University System and identifies performance indicators implemented in each university's strategic plan and annual accountability plan. [BOG 2025 System Strategic Plan, p.17, 2022] The Strategic Planning Committee, a standing committee of the FBOG, provides leadership for the development of the system's strategic plan and subsequent monitoring of progress toward system goals; the review and approval of institutional strategic plans; and the review of university accountability plans. [FBOG SPC Review of FSU Strategic Plan] Pursuant to regulation set forth by the FBOG, the annual accountability plan reflects the institution's mission and focus on core institutional strengths within the context of State University System goals; outlines the university's top

priorities, strategic directions, and specific actions for achieving those priorities; and describes progress toward previously approved institutional and system-wide goals. [BOG Regulation 2.002]

Fiscal Stability of the Institution

Pursuant to the Florida Constitution, responsibility for the State University System of Florida is assigned to the Board of Governors. [Florida Constitution, Article IX, Section 7] The Board of Governors assigns the administration and operation of its constituent institutions to the board of trustees of each institution. [BOG Regulation 1.001] Under regulations established by the Florida Board of Governors, university boards of trustees are responsible for submitting institutional capital and operating budgets to the FBOG for approval. [FBOG Regulation 1.001(6)(a)] Florida Board of Governors Regulation also guides the planning and budgeting process and establishes a requirement for an annual internal audit to be established for their review. [BOG Regulation 1.001, p.5-6] [BOG Regulation 9.007] [BOG Regulation 9.009] Under the BOG Regulation, the university engages in sound debt management practices. [BOG Regulation 1.001 (6)(b-d)]

FSU prepares an annual operating budget for approval by its Board of Trustees. In its operating budget, FSU establishes educational and general funds, contracts and grants, auxiliary enterprises, local funds, and faculty practice plans. [BOG Regulation 9.007, pp.1-4] In addition, the FSU budget addresses resource utilization and revenues, and provide assurance that it complies with the Florida Legislature and Board of Governors regulations regarding its proposed expenditures. [BOG Regulation 1.001, p.6] [BOG Regulation 9.007, p.5] The Board of Trustees approves the university's budget and any changes therein. [BOT Agendas and Minutes Re Approving Budget, 2002-2021]

In accordance with these requirements, FSU submitted to the Board of Governors its 2021–2022 operating budget to the Board of Governors, which was approved on September 1, 2021. [BOG Meeting Materials, 09.01.21] The FSU BOT approved a lease for student housing at the Panama City, Florida, branch campus [BOT Resolution] [BOT Minutes 11.01.19]

Institutional Policy

The board of trustees of each institution in the State University System of Florida has the authority to provide governance and improvement of the institution in conformance with the guidelines of the Florida Board of Governors. [FBOG Regulation 1.001 (1)] The FSU Board of Trustees has the authority to audit policies and regulations key to the exercise of its power. [FBOG Regulation 1.001(3)(j)] The FSU BOT meets at least four times per year. [FSU BOT Policy 1-1 Operating Procedures] The university president is responsible for the operations of the university. [BOG Regulation 1.001(2)(d)] The president is selected and evaluated by the FSU Board of Trustees. The FSU Board of Trustees is responsible for institutional policy making. [FSU BOT Policy 1-1 Operating Procedures]

In summary, the Board of Governors oversees from a high level all the institutions within the State University System, including FSU, it assigns the administration and operation of the

University to the FSU Board of Trustees, such that FSU maintains sufficient autonomy for separate accreditation by SACSCOC.

Evidentiary Documents
FloridaConstitutionArticleIXSection7.pdf
FloridaStatutesPartIVChapter1001.pdf
BOGWebsite.pdf
FloridaStatutesSection1001.706.pdf
BOGRegulation1.001.pdf
BOGRegulation2.002.pdf
BOTAgendaApril262022.pdf
BOTMinutesApril262022.pdf
BOG2025SystemStrategicPlan2022.pdf
FBOGSPCReviewOfFSUStrategicPlan.pdf
BOGRegulation9.007.pdf
BOGRegulation9.009.pdf
BOTAgendasAndMinutesReApprovingBudget.pdf
BOGMeetingMaterialsSeptember012021.pdf
BOTResolution2019.pdf
PCHousingProjectApprovalBOTMinuteNovember0119.pdf
FSUPolicy1-1.pdf

5 ADMINISTRATIVE AND ORGANIZATION

5.1	*The institution has a chief executive officer whose primary responsibility is to the institution.* (***Chief Executive Officer***)

     _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

The Chief Executive Officer of Florida State University (FSU), who handles the day-to-day operations of FSU, is the University President. The President's primary responsibility is to the institution.

Article IX, Section 7, of the Florida Constitution provides that there shall be a single State University System (SUS) in the State of Florida governed by the Florida Board of Governors with each public university administered by its board of trustees. The Florida Constitution also states that the Florida Board of Governors shall establish the powers and duties of the universities' boards of trustees. [Florida Constitution, Article IX, Section 7, p.1] The Board of Governors exercises its constitutional authority primarily through adoption of Regulations. Board of Governors' Regulation 1.001 establishes the powers and duties of the universities' boards of trustees and provides a general definition of the university presidents' core duties; it also provides that the university president shall serve as the chief executive officer and shall be responsible to the university board of trustees for all operations of the university. [BOG Regulation 1.001]

Accordingly, FSU's President serves as the Chief Executive Officer and Corporate Secretary of the FSU Board of Trustees. [FSU Policy 1-7, p.1] The President is responsible for the entire university regardless of mode or delivery or campus location. The FSU Board of Trustees establishes the powers and duties of the University President. [BOG Regulation 1.001, pp. 2-3] Organizationally, the President reports to the Chair of the Board of Trustees. [BOG Regulation 1.001, pp. 2-3] [FSU Organizational Chart] The FSU Board of Trustees has implemented the Board of Governors' Regulation through Resolution(s) delegating its authority and defining that of the President, which is amended as necessary. [BOT Resolution 02.19.2010] All listed powers and duties relate to the diverse operations and activities of the university.

Per the Board of Governors' regulation and FSU policy, the President serves as Chief Executive Officer and Corporate Secretary to the FSU Board of Trustees but is not a member of the Board of Trustees. The Board of Trustees establishes the powers and duties of the University President. The FSU President is responsible to the Board of Trustees for all day-to-day operations of the university. [BOG Regulation 1.001, pp.1-2] [FSU Policy 1-1, p.2] [FSU Policy 1-5, p.1] [FSU Policy 1-7, p.1] The Position Description for the President, the President Position Profile, and the advertisement used when the President was being recruited in 2021 also outline

the chief executive officer's clear executive duties and responsibilities. [President PD] [President Position Profile] [President Advertisement 2021]

The current FSU President is Dr. Richard McCullough, who became the 16th President in August 2021. His biography and Curriculum Vitae outline his extensive qualifications and activities. [President McCullough Bio] [McCullough CV, 2021] Dr. McCullough has made frequent appearances before the Florida Legislature and its Committees and the Florida Board of Governors. He represents FSU in the SUS, serves on the Council of Presidents for the Association of Public and Land Grant Universities as well as on the Executive Board of Directors for the Atlantic Coast Conference. He has maintained his professional activities as a member of the American Chemical Society and the National Academy of Inventors. President McCullough is co-founder and executive chairman of Liquid X Printed Metals, Inc. Consistent with state law, his statement of financial interests disclosing this relationship is filed annually with the Florida Commission on Ethics. [Financial Disclosure 2021] In addition, this disclosure is provided in the university's Conflict Administration Management System, which requires review by the university's chief compliance and ethics officer. [Screenshot 2022 Disclosure Profile] [Screenshot 10.05.2022] The university's chief compliance and ethics officer is responsible for identifying potential conflicts; no conflicts with the President's role were identified. The President does not receive income as a result of his role and it does not require material aspects of his time. These activities do not create a potential for a conflict of interest with the interests of the university and are not primary interests of the President. His primary responsibility is to Florida State University.

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- BOGRegulation1.001.pdf
- FSUPolicy1-7.pdf
- UniversityOverview.pdf
- BOTResolutionFebruary192010.pdf
- FSUPolicy1-1.pdf
- FSUPolicy1-5.pdf
- PresidentPD.pdf
- PresidentPositionProfile.pdf
- PresidentAdvertisement2021.pdf
- PresidentMcCulloughBio.pdf
- PresidentMcCulloughCV.pdf
- FinancialDisclosure2021McCulloughOriginal.pdf
- Screenshot2022DisclosureProfileForRichardMcCulloug.pdf
- Screenshot2022McCulloughEntityDisclosureInformatio.pdf

<table>
<tr><td>5.2.a</td><td>The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. (CEO Control)</td></tr>
</table>

    <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

The Florida Constitution, Article IX, Section 7, provides that the Florida Board of Governors (FBOG) shall establish the powers and duties of the individual boards of trustees, which are charged with governing each university in Florida's State University System. [Florida Constitution, Article IX, Section 7] The FBOG implements its authority by promulgating regulations and delegating certain powers and duties to the universities' boards of trustees. FBOG Regulation 1.001 delegates each of the university boards of trustees, including Florida State University (FSU), its powers and duties. [BOG Regulation 1.001] The Board of Trustees (BOT) has adopted regulations addressing diverse subject areas relative to university governance and operation. [FSU BOT Regulations Listing] Implementation and enforcement are the responsibility of the university administrators through the President. [BOT Resolution 02.19.2010]

The FSU Board of Trustee's policy provides that the President is the chief executive officer who handles the day-to-day operations of the university. [FSU Policy 1-7, p.1] The President shall exercise such powers as are appropriate to that position in promoting, supporting and protecting the interests of the university and in managing and directing its affairs. The President shall be responsible for all management functions of the university consistent with the policies established by the Board and shall exercise such other powers, duties and responsibilities as are delegated or assigned by the Board and Florida Statutes. [BOG Regulation 1.001, pp.1-2] [FSU Policy 1-1, p.2] [FSU Policy 1-5, p.1] [FSU Policy 1-7, p.1] The Position Description for the President, the President Position Profile, and the advertisement used when a new president was being recruited in 2021 also outline the chief executive officer's clear executive duties and responsibilities. [President PD] [President Position Profile] [President Advertisement 2021] The President's report delivered at numerous BOT meetings also reflects his involvement in the educational, educational, administrative and fiscal programs of the university. [Recent BOT Agenda and Meetings, pp.4, 13, 18, 28-30, 45-46, 51-52, 61-62, 68-69, 78-79, 91, 102-103, 116, 127-128, 140-141]

The FSU Board of Trustees establishes the powers and duties of the University President. [BOG Regulation 1.001, pp.2-3] Organizationally, the President reports to the Chair of the Board of Trustees. [BOG Regulation 1.001, pp. 2-3] [FSU Organizational Chart] As the organization chart indicates, the institutional leadership for educational, administrative, and fiscal programs and services report to the President. Specifically, the following positions report to the President: the Provost and Executive Vice President for Academic Affairs, the Vice President of Finance and Administration, the Vice President of Research, the Vice President for Legal Affairs and General Counsel, the Chief Ethics and Compliance Officer, the Vice President and Athletics

Director, the Vice President for Student Affairs, the Vice President for University Advancement, the Assistant Vice President for University Communications, the Chief Audit Officer, the Chief Marketing Officer, and the Chief Legislative Officer. [FSU President's Cabinet] The FSU Organizational Chart is available on the FSU website. The President's position description supports that the President has full executive responsibility for the operation and management of the university. [President PD] [President Position Profile] [President Advertisement 2021]

BOT policies recognize the President's control. The BOT's Ethics Policy provides that the BOT has the legal authority to give direction to only one employee, the President of Florida State University. [FSU Policy 1-3] Also, the BOT policy entitled Board/Administrative Distinction establishes a clear and appropriate distinction between BOT oversight and the administrative control and implementation of FSU functions by the University President and administration. The university President is charged with policy implementation. [FSU Policy 1-7]

Finally, the President has specifically delegated authority for some administrative and academic decisions to the Provost and the Vice Presidents reporting to him through delegation documents and by policy. [Delegations of Authority] [FSU Policy 2-7] Nonetheless, the President reserves the authority to review, approve, ratify, or modify any exercise of the powers and duties delegated whenever he deems such action by him as President to be in the best interest of FSU. [Delegations of Authority, pp. 3, 6, 8, 12, 14, 17] Each Vice President is permitted by these delegations and by policy to further delegate authority within their respective units by written document.

The President is responsible for the entire university regardless of mode or delivery or campus location.

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- BOGRegulation1.001.pdf
- FSUBOTRegulationsListing.pdf
- BOTResolutionFebruary192010.pdf
- FSUPolicy1-7.pdf
- FSUPolicy1-1.pdf
- FSUPolicy1-5.pdf
- PresidentPD.pdf
- PresidentPositionProfile.pdf
- PresidentAdvertisement2021.pdf
- RecentBOTAgendasAndMinutes.pdf
- UniversityOverview.pdf
- FSUPresidentsCabinet.pdf
- FSUPolicy1-3.pdf

DelegationsOfAuthority.pdf

FSUPolicy2-7.pdf

> **5.2.b**   *The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's intercollegiate athletics program. (**Control of Intercollegiate Athletics**)*
>
>   **X** *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

As the chief executive officer of the university, the Florida State University (FSU) President has ultimate authority over the intercollegiate athletics program.

Article IX, Section 7 of the Florida Constitution provides that there shall be a single State University System in the State of Florida governed by the Florida Board of Governors. [Florida Constitution, Article IX, Section 7, p.1] The responsibilities, powers, and duties of the Florida Board of Governors are detailed in state law. [Chapter 1001, Part IV, Florida Statutes] The Florida Board of Governors establishes the powers and duties of the individual university boards of trustees for the institutions within the State University System, including Florida State University. [BOG Regulation 1.001] The Board of Trustees is vested with the authority to govern and set policy for the University and to adopt regulations and policies. [BOG Regulation 1.001] [FSU Policy 1-1, p.5]

A Florida Board of Governors regulation specifies that each board of trustees in the State University System shall require that institutional control and oversight of its intercollegiate athletics program be in compliance with the rules and regulations of the National Collegiate Athletic Association (NCAA) and that each university president is responsible for the administration of all aspects of the intercollegiate athletics program. [BOG Regulation 1.001, p.4]

The corresponding FSU Board of Trustees policy states that, consistent with requirements of the NCAA and the Board of Governors, the FSU Board of Trustees has delegated to the University President all aspects of the intercollegiate athletics program and certifies annually to the NCAA that delegation. [FSU Policy 1-7, p.2]

The NCAA value entitled Commitment to Institutional Control and Compliance states: "It is the responsibility of each member institution to monitor and control its athletic programs, staff members, representatives and student-athletes to ensure compliance with the Constitution and bylaws of the Association. Responsibility for maintaining institutional control ultimately rests with the institution's campus president or chancellor." [NCAA Division I Manual 2022-2023, p.13] In addition, the NCAA principles outlined in its Constitution include a similar mandate. For example, related to Institutional Control, the NCAA states the following: "Responsibility for maintaining institutional control ultimately rests with the institution's campus president or chancellor" and "A member institution's president or chancellor has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program." [NCAA Division I Manual 2022-2023, pp.15, 24] Finally, its

bylaws also specify that a university's president has ultimate responsibility and authority for all aspects of the athletics program. [NCAA Division I Manual 2022-2023, pp.25-26]

The Atlantic Coast Conference (ACC), of which FSU is a member, requires an ACC Governing Board Certification Form to be completed annually by the Chair of the FSU Board of Trustees in order for FSU to enter a team or individual competitor in an ACC Championship. The ACC Governing Board Certification Form requires the Board Chair to attest that responsibility for the administration of the athletics program has been delegated to the FSU President; that the President has the mandate and support of the board to operate a program of integrity in full compliance with the NCAA, the ACC, and all other relevant rules and regulations; and that the President, in consultation with the Faculty Athletics Representative and the Athletics Director, determines how the institutional vote shall be cast on issues of athletics policy presented to the NCAA and the ACC. The ACC Governing Board Certification Form is approved by the FSU Board of Trustees annually. [FSU BOT Agendas, Meetings and Materials Re the ACC Governing Board Certification Form]

The FSU Vice President and Director for Athletics (also called the Director for Intercollegiate Athletics) is responsible for the overall administrative planning and leadership for all intercollegiate sports programs and facilities at the University; provides leadership for the planning, direction and evaluation of the athletic programs; is responsible for the development and promotion of the University's intercollegiate athletic program; prepares annual budgets for all sports and develops schedules; and develops and organizes athletics fundraising activities. [Director of Intercollegiate Athletics Job Specification] The Director of Athletics reports directly to the FSU President. [FSU Organizational Chart] The Director of Athletics is part of the President's Cabinet, which meets weekly on Mondays. [FSU President's Cabinet] In addition, the Faculty Athletics Representative routinely provides updates to the president on issues related to athletics. [Email from FAR to President]

The Director of Athletics' authority is formally conferred and defined in a Delegation of Authority / Limited Power of Attorney signed by the FSU President. [Delegation of Authority from President to Athletics Director] While granting to the Director of Athletics responsibility for operations of the Department of Intercollegiate Athletics, the President retains full authority to review and modify any decision of the Director of Athletics whenever the President deems it to be in the best interest of the University. [Delegation of Authority from President to Athletics Director, p.4] The Delegation of Authority specifically provides that the authority to employ or terminate the employment of all coaches in each varsity sports program is held only by the President. [Delegation of Authority from President to Athletics Director, p.3] [Football Coach's Contract 2019, p.5] [Women's Soccer Coach Email]

The direct support organization, the Florida State University Athletics Association, Inc. (FSUAA), is a Florida non-profit corporation with the purpose of administering varsity collegiate athletics for and on behalf of FSU, including oversight, governance, and coordination between Intercollegiate Athletics and the Seminole Boosters. [FSU Athletics Association Bylaws] The FSU President is one director of the FSUAA; the other directors are the University Faculty Athletics Representative (appointed by the President), a member of the FSU Board of Trustees,

the Chair of the Seminole Boosters or designee, and a member of the FSU faculty or administration who does not directly report to the President (appointed by the President). The FSU President serves as the FSUAA's Chair of the Board of Directors. The FSU President, in consultation with the FSUAA Board of Directors, appoints the Director of Athletics and designates him/her as the Chief Executive Officer (CEO) of FSUAA. The CEO reports to the President and to the FSUAA Board of Directors and can be removed for cause or unacceptable performance by the FSU President after consultation with the FSUAA Board of Directors. [FSU Athletics Association Bylaws, p.1] The FSU President, in his/her capacity as Chair of the Board of Directors of FSUAA, monitors and controls the use of FSUAA resources; monitors and ensures compliance with NCAA bylaws, laws, policies and regulations of the Board of Governors and FSU Board of Trustees; reviews and approves expenditures plans; possesses line-item authority over the FSUAA budget; prepares the agendas for the FSUAA Board meetings; appoints the Officers of the FSUAA annually; and engages independent auditors each year. [FSU Athletics Association Bylaws, pp.1-3] [FSU Athletics Association Meeting Agendas and Minutes 2019-2021]

Another direct support organization related to university athletics is the Seminole Boosters. As indicated in the Seminole Boosters' bylaws, it is a fundraising arm of FSU and generates contributions, manages sources of revenue and makes investment intended to produce income and returns, primarily for the purpose of making distributions to enhance the overall educational environment, financial security and long-term success of FSU's athletic program. [Seminole Boosters Bylaws, p.4] The university exercises oversight of Seminole Boosters' activities, including appointment of board members and budget. [Recent BOT Agendas and Minutes, pp. 2, 5, 11, 14, 82, 84, 96, 99, 104, 119, 120, 124, 129, 141] As noted in the Seminole Boosters' bylaws, the Chief Financial Officer of the Seminole Boosters reports to the FSU Vice President of Finance. In addition, the FSU President designates FSU personnel to oversee the operations of the DSO and to review its finances. [Seminole Boosters Bylaws, pp.5-6]

As evidenced by the description above, the President has ultimate authority over the intercollegiate athletics program at FSU.

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- FloridaStatutesChapter1001PartIV.pdf
- BOGRegulation1.001.pdf
- FSUPolicy1-1.pdf
- FSUPolicy1-7.pdf
- NCAADivisionIManual2022-2023.pdf
- FSUBOTAgendasMeetingsAndMaterialsReTheACCGoverning.pdf
- DirectorOfIntercollegiateAthleticsJobSpecification.pdf
- UniversityOverview.pdf

- FSUPresidentsCabinet.pdf
- EmailFromFARToPresident.pdf
- DelegationOfAuthorityFromPresidentToAthleticsDirec.pdf
- FootballCoachsContract2019.pdf
- WomensSoccerCoachEmails.pdf
- FSUAthleticsAssociationBylaws.pdf
- FSUAthleticsAssociationMeetingAgendasAndMinutes201.pdf
- SeminoleBoostersBylaws.pdf
- RecentBOTAgendasAndMinutes.pdf

<table>
<tr><td>5.2.c</td><td>The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities. (Control of Fund-Raising Activities)</td></tr>
</table>

<u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

The President of Florida State University acts as the chief executive officer and exercises administrative and financial control with ultimate responsibility over institutional fundraising.

Article IX, Section 7, of the Florida Constitution provides that there shall be a single State University System in the State of Florida governed by the Florida Board of Governors with each public university administered by its board of trustees. [Florida Constitution, Article IX, Section 7, p.1] The Florida Constitution also states that the Florida Board of Governors shall establish the powers and duties of the universities' boards of trustees. [Florida Constitution, Article IX, Section 7, p.1] The Board of Governors exercises its constitutional authority primarily through adoption of regulations. Board of Governors' Regulation 1.001 establishes the powers and duties of the universities' boards of trustees and provides a general definition of the university presidents' core duties; it also provides that the university presidents shall serve as the chief executive officer and shall be responsible to the university boards of trustees for all operations of the university. [BOG Regulation 1.001]

The President is responsible for the day-to-day operations of the university, regardless of mode or delivery or location. The FSU Board of Trustees establishes the powers and duties of the University President. [BOG Regulation 1.001, pp.2-3] Organizationally, the President reports to the Chair of the Board of Trustees. [BOG Regulation 1.001, pp.2-3] [FSU Organizational Chart] The FSU Board of Trustees has implemented the Board of Governors' Regulation through Resolution delegating its authority and defining that of the President, which is amended as necessary. [BOT Resolution 02.19.2010] All listed powers and duties relate to the operations and activities of the University. Accordingly, FSU's President serves as the Chief Executive Officer for the operations of the University, including institutional fundraising. [FSU Policy 1-7, p.1] [President PD] [President Position Profile] [FSU Organizational Chart]

All institutional fundraising activity occurs through FSU's Direct Support Organizations, primarily but not exclusively through the FSU Foundation. All of FSU's DSOs, including the FSU Foundation, are authorized under Section 1004.28, Florida Statutes, the Florida Board of Governors Regulation 9.011, and FSU Board of Trustees Regulation FSU-2.025, which also establish the relationship between the institution and the direct support organizations. [s.1004.28, Florida Statutes] [BOG Regulation 9.011] [BOT Regulation FSU-2.025]

Per Section 1004.28, Florida Statutes, all DSOs are required to be not-for-profit corporations under Florida law and approved by the Florida Department of State. [s.1004.28, Florida Statutes] DSOs are organized and operated exclusively to receive, hold, invest and administer property, and to make expenditures to or for the benefit of their state university. In addition, the

university's board of trustees must certify that each DSO is operating in a manner consistent with the goals of the university and in the best interest of the state. [s.1004.28, Florida Statutes] The chair of the university's board of trustees appoints at least one representative to the board of directors and the executive committee of each DSO and the president of the university (or designee) also serves on the board of directors and the executive committee of each DSO. [s.1004.28, Florida Statutes]

The FBOG regulation requires that a DSO serve the best interests or mission of the university and specifies that a DSO may receive, hold invest, and administer property and make expenditures to or for the benefit of the university. [BOG Regulation 9.011] The FBOG directs each institution to establish a regulation outlining the conditions to which a DSO must comply. The university regulation must also specify that the operating budgets of DSOs must be prepared and approved at least annually by the DSO's board and the university board of trustees. Each DSO must have an annual audit conducted by a certified independent auditor and the audit report must be submitted to the university board of trustees, the BOG, and the Florida Auditor General. [BOT Regulation 2.025] The FBOG regulation reiterates that the university board chair shall appoint at least one representative to each DSO board of directors and executive committee and that the university president or designee shall serve on the board and executive committee of each DSO. The university board of trustees must also approve all appointments to the DSO board other than the chair's representative or the university president (or designee). [BOG Regulation 9.011] DSOs having their own separate boards, but with representation from the institution, ensures that the leadership of the DSO and of the university are separate but working cooperatively. If the President determines that the leadership of the DSO and the institution are not working cooperatively and/or that the DSO is not serving the best interest of the University, the President may recommend to the BOT that a DSO be decertified. [BOT Regulation FSU-2.025, p.3] The FBOG regulation provides that the university board of trustees is to decertify a DSO if it is determined that the DSO is no longer serving the best interest or mission of the institution. [BOG Regulation 9.011]

Pursuant to the FBOG regulation, the FSU Board of Trustees adopted a regulation regarding DSOs. The FSU regulation states that its DSOs must be approved by the FSU Board of Trustees in order to be certified as a DSO and authorized to use the university's property, facilities, and personal services in a manner that benefits FSU. [BOT Regulation FSU-2.025]

The FSU Board of Trustees has authorized the following DSOs to act for the benefit of the university: the Alumni Association, Inc.; the College of Business Student Investment Fund, Inc.; Financial Assistance, Inc.; FSU Foundation, Inc.; Foundation Innovation Fund (inactive); International Programs Association, Inc.; John and Mable Ringling Museum of Art Foundation, Inc; Magnet Research and Development, Inc.; Real Estate Foundation, Inc.; Research Foundation, Inc.; Seminole Boosters, Inc.; and FSU Athletic Association. As required by regulation, the DSOs have articles of incorporation and bylaws. Each DSO's bylaws govern its operations, consistent with the statute, the FBOG regulation, and the FSU Board of Trustees' regulation.   The DSO's bylaws each reflect the mission to act for the benefit of the university. [Alumni Association Bylaws] [College of Business Student Investment Fund] [Financial Assistance Bylaws] [FSU Foundation Bylaws] [International Programs Bylaws] [Ringling

Foundation Bylaws][FSU Magnet Research and Development Bylaws] [Real Estate Foundation Bylaws] [FSU Research Foundation Bylaws] [Seminole Boosters Bylaws] [FSU Athletics Association Bylaws]

The DSO board members, bylaws, and budgets are recommended by the president for approval by the FSU Board of Trustees. [Recent BOT Agenda and Minutes, pp.99-100, 104, 109, 123, 128] The DSOs' fundraising activities addressed in the bylaws, assuring that the activities further the mission of FSU. For example, the FSU Foundation bylaws state that the DSO board has authority to raise, accept, hold, invest and disburse any gifts made through the FSU Foundation for the benefit of FSU, its programs, colleges or administrative units. In addition, the FSU Foundation president reports to the FSU President (or designee) and the FSU Board of Trustees Chair (or designee), who provide oversight of the DSO's fundraising and other activities. [FSU Foundation Bylaws, pp.4-5] Further, as indicated in the Seminole Boosters' bylaws, it is a fundraising arm of FSU and generates contributions, manages sources of revenue, and makes investment intended to produce income and returns, primarily for the purpose of making distributions to enhance the overall educational environment, financial security, and long-term success of FSU's athletic program. [Seminole Boosters Bylaws, p.4] The University president exercises control over these activities. As noted in the Seminole Boosters' bylaws, the Chief Financial Officer of the Seminole Boosters reports to the FSU Vice President of Finance who in turn is responsible to the president. In addition, the FSU President designates FSU personnel to oversee the operations of the DSO and to review its finances. [Seminole Boosters Bylaws, pp.5-6]

The FSU President and BOT receive the information about the DSOs necessary to ensure that the DSOs are acting in the best interests of the institutions in a variety of ways. State law, Florida Board of Governors regulation, and FSU Board of Trustee regulations delineate membership, oversight, and processes relating to Direct Support Organizations. The Chair of the BOT appoints at least one representative to each DSO board. [s.1004.28, Florida Statutes, p.3] [BOG Regulation 9.011, p.2] [BOT Regulation FSU-2.025, p.2] The FSU President also serves on the board of directors of any DSO established to benefit FSU. [s.1004.28, Florida Statutes, p.3]
 State regulations require that the director or chief executive officer of the DSO report to the FSU President or designee and that all DSO board member appointments be approved by the BOT. Amendments to a DSO's articles of incorporation or bylaws must be submitted by the President to the BOT for approval prior to becoming effective. The President has the power and duty to monitor and control the use of FSU resources by a DSO, control the use of the FSU name by the DSO, monitor compliance of the DSO with federal and state laws, recommend to the BOT an annual budget, review and approve quarterly expenditure plans and approve contributions of funds or supplements to support athletics. Operating budgets of the DSOs are prepared annually and approved by the DSO's board and the BOT. [BOG Regulation 9.011, p.1] [BOT Regulation FSU-2.025, p.2] [Recent BOT Agenda and Minutes, pp.100, 104, 109] DSOs must have an annual audit conducted pursuant to FSU regulations and policies, and the annual audit report is submitted to the BOT for review. [BOG Regulation 9.011, p.2] [BOT Regulation FSU-2.025, p.3] [FSU Foundation Financial Statements and Audit Report 2021] [FSU Foundation Financial Statements and Audit Report 2020] [FSU Foundation Financial Statements and Audit Report 2019] [Alumni Association Financial Statements and Audit Report 2021] [Alumni Association

Financial Statements and Audit Report 2020] [Alumni Association Financial Statements and Audit Report 2019] [FSU Real Estate Foundation Financial Statements and Audit Report 2021] [FSU Real Estate Foundation Financial Statements and Audit Report 2020] [FSU Real Estate Foundation Financial Statements and Audit Report 2019]

The President has designated the Vice President for University Advancement to oversee the daily operations and activities of the FSU Foundation, the FSU Alumni Association, and the Real Estate Foundation. [University Advancement Website] [VP for Advancement PD] The Vice President for University Advancement oversees daily operations and reports directly to the University President. [FSU Organization Chart] The Vice President for Advancement's responsibilities include leading an integrated marketing plan that conveys the importance of increased private support, directing the work of the FSU Foundation and its fundraisers, overseeing the Seminole Boosters and the FSU Alumni Association, working with deans and department heads by guiding and maximizing the unit-based alumni, development and communication staff, and conducting the evaluation of the advancement operations. [VP for Advancement PD] All fundraising activities support the mission of the University. [FSU Policy 8-1, p.5] [FSU Research Foundation Policies and Procedures]

Each year the DSOs contributes substantially to the priorities of the university consistent with its mission. [FSU Foundation Annual Report 2021, pp.4-6] [FSU Foundation Annual Report 2020, pp.6-8] [FSU Foundation Annual Report 2019, pp.8-12] [FSU Foundation Annual Report 2018, pp.5-6] [FSU Foundation Annual Report 2017, p.10] [FSU Foundation Annual Report 2016, pp.9-10]

Evidentiary Documents

- FloridaConstitutionArticleIXSection7.pdf
- BOGRegulation1.001.pdf
- UniversityOverview.pdf
- BOTResolutionFebruary192010.pdf
- FSUPolicy1-7.pdf
- PresidentPD.pdf
- PresidentPositionProfile.pdf
- FloridaStatutesSection1004.28.pdf
- BOGRegulation9.011.pdf
- BOTRegulationFSU2.025.pdf
- AlumniAssociationBylaws.pdf
- CollegeOfBusinessStudentInvestmentFundBylaws.pdf
- FinancialAssistanceBylaws.pdf
- FSUFoundationBylaws.pdf
- InternationalProgramsBylaws.pdf
- RinglingFoundationBylaws.pdf

FSUMagnetResearchAndDevelopmentBylaws.pdf

RealEstateFoundationBylaws.pdf

FSUResearchFoundationBylaws.pdf

SeminoleBoostersBylaws.pdf

FSUAthleticsAssociationBylaws.pdf

RecentBOTAgendasAndMinutes.pdf

FSUFoundationFinancialStatementsAndAuditReport2021.pdf

FSUFoundationFinancialStatementsAndAuditReport2020.pdf

AA-FinStatement2019.pdf

AA-FinStatement2020.pdf

AA-FinStatement2021.pdf

RE-Found-FinStatement2019.pdf

RE-Found-FinStatement2020.pdf

RE-Found-FinStatement2021.pdf

UniversityAdvancementWebsite.pdf

VicePresidentForAdvancementPD.pdf

FSUPolicy8-1.pdf

PolicyAndProceduresFSUOfficeOfResearch.pdf

FSUFoundationAnnualReport2021.pdf

FSUFoundationAnnualReport2020.pdf

FSUFoundationAnnualReport2019.pdf

FSUFoundationAnnualReport2018.pdf

FSUFoundationAnnualReport2017.pdf

FSUFoundationAnnualReport2016.pdf

<table>
<tr>
<td>***5.3***</td>
<td>*For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:*

a. The legal authority and operating control of the institution is clearly defined with respect to that entity.

b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.

c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution. (***Institution-Related Entities***)

   __X__ Compliance   *____ Partial Compliance*   *____ Non-compliance*</td>
</tr>
</table>

<u>**Narrative**</u>

All institution-related support entities are controlled by the university and are Direct Support Organizations (DSOs) authorized under Section 1004.28, Florida Statutes, Florida Board of Governors (FBOG) Regulation 9.011, and Florida State University (FSU) Board of Trustees Regulation FSU-2.025. [s.1004.28, Florida Statutes] [BOG Regulation 9.011] [BOT Regulation FSU-2.025] The relationship between the institution and a DSO is established by Florida Statutes, FBOG Regulation, and BOT Regulation. [s.1004.28, Florida Statutes] [BOG Regulation 9.011] [BOT Regulation FSU-2.025]

a. Legal Authority

Per Section 1004.28, Florida Statutes, all DSOs in Florida are required to be Florida not-for-profit corporations under the provisions of Chapter 617, Florida Statutes, and approved by the Florida Department of State. [s.1004.28, Florida Statutes] DSOs are organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the state university. In addition, state law requires each university's board of trustees to certify that the direct DSO is operating in a manner consistent with the goals of the university and in the best interest of the state. [s.1004.28, Florida Statutes] The chair of the university's board of trustees appoints at least one representative to the board of directors and the executive committee of each DSO and the president of the university (or designee) also serves on the board of directors and the executive committee of each DSO. [s.1004.28, Florida Statutes]

The FBOG regulation also requires that a DSO serve the best interests or mission of the university and specifies that a DSO may receive, hold, invest, and administer property and make expenditures to or for the benefit of the university. [BOG Regulation 9.011] The FBOG directs each State University System institution to establish a regulation outlining the conditions by which a DSO must comply. [BOG Regulation 9.011] The university regulation must also specify that the operating budgets of DSOs must be prepared at least annually and must be approved by the DSO's board and the university board of trustees. [BOG Regulation

9.011] Each DSO must have an annual audit conducted and the audit report must be submitted to the university board of trustees, the FBOG, and the Florida Auditor General. [BOG Regulation 9.011] The FBOG regulation reiterates that the university board chair appoints at least one representative to each DSO board of directors and executive committee and that the university president or designee shall serve on the board and executive committee of each DSO. [BOG Regulation 9.011] The university board of trustees must also approve all appointments to the DSO board other than the chair's representative or the university president (or designee). [BOG Regulation 9.011] DSOs having their own separate boards, but with representation from the institution, helps to ensure that the leadership of the DSO and of the university are separate but working cooperatively. This is buttressed by the FBOG regulation that provides that the university board of trustees may decertify a DSO if it is determined that the DSO is no longer serving the best interest or mission of the institution. [BOG Regulation 9.011]

Pursuant to the FBOG regulation, the FSU Board of Trustees has adopted a regulation regarding DSOs. [BOT Regulation FSU-2.025] The FSU regulation states that its DSOs must be approved by the FSU Board of Trustees in order to be certified as a DSO and authorized to use the property, facilities, and personal services of the university. Such use must be in a manner that primarily benefits FSU. In addition, all DSOs must have Articles of Incorporation and Bylaws and must submit an annual budget, approved by the DSO's governing board and the Board of Trustees. Finally, DSOs must have a financial audit of accounts and records by an independent certified public accountant after the close of each fiscal year. The audit report is submitted to the Board of Trustees. [BOT Regulation FSU-2.025]

b. Relationship of University Direct Support Organizations to the University and Liability

The FSU Board of Trustees has authorized the following DSOs: the Alumni Association, Inc.; the College of Business Student Investment Fund, Inc.; the Financial Assistance, Inc.; the FSU Foundation, Inc.; the Foundation Innovation Fund (inactive); the International Programs Association, Inc.; the John and Mable Ringling Museum of Art Foundation, Inc;, the Magnet Research and Development, Inc.; the Real Estate Foundation, Inc.; the Research Foundation, Inc.; Seminole Boosters, Inc.; and the FSU Athletic Association. As required by regulation, the DSOs have articles of incorporation and bylaws. The articles of incorporation indicate that the DSO has, in fact, organized as a Florida corporation and has as its primary purpose the benefit of FSU. [FSU Research Foundation Articles of Incorporations, p.1] Each DSO's bylaws govern its operations, consistent with the statute, the FBOG regulation and the FSU Board of Trustees' regulation. [Alumni Association Bylaws] [College of Business Student Investment Fund] [Financial Assistance Bylaws] [FSU Foundation Bylaws] [International Programs Bylaws] [Ringling Foundation Bylaws] [FSU Magnet Research and Development Bylaws] [Real Estate Foundation Bylaws] [FSU Research Foundation Bylaws] [Seminole Boosters Bylaws] [FSU Athletics Association Bylaws]

The mission of the DSOs, as stated in the statute and regulations, is acting for the benefit of FSU. [s.1004.28, Florida Statutes] [BOG Regulation 9.011] [BOT Regulation FSU-2.025] The DSOs' articles of incorporation and/or bylaws explicitly state this mission. For example, the FSU Real Estate Foundation's bylaws state that the DSO's mission is to provide expertise and strategic

support for all of FSU's real estate needs. [Real Estate Foundation Bylaws, p.1] The FSU Real Estate Foundation's mission is consistent with the university's mission that it is dedicated to excellence in teaching, research, service, and creative endeavors. [University Mission Statement] The FSU Alumni Association is organized to promote the welfare, development and advancement of FSU and its education, scientific and programmatic purposes by serving FSU alumni in pursuit of their careers, recognizing their accomplishments, perpetuating among them a sentiment of affection for the University, encouraging their support for the University's programs and future development, and fostering a sense of responsibility among alumni to support the FSU Alumni Association and the University. [Alumni Association Bylaws, p.1]

The DSO board members, bylaws, and budgets are approved by the FSU Board of Trustees. [Recent BOT Agenda and Minutes, pp.99-100, 104, 109, 123, 128] To the extent that the DSOs engage in fundraising activities, such activities are addressed in the bylaws, assuring that the activities further the mission of FSU. For example, the FSU Foundation bylaws state that the DSO board has authority to raise, accept, hold, invest, and disburse any gifts made through the FSU Foundation for the benefit of FSU, its programs, colleges, or administrative units. In addition, the FSU Foundation president reports to the FSU President (or designee) and the FSU Board of Trustees Chair (or designee), who provide oversight of the DSO's fundraising and other activities. [FSU Foundation Bylaws, pp.4-5]

Two DSOs - Seminole Boosters and the FSU Athletics Association - relate to intercollegiate athletics, and their bylaws indicate their organizations' clear oversight by FSU. As indicated in the Seminole Boosters' bylaws, it is a fundraising arm of FSU and generates contributions, manages sources of revenue, and makes investments intended to produce income and returns, primarily for the purpose of making distributions to enhance the overall educational environment, financial security, and long-term success of FSU's athletic program. [Seminole Boosters Bylaws, p.4] The university exercises oversight of these activities. As noted in the Seminole Boosters' bylaws, the Chief Financial Officer of the Seminole Boosters reports to the FSU Vice President of Finance. In addition, the FSU President designates FSU personnel to oversee the operations of the DSO and to review its finances. [Seminole Boosters Bylaws, pp.5-6]

The President is actively involved in the FSU Athletics Association (FSUAA) that administers varsity collegiate athletics for and on behalf of FSU, including oversight, governance and coordination between FSU's Department of Intercollegiate Athletics and Seminole Boosters. The President is one of the directors along with the Faculty Athletics Representative, a member of the FSU Board of Trustees, the Chair of Seminole Boosters (or designee), and a member of the FSU faculty or administration. The FSU President serves as the Chair of the FSUAA's Board of Directors. [FSU Athletics Association Bylaws, p.1]

The FSU President, in consultation with the FSUAA Board of Directors, appoints the Director of Athletics and designates him/her as the Chief Executive Officer (CEO) of FSUAA. The CEO reports to the President and to the FSUAA Board of Directors and can be removed for cause or unacceptable performance by the FSU President after consultation with the FSUAA Board of

Directors. [FSU Athletics Association Bylaws, p.1] The FSU President, in his capacity as Chair of the Board of Directors of FSUAA, monitors and controls the use of FSUAA resources; monitors and ensures compliance with NCAA bylaws, laws, policies, and regulations of the Florida Board of Governors and FSU Board of Trustees; reviews and approves expenditures plans; possesses line-item authority over the FSUAA budget; prepares the agendas for the FSUAA Board meetings; appoints the Officers of the FSUAA annually; and engages independent auditors each year. [FSU Athletics Association Bylaws, pp.1-3] [FSU Athletics Association Meeting Agendas and Minutes 2019-2021]

As a non-profit corporation, the DSOs are separate legal entities from the university and that separate corporate existence cannot generally be disregarded for the purpose of liability. The "corporate veil" may only be disregarded in exceptional circumstances including, for example, fraud, thereby insulating the university from the debts of a DSO.

c. Presidential and Formal Control

The FSU President and BOT regularly receive information adequate to ensure that the DSOs are acting in the best interests of the institution in a variety of ways. The Chair of the BOT appoints at least one representative to each DSO board. [s.1004.28, Florida Statutes, p.3] [BOG Regulation 9.011, p.2] [BOT Regulation FSU-2.025, p.2] [Recent BOT Agendas and Minutes, p.97] Activities of the DSOs are reported to and discussed by the BOT. [Recent BOT Agendas and Minutes, pp.7, 23, 26, 33, 37, 72-73, 109-110, 119-120, 129-130, 141] The FSU President also serves on the board of directors of any DSO established to benefit FSU. The director or chief executive officer of the DSO reports to the FSU President or designee. [BOG Regulation 9.011, p.1] [BOT Regulation FSU-2.025, p.2] All DSO board member appointments are approved by the BOT. [Recent BOT Agendas and Minutes pp. 25, 30, 89, 97, 99, 104] Any amendment to a DSO's articles of incorporation or bylaws must be submitted by the President to the BOT for approval prior to becoming effective.

The President has the power and duty to monitor and control the use of FSU resources by a DSO, control the use of the FSU name by the DSO, monitor compliance of the DSO with federal and state laws, recommend to the BOT an annual budget, review and approve quarterly expenditure plans, and approve contributions of funds or supplements to support athletics. Operating budgets of the DSOs are prepared annually and approved by the DSO's board and the BOT. [Recent BOT Agendas and Minutes, pp.100, 109] DSOs must have an annual audit conducted pursuant to FSU regulations and policies, and the annual audit report is submitted to the BOT for review. [BOG Regulation 9.011, p.2] [BOT Regulation FSU-2.025, p.3] Significant expenditures must be approved by the BOT. Finally, each DSO submits annually to the President its federal Internal Revenue Service Application for Recognition of Exemption form and Return of Organization Exempt from Income Tax form. [s.1004.28, Florida Statutes, p.3]

The structure mandated by Florida Statutes, the FBOG Regulation, and the BOT Regulation also ensures that the leadership of the DSO and the university are separate but work cooperatively. Specifically, as detailed above, at least one representative of the DSO board is appointed by the BOT Chair, all appointments to the DSO board are approved by the BOT, the

President serves on the DSO board, and the director of the DSO reports to the President. The BOT and President also have oversight of many key aspects of the DSO, including review of the budget and large expenditures. [s.1004.28, Florida Statutes] [BOG Regulation 9.011] [BOT Regulation FSU-2.025] If the President determines that the leadership of the DSO and the institution are not working cooperatively and/or that the DSO is not serving the best interest of the university, the President may recommend to the BOT that a DSO be decertified. The BOT shall decertify a DSO if it determines that the DSO is no longer serving the best interest or mission of the university. [BOG Regulation 9.011, pp.2-3] [BOT Regulation FSU-2.025, p.3]

Evidentiary Documents

FloridaStatutesSection1004.28.pdf

BOGRegulation9.011.pdf

BOTRegulationFSU2.025.pdf

FSUResearchFoundationArticlesOfIncorporation.pdf

AlumniAssociationBylaws.pdf

CollegeOfBusinessStudentInvestmentFundBylaws.pdf

FinancialAssistanceBylaws.pdf

FY2023FBOTBylawsApprovedJune222022.pdf

InternationalProgramsBylaws.pdf

RinglingFoundationBylaws.pdf

FSUMagnetResearchAndDevelopmentBylaws.pdf

RealEstateFoundationBylaws.pdf

FSUResearchFoundationBylaws.pdf

SeminoleBoostersBylaws.pdf

FSUAthleticsAssociationBylaws.pdf

FSUMissionAndVisionStatement.pdf

RecentBOTAgendasAndMinutes.pdf

FSUAthleticsAssociationMeetingAgendasAndMinutes201.pdf

<table>
<tr><td>5.4</td><td>The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified Administrative/Academic Officers)</td></tr>
</table>

_____ <u>_X_</u> _Compliance_   _____ _Partial Compliance_   _____ _Non-compliance_

Narrative

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Florida State University has qualified administrative and academic officers with the appropriate experience and qualifications to lead the institution, as shown on the roster. [Roster of Qualified Administrative and Academic Officers] This roster provides the name of the officer, credentials, and experience, including underlying rationale for their appointment for those with non-traditional qualifications. The organizational chart provides the administrative structure for the institution. [University Organizational Chart] FSU utilizes formal employment procedures to ensure the qualifications of its administrative officers. Reference and background checks, including verification of the individual candidate's degrees and experience as appropriate to the position, are required in the recruitment and employment processes. [4-OP-C-7-B A&P and USPS Employment and Recruitment Policy] [FSU Faculty Handbook, p.29, Section 4, 2021-2022] All employees are evaluated on an annual basis.

In May 2021, the FSU Board of Trustees selected Dr. Richard McCullough to serve as the university's 16th president. Dr. McCullough has significant academic and administrative experience serving previously as the Vice Provost for Research at Harvard University. The University President selects the General Counsel, Chief Ethics and Compliance Officer, Athletic Director, and the Chief Audit Officer. In addition, the University President selects vice presidents who serve in either executive service or faculty positions. Each of these positions reports directly to the University President.

The Provost and Executive Vice President for Academic Affairs, Dr. James Clark, has served in the position since January 2022. Before becoming the Provost, Dr. Clark served as an academic dean of the College of Social Work from 2015-2021 at Florida State University. As the Provost, Dr. Clark is the chief academic officer. He currently serves on the Florida Council of Academic Vice Presidents, a statewide committee consisting of provosts from each of the public Florida universities.

Each of the vice presidents is active in their respective field. Marla Vickers, Vice President for University Advancement and president of the FSU Foundation, is a leader in advancement professional organizations and a certified fundraising executive. Previously, she served in advancement at Emory University. Dr. Stacey Patterson, the Vice President for Research, previously served as Vice President for Research, Outreach, and Economic Development in the University of Tennessee (UT) system and president of the UT Research Foundation. Vice

President of Student Affairs Dr. Amy Hecht has previously served in a number of leadership roles and has published a book on the role of student affairs administrators. Previously, Dr. Hecht was Vice President for Student Affairs at the College of New Jersey. Mr. Kyle Clark, Senior Vice President for Finance and Administration, previously served as Vice President for Administration and Finance and Chief Financial Officer at Texas Tech University. All of the vice presidents are active in relevant higher educational professional organizations and serve on the President's Cabinet.

In addition to the vice presidents, Florida State University has eighteen deans of academic colleges; a Dean of the Graduate School; a Dean of Undergraduate Studies; and a Dean of the University Libraries. The academic deans, with the exception of the Dean of the College of Engineering, report directly to the Provost and Executive Vice President for Academic Affairs. The Dean of the Florida Agricultural and Mechanical University–Florida State University (FAMU–FSU) College of Engineering reports jointly to the Provost and Executive Vice President at Florida State University and to the Provost at Florida Agricultural and Mechanical University. The Dean of the Graduate School, Dean of Undergraduate Studies, and the Vice President for Faculty Development and Advancement report to the Provost and Executive Vice President for Academic Affairs.

It is standard procedure that deans are identified and recruited by search committees chaired by faculty members, and position vacancies announced in national publications (e.g., the Chronicle of Higher Education). [Dean College of Engineering Position Announcement, Chronicle of Higher Education] [Dean College of Engineering Position Announcement, Diverse Issues in Higher Education] [Dean College of Engineering Position Announcement, HigherEdJobs] [Dean College of Engineering Position Announcement, Hispanic Outlook] [Dean College of Engineering Position Announcement, Inside Higher Education] [Dean College of Engineering Position Announcement, National Society of Black Engineers] [Dean College of Engineering Position Announcement, Women in Higher Education] [Dean College of Engineering Position Announcement, Association for Women in Science] [Dean College of Engineering Position Announcement, Society of Women Engineers] Deans hold faculty positions.

The Rector of the branch campus in the Republic of Panama is the chief executive and administrative officer of that campus, and reports to the director of International Programs. Dr. Carlos Langoni, with a doctorate in engineering, has extensive administrative and academic experience at Florida State University.

Pursuant to the provisions in [Florida Board of Governors Regulation 1.001, p.5, (5)(f)], the evaluation of the President is conducted annually by the FSU Board of Trustees. [BOT Meeting Agenda, p.3, 2018] [BOT Meeting Minutes, p.10, 2018] [BOT Meeting Agenda, p.3, 2017] [BOT Meeting Minutes, p.14, 2017] Non-academic administrators are classified as Executive Service and administrative and professional (A&P) employees and annually evaluated by the immediate supervisor in accordance with operating policy. [OP-C-7-G1 Evaluation of AEX, A&P and USPS Employee Performance]

State law requires each public employee to have a performance evaluation at least annually, and the employee must receive an oral and written assessment of their performance evaluation. [s. 110.224(2), Florida Statutes] At the university, employee performance is evaluated on an annual basis. All executive service (AEX), administrative and professional (A&P) and university system support personnel (USPS) employees are evaluated annually by the immediate supervisor in accordance with operating policy. [OP-C-7-G1 Evaluation of AEX A&P and USPS Employee Performance] The Office of Human Resources oversees the administration and documentation of the evaluation process for non-faculty employees. The purpose of the evaluation is to assess performance, communicate performance effectiveness, and aid in improving performance in the areas of behavioral expectations, assigned duties and responsibilities, and position competencies. Notification of the evaluation period and courtesy reminders are distributed through the HRMS and Deans, Directors and Department Heads (DDDH) listserv and HR Department Representative Meetings. In addition, the office provides training opportunities to supervisors on performance management and delivering performance feedback. The annual performance evaluation and the process is explained in the [Faculty and Staff New Employee Orientation Presentation], which all new employees are required to complete.

The Office of Faculty Development and Advancement (OFDA) works closely with the Faculty Senate, the Office of Human Resources, and the United Faculty of Florida to ensure that academic and employment policies are properly implemented. OFDA oversees the administration of the evaluation process for faculty appointments in accordance with the Annual Evaluation Policy published in the Faculty Handbook. [Faculty Evaluations, FSU Faculty Handbook, p.71, rev. 2022]

OFDA issues an annual performance evaluation memorandum to University Vice Presidents, Deans, Directors and Department Chairs that includes detailed information and guidelines for conducting annual faculty evaluations. [Annual Performance Evaluation Memorandum, 2021] The evaluation process assesses the quality of performance in the functions included in the faculty member's Assignment of Responsibilities (AOR). [Assignment of Responsibility Policy] These include, teaching, research or creative activity, service, and any other duties that may be assigned. The faculty member's history of annual evaluations is also considered in recommendations and final decisions on tenure, promotions, salary increases, and reappointment or non-reappointment.

The President's Cabinet serves as the internal operations committee guiding the activities of the university along policy directions established by the President. The President's Cabinet includes the vice presidents, chief of staff, Assistant Vice President for University Communications, and Chief Legislative Officer. The President evaluates Cabinet members' performance annually in the areas of expectations, leadership competencies, and duties and responsibilities. In addition, the President meets weekly with the Cabinet to consider issues of general concern and appropriate actions necessary to resolve.

The Office of Faculty Development and Advancement oversees the administration of the evaluation process for faculty appointments in accordance with the Annual Evaluation Policy published in the Faculty Handbook. [FSU Faculty Handbook, p.70, 2021-2022] [Annual

Evaluation of Faculty Website] [Faculty Evaluation Summary Form] University Deans are evaluated annually by the Provost to ensure that they continue to demonstrate effective leadership and competence in their respective roles. In addition, each dean submits an annual self-evaluation of performance to the Provost.

- [Dean Self-Evaluation 2019-2020]
- [Dean Self-Evaluation 2020-2021]
- [Dean Self-Evaluation 2019-2020]
- [Dean Self-Evaluation 2020-2021]

Evaluations are provided for a sample of individuals from each division, including off-campus sites. Names have been redacted from the evaluations.

- [Academic Dean (2020)(2021)]
- [Academic Dean (2020)(2021)]
- [Academic Dean (2020)(2021)]
- [Academic Dean (2020)(2021)]
- [Rector (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [Assistant Vice President (2020)(2021)]
- [Assistant Vice President (2020)(2021)]
- [Vice President (2020)(2021)]
- [Vice President (2020)(2021)]
- [Chief Audit Officer (2020)(2021)]
- [Associate Vice President (2020)(2021)]
- [University Controller (2020)(2021)]

The curricula vitae are provided for all senior academic and administrative personnel at the university. Position descriptions are provided for all senior academic and administrative personnel who do not have a faculty appointment; these position descriptions are electronically signed and processed through the institution's human resources system.

Faculty appointments do not have position descriptions. Rather, senior academic and administrative officers with faculty appointments have an Assignment of Responsibility (AOR) to delineate duties. [Dean Huckaba, AOR] [VP Kistner, AOR] [Assistant VP Terry, AOR] Faculty members have appropriate credentials that are verified by the Office of Faculty Development and Advancement upon appointment. Deans' credentials are subject to review and verification during the selection period.

Resumes/Curricula Vitae and Position Descriptions

- University President, Curriculum Vitae – McCullough [Position Description]

President's Cabinet, Curricula Vitae/Resumes:

- Provost and Executive Vice President for Academic Affairs, Curriculum Vitae - J.Clark
- Senior Vice President for Finance and Administration - Clark [Position Description]
- Vice President for Student Affairs - Hecht [Position Description]
- Vice President for Research - Patterson
- Vice President for University Advancement - Vickers [Position Description]
- Vice President for Faculty Development and Advancement - Kistner [AOR]
- Vice President for Legal Affairs and General Counsel - Egan [Position Description]
- Vice President for Intercollegiate Athletics - Alford [Position Description]
- Chief Legislative Affairs Officer - Ingram [Position Description]
- Chief of Staff - Langston [Position Description]
- Assistant Vice President for Communications - Schnittker [Position Description]
- Chief Marketing Officer - Wesley-Ahschwede [Position Description]

Senior Administrators, Resumes:

- Chief Audit Officer and Interim University Compliance Officer - Baldwin [Position Description]
- University Controller - Enfinger [Position Description]
- Chief Budget Officer - Perkins [Position Description]
- President of Alumni Association - Decker [Position Description]

Deans, Curricula Vitae:

- Dean of the College of Arts and Sciences - Huckaba [AOR]
- Dean of the College of Business - Hartline [AOR]
- Interim Dean of the College of Communication and Information - McDowell [AOR]
- Dean of the College of Criminology and Criminal Justice - Blomberg [AOR]
- Dean of the College of Education - Andrew [AOR]
- Dean of the FAMU-FSU College of Engineering - De
- Interim Dean of the College of Human Sciences - Andrew [AOR]
- Dean of the College of Law - O'Hara O'Connor [AOR]
- Interim Dean of the College of Medicine - Littles [AOR]
- Dean of the College of Motion Picture, Television, and Recording Arts - Braddock [AOR]
- Dean of the College of Music - Queen [AOR]
- Dean of the College of Nursing - Wang [AOR]
- Dean of the College of Social Sciences and Public Policy - Chapin [AOR]
- Interim Dean of the College of Social Work - Stanley [AOR]
- Dean of the College of Fine Arts - Frazier [AOR]

- Dean of the Graduate School - Riley [AOR]
- Dean of the Undergraduate Studies - O'Shea [AOR]
- Dean of the University Libraries - Etschmaier [AOR]
- Dean, Applied Studies and Panama City Campus - Hanna [AOR]
- Dean, Dedman College of Hospitality - Farr [AOR]
- Dean, Jim Moran College of Entrepreneurship - Fiorito [AOR]

Assistant and Associate Vice Presidents, Curricula Vitae/Resumes:

- Associate Vice President for Metrics, Analytics, and Institutional Data - Burnette [Position Description]
- Interim Associate Vice President for Facilities - Greiner [Position Description]
- Associate Vice President for Faculty Development and Advancement - Buchanan [AOR]
- Associate Vice President and Chief Information Officer - Fozard [Position Description]
- Associate Vice President for Student Affairs and Dean of Students - Chong [Position Description]
- Assistant Vice President for Student Affairs - Chu [Position Description]
- Associate Provost and Associate Vice President - Storm [AOR]
- Associate Vice President for Enrollment Management - Barnhill [Position Description]
- Associate Vice President for Human Resources and F&A Chief of Staff - Gibbs [Position Description]
- Associate Vice President for Finance and Administration - Williams [Position Description]
- Assistant Vice President for Student Success - O'Shea [AOR]
- Associate Vice President for Academic Affairs (Budgets) - Harlacher [Position Description]
- Assistant Vice President for Community and Economic Engagement - Terry [AOR]
- Assistant Vice President for International Initiatives - McDowell [AOR]
- Assistant Vice President for Finance and Administration - Conner [Position Description]
- Assistant Vice President and CFO Foundation - Carrigan [Position Description]
- Assistant Vice President for Business Services - Kilcrease [Position Description]
- Director for Public Safety - Harris [Position Description]
- Assistant Vice President for Student Affairs - Bowden [Position Description]
- Associate Vice President for Research Administration and Finance and Treasurer, FSU Research Foundation - Peluso [Position Description]
- Assistant Vice President for Research - Anderson [AOR]
- Assistant Vice President for Research - Holmes [AOR]
- Assistant Vice President for Information Technology Services at Northwest Regional Data Center and Florida Virtual Campus - Brown [Position Description]
- Rector of FSU-Republic of Panama - Langoni [Position Description]
- Director of Asolo Conservatory for Actor Training - Malaev-Babel [AOR]
- Associate Vice President for University Advancement - Patel [Position Description]
- Vice President for Advancement Services - Spencer [Position Description]
- Vice President of Advancement Relations - Block [Position Description]
- Assistant Vice President, Chief of Staff - Poole [Position Description]

- Assistant Provost and Assistant Vice President of Academic Affairs for Health Innovation and Strategic Alliances - Pritchard
- Assistant Provost and Associate Dean of Undergraduate Studies for Liberal Studies - Hogan [AOR]
- Associate Provost for Innovation, Research and Entrepreneurship in STEM - Alvi [AOR]

Conclusion

Florida State University employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Evidentiary Documents

- QAAOChart.pdf
- UniversityOverview.pdf
- 4-OP-C-7-BAandPAndUSPSEmploymentAndRecruitmentPoli.pdf
- FSUFacultyHandbook2021-2022.pdf
- DeanCollegeOfEngineeringPositionAnnouncementChroni.pdf
- DeanCollegeOfEngineeringPositionAnnouncementDivers.pdf
- DeanCollegeOfEngineeringPositionAnnouncementHigher.pdf
- DeanCollegeOfEngineeringPositionAnnouncementHispan.pdf
- DeanCollegeOfEngineeringPositionAnnouncementInside.pdf
- DeanCollegeOfEngineeringPositionAnnouncementNation.pdf
- DeanCollegeOfEngineeringPositionAnnouncementWomenI.pdf
- DeanCollegeOfEngineeringPositionAnnouncementAssoci.pdf
- DeanCollegeOfEngineeringPositionAnnouncementSociet.pdf
- BOGRegulation1.001.pdf
- BOTMeetingAgenda2018.pdf
- BOTMeetingMinutes2018.pdf
- BOTMeetingAgenda2017.pdf
- BOTMeetingMinutes2017.pdf
- OP-C-7-G1EvaluationOfAEXAandPAndUSPSEmployeePerfor.pdf
- FloridaStatute110.224(2).pdf
- AnnualPerformanceEvaluationMemorandum2021.pdf
- AnnualEvaluationOfFacultyWebsite.pdf
- FacultyEvaluationSummaryForm.pdf
- DeanSelfEvaluation12019-2020.pdf
- DeanSelfEvaluation12020-2021.pdf
- DeanSelfEvaluation22019-2020.pdf
- DeanSelfEvaluation22020-2021.pdf

- AcademicDean12020.pdf
- AcademicDean12021.pdf
- AcademicDean22020.pdf
- AcademicDean22021.pdf
- AcademicDean32020.pdf
- AcademicDean32021.pdf
- AcademicDean42020.pdf
- AcademicDean42021.pdf
- Rector2020.pdf
- Rector2020-2021.pdf
- AssociateVP62020.pdf
- AssociateVP62021.pdf
- AssociateVP32020.pdf
- AssociateVP32021.pdf
- AssociateVP42020.pdf
- AssociateVP42021.pdf
- AssociateVP72020.pdf
- AssociateVP72021.pdf
- AssociateVP52020.pdf
- AssociateVP52021.pdf
- AVP2020.pdf
- AVP2021.pdf
- AssistantVP32020.pdf
- AssistantVP32021.pdf
- VicePresident2021.pdf
- AssistantVP82020.pdf
- AssistantVP82021.pdf
- ChiefAuditOfficer2020.pdf
- ChiefAuditOfficer2021.pdf
- AssociateVicePresident2020.pdf
- AssociateVicePresident2021.pdf
- Controller2020.pdf
- Controller2021.pdf
- DeanHuckabaAOR.pdf
- VPKistnerAOR.pdf
- AssistantVPTerryAOR.pdf
- PresidentRichardMcCulloughCV.pdf

PresidentPD.pdf

ProvostClarkCV.pdf

ClarkKyleCV.pdf

ClarkKylePD.pdf

HechtAmyCV.pdf

HechtAmyPD.pdf

PattersonCV.pdf

VickersMarlaCV.pdf

VickersMarlaPD.pdf

KistnerJanetCV.pdf

AORKistner.pdf

EganCarolynCV.pdf

EganCarolynPD.pdf

AlfordMichaelCV.pdf

AlfordMichaelPD.pdf

IngramClayCV.pdf

IngramClayPD.pdf

LangstonCV.pdf

LangstonMarissaPD.pdf

SchnittkerDennisCV.pdf

SchnittkerDennisPD.pdf

WesleyAhlschwedeCV.pdf

Wesley-AhlschwedePD.pdf

BaldwinUndraCV2023.pdf

BaldwinUndraPD.pdf

EnfingerJuddCV.pdf

EnfingerJuddPD.pdf

PerkinsKatherineCV.pdf

PerkinsKatherinePD.pdf

DeckerJulieCV.pdf

DeckerJuliePD.pdf

HuckabaSamCV.pdf

AORHuckaba.pdf

HartlineMichaelCV.pdf

AORHartline.pdf

McDowellStephenCV.pdf

AORMcDowell.pdf

BlombergThomasCV.pdf

AORBlomberg.pdf

AndrewDamonCV.pdf

AORAndrew.pdf

[CV-De.pdf](CV-De.pdf)

OHaraOConnorErinCV.pdf

AOROConnor.pdf

LittlesAlmaCV.pdf

AORLittles.pdf

BraddockRonald.pdf

AORBraddock.pdf

QueenToddCV.pdf

AORQueen.pdf

WangJingCV.pdf

AORWang.pdf

ChapinTimothyCV.pdf

AORChapin.pdf

StanleyCraigCV.pdf

AORStanley.pdf

[Frazier James CV .pdf](Frazier_James_CV_.pdf)

AORFrazier.pdf

CVRiley.pdf

AORRiley.pdf

OSheaJoeCV.pdf

AOROShea.pdf

EtschmaierGaleCV.pdf

AOREtschmaier.pdf

HannaRandyCV.pdf

AORHanna.pdf

FarrCV.pdf

AORFarr.pdf

FioritoCV.pdf

AORFiorito.pdf

BurnetteRickCV.pdf

BurnetteRichardPD.pdf

GreinerSadieCV.pdf

GreinerSadiePD.pdf

BuchananJenniferCV.pdf

AORBuchanan.pdf

FozardJonathanCV2023.pdf

FozardPD.pdf

ChongAngelaCV.pdf

ChongAngelaPD.pdf

ChuZduyCV.pdf

ChuZduyPD.pdf

CVStorm.pdf

AORStorm.pdf

BarnhillJohnCV.pdf

BarnhillJohnPD.pdf

GibbsRenishaCV.pdf

GibbsRenishaPD.pdf

WilliamsMichaelCV.pdf

WilliamsMichaelPD.pdf

HarlacherPaulCV.pdf

HarlacherPaulPD.pdf

TerryJarretCV.pdf

AORTerry.pdf

ConnerStevenCV.pdf

ConnerStevenPD.pdf

CarriganJohnCV.pdf

CarriganJohnPD.pdf

KilcreaseEverettCV.pdf

KilcreaseEverettPD.pdf

HarrisRhondaCV.pdf

HarrisRhondaPD.pdf

BowdenBrandonCV.pdf

BowdenBrandonPD.pdf

PelusoKerryCV.pdf

PelusoKerryPD.pdf

AndersonNormanCV.pdf

AORAnderson.pdf

Holmes Eric CV .pdf

AORHolmes.pdf

BrownTimCV.pdf

BrownPD.pdf

LangoniCarlosCV.pdf

LangoniPD.pdf

Malaev-BabelAndreiCV.pdf

AORMalaev.pdf

Patel,SarishniCV.pdf

PatelPD.pdf

SpencerPamCV.pdf

SpencerPD.pdf

BlockTomCV.pdf

BlockPD.pdf

PooleCarolineCV.pdf

PoolePD.pdf

PritchardCV.pdf

Hogan-CV.pdf

AORHogan.pdf

CVAlvi.pdf

AORAlvi.pdf

<table>
<tr><td>**5.5**</td><td>*The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.* ***(Personnel Appointment and Evaluation)***</td></tr>
</table>

____**X**__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

Policy Development and Approval

State law requires each board of trustees to establish a personnel program for all university employees according to the provisions. [Florida Board of Governors Regulation 1.001 (5)(a), p.4] University Regulations are adopted and approved by the University's Board of Trustees. University Regulations are the basic governing code of the University and have legal status under the law. Adopted regulations pertaining to faculty and staff appointment, employment, and evaluation are published in the Florida Administrative Code and available on the University's website. [University Regulations Chapter 4] University Regulations are supplemented by University policies and procedures which are published on the University's website and on the respective policy unit's website. [University Policies Website] [Finance & Administration Policies and Procedures Website] [HR Website Policies Link] Policies are adopted by the President or Vice Presidents under the specific executive authorities granted to the President by the university's Board of Trustees, and the President has in part further delegated this authority to the university Vice Presidents within their respective units while maintaining final authority over such policies as necessary and appropriate. [FSU Policy 2-1, Development and Approval of University Policies, p.1]

The university uses a standard policy format and a uniform review and approval process for university policies to improve communication, promote administrative consistency and efficiency, and to ensure compliance with pertinent state and federal laws and state and regional accreditation requirements. University policies are developed and implemented through the procedures outlined in specific development instructions available on the university website. [Development Instructions Regulations and Policies Website] Before the final adoption and incorporation as a policy, a proposed policy is posted on the university's website for 21 days. All interested parties may provide comments on the proposed policy. [Notice of Policy, 2022] [Archived Notice of Policies Website] [Policy Notification Finance and Administration]

Policies Regarding the Appointment, Employment and Evaluation of Non-Faculty Personnel

The university's Office of Human Resources (HR) monitors all policies and procedures necessary to substantiate compliance with local, state, and federal laws relating to the appointment, employment, evaluation of personnel, and articulates policies and procedures pertaining to non-faculty personnel. Policies and procedures regarding employment and

recruitment practices, classification of positions, attendance and leave, hiring and compensation, employee and labor relations, performance evaluation, equal opportunity and compliance, and employee benefits are included in the policies and procedures information published and maintained on university websites. [University Policies Website] [Faculty Staff Policies and Procedures F&A Website] [HR Website Policies Link] [4-OP-C-7-A Non Faculty Position Classification] [4-OP-C-7-B Employment & Recruitment] [4-OP-C-7-C Benefits] [4-OP-C-7-D Hiring & Compensation] [4-OP-C-7-E Attendance & Leave] [4-OP-C-7-E2 Sick Leave Pool] [4-OP-C-7-F Training & Development] [4-OP-C-7-G Employee & Labor Relations] [4-OP-C-7-H Other Personal Services OPS] [4-OP-C-7-I Equal Opportunity & Compliance EOC] [4-OP-C-7-J General] [4-OP-C-7-L Employment of Relatives Nepotism Policy] [4-OP-C-9 Use of State Vehicles] [4-OP-C-10 Workplace Violence Guidelines] [4-OP-C-12 Sexual Battery Policy] [2-2 Sex Discrimination & Sexual Misconduct Policy] [4-OP-C-13 Policy against Fraudulent, Unethical and other Dishonest Acts]

Review of Policies

Policies and procedures related to the appointment, employment, and evaluation of non-faculty personnel follow the Policy Development Procedures for the Division of Finance and Administration. [F&A Policy Development Process Memorandum, 2020] Policies are reviewed by the Chief Human Resources Officer on a regular basis as well as when a specific change is required for its legality or effectiveness through the HR Policies and Procedures Review Committee. [HR Policy Committee Members] The HR Communications Program Director serves as the Committee Chair and coordinates the review and update process through approving, posting, and communicating changes. [HR Policy Review Process] [Committee Feedback Email for Paid Parental Leave Policy] [Policy Notices Paid Parental Leave]

Publication and Dissemination of Policies

Approved policies related to the appointment, employment, and evaluation of non-faculty personnel are available on the University's Policies and Procedures website, the Office of Vice President for Finance and Administration's website, and the HR website. [University Policies Website] [Finance and Administration Policies and Procedures Website] [HR Website Policies Link] Notification and education of new policies and policy changes are disseminated in several ways. HR sends announcements and information through university-wide email lists that include University Important Announcements to all employees; Deans, Directors and Department Heads (DDDH) listserv, and the HR listserv (HRMS). [Staff Paid Parental Leave Important Announcement, 2021] [New Staff Paid Parental Leave Policy Town Hall Meeting Announcement, 2021]

Information about changes in human resources, payroll deadlines, new or changing university policies and procedures, training opportunities, and other related topics are presented at regularly held HR Department Representative forum sessions [HR Forums Website], HR Department Representative meetings [Department Rep Meetings Office of Human Resources Website], and special town hall meetings. [Example Special Zoom Meeting Alternate Work Location Arrangement HRMS, 2021] [Example Special Zoom Meeting Alternative Work

Location Arrangement DDDH, 2021] [Example Special Zoom Meeting Managing Hybrid Workplace HRMS, 2021] [Example Special Zoom Meeting Managing Hybrid Workplace DDDH, 2021] Training guides, policies, HR Forms, communications and other relevant information are available on the HR Department Representatives website. [Department Representative Resources Website]

Standardized hiring checklists for HR and all hiring managers conform to the university, state, and federal hiring requirements. Guidance and resources that include detailed process instructions, forms and matrices that outline the recruitment, appointment and on-boarding processes are made available on HR's website to assist hiring managers and departments in ensuring compliance with university policy and state and federal rules and regulations. [Recruitment and Appointment Resources Website] [Appointment Matrix, 2019] [Compensation Matrix, 2014] The Employee Handbook is located on the HR website and is available in alternate formats. [FSU and You Employee Handbook, 2019] The Handbook provides staff with an overview of some of the university's policies, benefits, and general information. Training opportunities are available through instructor-led and eLearning delivery methods, including an HR Department Representative Certificate training series. [HR Department Representative Certificate Series] [ERecruit Training Presentation] [Employee Data Management Processes Training Presentation] [EDM International Hires and I9 Training Presentation] [Faculty Search Training Presentation] [Staff Hiring Team Training Presentation] [HR Training Report, 2019-2021]

Assurance and Evidence of Implementation

The President delegates to the Chief Human Resources Officer the responsibility for administrating appointment and compensation practices to ensure adherence to federal law, Florida Statutes, and university regulations. [4 OP C 7 D Hiring and Compensation Policies and Procedures] Departments, colleges, schools, and off-site campuses administer the recruitment and appointment for positions at the unit level in collaboration with HR. The HR Office is centrally located on the university's main campus. Additionally, satellite office locations have been established to support the Facilities Department; University Housing Department; the FSU Ringling Center for Cultural Arts in Sarasota, Florida; and FSU Panama City, Florida. The satellite offices operate as an extension of the central HR Office while providing individualized support to their locations. [HR Satellite Offices] In addition, most university departments and units have designated staff positions that perform HR-related duties.

Hiring and Appointment policies set forth a uniform system for the recruitment and hiring of Executive Service (AEX), Administrative and Professional (A&P) and University Support Personnel System (USPS) positions, in all university departments. [4-OP-C-7-B Employment & Recruitment] [4-OP-C-7-D Hiring & Compensation] [4-OP-C-7-H Other Personal Services (OPS)] [4-OP-C-7-I Equal Opportunity and Compliance]

Authorized Executive Service (AEX), Administrative and Professional (A&P), or University Support Personnel System (USPS) positions are classified in accordance with assigned job responsibilities and the university's job classification specifications prior to job advertisement

and filling the vacancy. Position descriptions are maintained in OMNI, the university's enterprise resource system, which includes human resource management. [4-OP- C-7-A3.3 Updating A Position] HR ensures that job posting requests submitted through the OMNI eRecruit module match the responsibilities and eligibility requirements of the position description and is responsible for monitoring compliance with applicable employment laws and regulations. [Job Posting Position Number 00057311] [Position Description Position Number 00057311] Job openings are updated daily and the vacancy listings are available through the University Careers website. [OMNI Careers Postings] Depending on the level and type of position, other advertising sources such as local and national newspapers and publications, online employment websites, and target professional publications and websites are used. [Recruiting Resources Office of Human Resources] The department hiring manager or search committee accesses applications of qualified candidates through OMNI eRecruit and evaluates applications to determine those most highly qualified for the position. HR provides hiring guidelines to department hiring managers or search committees. This guidance includes open position notice, routing of qualified candidates, and instructions on proceeding when a finalist is selected. [Job Posting Notification Email] [Job Offer Approval Notification Email]

Prior to extending a job offer, HR reviews and approves documentation to ensure compliance and equal opportunity in the final selection criteria. Once the finalist has accepted the offer of employment, the employee proceeds through an integrated, streamlined on-boarding process in OMNI. [SMART Onboarding Information and Resources] The Central HR Office and HR satellite offices have computers available to assist walk-in applicants.

Equal Opportunity and Affirmative Action

The university is committed to providing equal opportunity and non-discrimination toward applicants and employees as it pertains to race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This commitment applies in all areas employing university personnel. It is also applied to those aspects of the university concerned with the choice of contractors, suppliers of goods and services, and university facilities. [EEO Statement, 2022] [4-OP-C-7-I3 Equal Opportunity Non-Discrimination and Non Retaliation Policy & Procedures]

Consistent and non-discriminatory search and screening efforts are key to supporting the university's commitment to equal employment opportunities for applicants. The university fosters an environment that actively promotes equal employment opportunities and non-discrimination for all applicants. Training and resources are provided for individuals with hiring authority and responsibilities. Search and hiring committee members complete Faculty Search Training or Staff Hiring Team Training. [Faculty Search Training Presentation] [Staff Hiring Team Training Presentation] [Faculty Search Training Completions] [Staff Search Training Completions] Departments monitor and manage the completion of the Search Training using computer tools. [Search Training Completion Query] FSU trains all personnel involved in the recruitment, screening, selection, promotion, disciplinary and related processes to ensure that the commitments in its affirmative action program are implemented. [Training and Organizational Development Catalog of Courses]

In accordance with [s.110.112, Florida Statutes, p.1], HR's Office of Equity, Diversity and Inclusion develops and implements a written affirmative action program (AAP) every year. The Plan acts as a check to help identify areas of underutilization. An audit by the Office of Federal Contract Compliance Programs (OFCCP) demonstrates compliance with the university's equal employment opportunity policies and practices. [OFCCP Audit Results Letter, 2019]

Contractors and Suppliers of Goods and Services

The university maintains an online electronic Contract Lifecycle Management (CLM) module that stores contracts, memorandums of understanding and other agreements for outsourced services, which is housed in the SpearMart procurement system. The university ensures the practices for outsourced services and programs follow federal, state and local laws. The university's Contract Administration and Management Policy establishes guidelines for all contracting activities from pre-execution to closeout, including compliance and management. It ensures contract operations and records management uniformity and allows for a higher level of internal controls for contracting activities. [4-OP-D-4 Contract Administration and Management Policies and Procedures] [PO and Contract Standard Terms and Conditions] Contracts include a set of University Standard Terms and Conditions, where applicable. These include Employment of Unauthorized Aliens, Equal Opportunity and Non-Discrimination, E-Verify, Americans with Disabilities Act, Conflict of Interest, and Sexual Harassment. [PO and Contract Standard Terms and Conditions] [Sample Contract HR Background Check Services, p.5] [Sample Contract AstroBus, p.4] The Office of Procurement Services oversees the Contract Administration Program and serves as the contract administrator, responsible for the procedures related to the development, oversight, review, approval, execution, and storage of contracts. Procurement Strategic Category Managers communicate with vendors and business reviews with the supplier and work with the supplier contract manager for contract discrepancies and issues throughout the contract terms. A vendor satisfaction survey is distributed to university department users of strategically sourced contract services. Survey results are reviewed and discussed with the supplier. [Vendor Satisfaction Survey VWR] [Sample Contract VWR] [FSU VWR Call Outlook Appointment] The Contract Manager enforces the terms and conditions of assigned contracts. Contract Administration Procedures, Training Materials and FAQs are available on the Procurement Services Contracts Website. [Contract Administration Website Procedures] [Contract Administration Website Training] [Contract Administration Website FAQs]

Collective Bargaining Agreements

The university follows all provisions of collective bargaining agreements. HR negotiates, administers, and ensures compliance with the provisions of the collective bargaining agreements. Collective Bargaining Agreements are posted on the Office of Human Resources website. [Collective Bargaining Website] [AFSCME 2020-2023 Collective Bargaining Agreement Master Contract] [FNA 2020-2023 Master Agreement] [PBA Bargaining Agreement 2019-2022] [PBA 2021-2022 Supplemental Agreement] [PBA 2020-2021 Supplemental Agreement] [UFF 2019-2022 Bargaining Agreement] [UFF Memorandum of Understanding COVID 19 Health Emergency] [2020-2023 UFF FSUS Collective Bargaining Agreement]

[2021-2024 FSU-BOT and GAU Collective Bargaining Agreement] [GA Stipend Memo 2021-2022, 2022-2023] [2021-2024 GAU Contract Updates]

Departments are instructed to refer to the language of the Collective Bargaining Agreement when filling positions covered by the designated contract. Ongoing training opportunities and assistance for contract management are provided to applicable university units through the HR Employee and Labor Relations unit and the HR Faculty Relations unit. Information is also provided through formal training opportunities available in synchronous and asynchronous delivery formats. [Fundamentals of Discipline and Collective Bargaining Training Presentation]

Evaluation of Non-Faculty Personnel

Per [s.110.224 (2), Florida Statutes], each public employee must have a performance evaluation at least annually, and the employee must receive an oral and written assessment of their performance evaluation. At the university, employee performance is evaluated on an annual basis. All executive service (AEX), administrative and professional (A&P) and university system support personnel (USPS) employees are evaluated annually by the immediate supervisor in accordance with operating policy. [4-OP-C-7-G1 Evaluation of AEX A&P and USPS Employee Performance] Notification of evaluation period as well as courtesy reminders are distributed through the Human Resources (HRMS) and Deans, Directors and Department Heads (DDDH) listservs. [DDDH Listserve A&P Performance Evaluation, 2020-2021] [HRMS Listserve A&P Performance Evaluation, 2020-2021] [HRMS USPS Performance Evaluation Notice, 2021] [DDDH USPS Performance Evaluation Notice, 2021] Examples of non-faculty personnel evaluations are provided. [Alumni Affairs, 2019-2020, 2020-2021] [University Health Services, 2019-2020, 2020-2021] [Facilities, 2019-2020, 2020-2021] [Ringling Museum, 2019-2020, 2020-2021] [Research, 2019-2020, 2020-2021] [Finance and Administration, Panama City (FL), 2019-2020, 2020-2021] [Strozier Library, 2019-2020, 2020-2021] [Career Center, 2019-2020, 2020-2021] [Academic Affairs, Republic of Panama, 2019-2020, 2020-2021] [FSU Foundation, 2019-2020, 2020-2021] [Academic Affairs, 2019-2020, 2020-2021] [Campus Recreation, 2019-2020, 2020-2021] [FSU Real Estate Foundation, 2019-2020, 2020-2021] [College of Law, 2019-2020, 2020-2021] [Public Safety, 2019-2020, 2020-2021] [FSU Coastal and Marine Lab, 2019-2020, 2020-2021] [Medicine, 2019-2020, 2020-2021] [Office of Distance Learning, 2020-2021, 2021-2022]

Off Campus Instructional Sites and Distance Learning

University branch campuses, off-campus instructional sites, regional sites and Distance Learning follow the same appointment, employment and evaluation policies and procedures as described above. These include Panama City, Florida; the FSU Ringling Center for Cultural Arts, and Distance Learning. The exception is FSU-Panama. The Foundation Florida State University-Panama (FSU-Panama) is a non-profit Panamanian corporation that serves as the legal entity to represent FSU in Panama following the Canal transition from the US to the Republic of Panama. FSU-Panama is the employer of record for all employees at FSU-Panama to allow the university to have legal standing in the Republic of Panama and comply with Panamanian employment and tax laws. The Panamanian legal entity is under the control of FSU's International Programs Association, Inc. (IPA, Inc.), a direct support organization of Florida

State University. FSU-Panama operates within IPA, Inc.'s oversight and governed by a Board of Directors. [Board of Directors Website, p.2] Dr. James Pitts, Director of IPA, Inc., serves as the President of the Board. Following the Bylaws, the Board exercises authority over all acts of the Foundation. [ByLaws Board of Trustees FSU Panama] FSU-Panama embodies the same standards as the main campus. Due to the unique nature of the campus, some policy modifications must be made, but where possible, the main campus policies are followed. [Republic of Panama Internal Administrative Procedures Human Resources, p.20] [FSU Panama Organizational Chart]

FSU-Panama employees hold non-compensated courtesy appointments in the FSU Office of International Programs to record an official association with the university. To assure academic standards are maintained and to substantiate compliance with the standards of the university, the courtesy appointments are processed in accordance with the university's appointment policies and procedures and the FSU courtesy appointment procedures. [Courtesy Appointments Information and Job Aids Website] The Office of International Programs is the liaison between the University and FSU-Panama and works with the FSU Office of Human

All personnel rules for FSU-Panama follow the Panamanian Labor Code. Administrative policies that affect FSU-Panama employees are consolidated into the Internal Work Regulations approved by the Ministry of Labor. The Ministry approves changes to the Internal Work Regulations. The Rector signs official documents, or in his absence, the Vice-Rector for FSU-Panama. All legal documents of FSU-Panama must be written in (or translated officially to) Spanish. [Internal Work Regulations FSU Panama Original Spanish] [Internal Work Regulations FSU Panama English Translation]

FSU-Panama complies with the Internal Work Regulations and the Bylaws of the Foundation FSU-Panama regarding faculty and staff appointment, employment and evaluation. The Internal Work Regulations are available to all personnel at FSU-Panama through SharePoint and posted openly in the administrative office. FSU-Panama Internal Administrative Procedures are circulated to employees via email and are available to all personnel through SharePoint.

The Rector is evaluated annually by the Board of Directors and communicates regularly with the Board's President and Director of FSU International Programs regarding his performance. FSU-Panama non-faculty staff members are evaluated annually in accordance with the Republic of Panama Internal Administrative Procedures. [Republic of Panama Internal Administrative Procedures Human Resources, p.22]

Evidentiary Documents

BOG1.0015a.pdf

UniversityRegulationsChapterFSU4.pdf

UniversityPoliciesWebsite.pdf

FinanceAndAdministrationPoliciesAndProceduresWebsi.pdf

HRWebsitePoliciesLink.pdf

FSUPolicy2-1DevelopmentAndApprovalOfUniversityPoli.pdf

DevelopmentInstructionsRegulationsAndPoliciesWebsi.pdf

NoticeOfPolicy2022.pdf

ArchivedNoticeOfPoliciesWebsite.pdf

PolicyNotificationFinanceAndAdministration.pdf

FacultyStaffPoliciesandProceduresFAWebsite.pdf

4-OP-C-7-ANonFacultyPositionClassification.pdf

4-OP-C-7-BEmploymentAndRecruitment.pdf

4-OP-C-7-CBenefits.pdf

4-OP-C-7-DHiringAndCompensation.pdf

4-OP-C-7-EAttendanceAndLeave.pdf

4-OP-C-7-E-2SickLeavePool.pdf

4-OP-C-7-FTrainingAndDevelopment.pdf

4-OP-C-7-GEmployeeAndLaborRelations.pdf

4-OP-C-7-HOtherPersonalServicesOPS.pdf

4-OP-C-7-IEqualOpportunityAndCompliance.pdf

4-OP-C-7-JGeneral.pdf

4-OP-C-7-LEmploymentOfRelativesNepotismPolicy.pdf

4-OP-C-9UseOfStateVehicles.pdf

4-OP-C-10WorkplaceViolenceGuidelines.pdf

4-OP-C-12SexualBatteryPolicy.pdf

FSUPolicy2-2SexDiscriminationAndSexualMisconductPo.pdf

4-OP-C-13PolicyAgainstFraudulentUnethicalAndOtherD.pdf

FandAPolicyDevelopmentProcessMemorandum2020.pdf

HRPolicyCommitteeMembers.pdf

HRPolicyReviewProcess.pdf

CommitteeFeedbackEmailPaidParentalLeavePolicy.pdf

PolicyNoticesPaidParentalLeave2021.pdf

StaffPaidParentalLeaveImportantAnnouncement2021.pdf

NewStaffPaidParentalLeavePolicyTownHallMeetingAnno.pdf

HRForumsWebsite.pdf

DepartmentRepMeetingsOfficeOfHumanResourcesWebsite.pdf

ExZoomMtgAltWorkLocHRMS.pdf

ExZoomMtgAltWorkLocDDDH.pdf

ExampleSpecialZoomMeetingManagingHybridWorkforceHR.pdf

ExampleSpecialZoomMeetingManagingHybridWorkforceDD.pdf

DepartmentRepresentativeResourcesWebsite.pdf

RecruitmentAndAppointmentResourcesWebsite.pdf

AppointmentMatrix2019.pdf

CompensationMatrix2014.pdf

FSUAndYouEmployeeHandbook2019.pdf

HRDepartmentRepresentativeCertificateSeries.pdf

ERecruitTrainingPresentation.pdf

EmployeeDataManagementProcessesTrainingPresentatio.pdf

EDMInternationalHiresAndI9TrainingPresentation.pdf

FacultySearchTraining.pdf

StaffHiringTeamTraining.pdf

HRTrainingReport2019-2021.pdf

HRSatelliteOffices.pdf

4-OP-C-7-A3.3UpdatingAPosition.pdf

JobPostingPositionNumber00057311.pdf

PositionDescriptionPositionNumber00057311.pdf

OMNICareersPostings.pdf

RecruitingResourcesOfficeOfHumanResources.pdf

JobPostingNotificationEmail.pdf

JobOfferApprovalNotificationEmail.pdf

SMARTOnboardingInformationAndResources.pdf

EEOStatement2022.pdf

4-OP-C-7-I3EqualOpportunityNonDiscriminationAndNon.pdf

FacultySearchTrainingCompletions.pdf

StaffHiringTeamTrainingCompletions.pdf

SearchTrainingCompletionQuery.pdf

TrainingAndOrganizationalDevelopmentCatalogOfCours.pdf

FloridaStatutes110.112.pdf

OFCCPAuditResultsLetter2019.pdf

4-OP-D-4ContractAdministrationAndManagementPolicie.pdf

POAndContractStandardTermsAndConditions.pdf

SampleContractHRBackgroundCheckServices.pdf

SampleContractAstroBus.pdf

VendorSatisfactionSurveyVWRQ4.pdf

SampleContractVWR.pdf

FSUVWRCallOutlookAppointment.pdf

ContractAdministrationWebsiteProcedures.pdf

ContractAdministrationWebsiteTrainingMaterials.pdf

ContractAdministrationWebsiteFAQs.pdf

CollectiveBargainingWebsite.pdf

AFSCME2020-2023CollectiveBargainingAgreementMaster.pdf

FNA2020-2023MasterAgreement.pdf

PBABargainingAgreement2019-2022.pdf

PBA2021-2022SupplementalAgreement.pdf

PBA2020-2021SupplementalAgreement.pdf

UFF2019-2022BargainingAgreement.pdf

UFFMemorandumOfUnderstandingCOVID19HealthEmergency.pdf

2020-2023UFFFSUSCollectiveBargainingAgreement.pdf

2021-2024FSUBOTandGAUCollectiveBargainingAgreement.pdf

GAStipendMemo2021-2022,2022-2023.pdf

2021-2024GAUContractUpdates.pdf

FundamentalsOfDisciplineAndCollectiveBargainingTra.pdf

FloridaStatutes110.224(2).pdf

4-OP-C-7-G1EvaluationOfAEXAandPAndUSPSEmployeePerf.pdf

DDDHListserveAandPPerformanceEvaluation2020-2021.pdf

HRMSListserveAandPPerformanceEvaluation,2020-2021.pdf

HRMSUSPSPerformanceEvaluationNotice,2021.pdf

DDDHUSPSPerformanceEvaluationNotice2021.pdf

AlumniAffairsAandPEvaluation2019-2020.pdf

AlumniAffairsAandPEvaluation2020-2021.pdf

UniversityHealthServicesAandPEvaluation2019.pdf

UniversityHealthServicesAandPEvaluation2020.pdf

FacilitiesAandPEvaluation2019-2020.pdf

FacilitiesAandPEvaluation2020-2021.pdf

RinglingMuseumAandPEvaluation2019-2020.pdf

RinglingMuseumAandPEvaluation2020-2021.pdf

ResearchAandPEvaluation2019-2020.pdf

ResearchAandPEvaluation2020-2021.pdf

FinanceAndAdminPC-AandPeval2019-20.pdf

FinanceAndAdminPC-AandPeval2020-21.pdf

StrozierLibraryAandPEvaluation2019-2020.pdf

StrozierLibraryAandPEvaluation2020-2021.pdf

CareerCenterAandPEvaluation2019-2020.pdf

CareerCenterAandPEvaluation2020-2021.pdf

AcademicAffairsRepublicOfPanama2019-2020.pdf

AcademicAffairsRepublicOfPanama2020-2021.pdf

FSUFoundationAandPEvaluation2019-2020.pdf

FSUFoundationAandPEvaluation2020-2021.pdf

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AcademicAffairsAandPEvaluation2020-2021.pdf

CampusRecreationAandPEvaluation2019-2020.pdf

CampusRecreationAandPEvaluation2020-2021.pdf

FSURealEstateFoundationUSPSEvaluation2019-2020.pdf

FSURealEstateFoundationUSPSEvaluation2020-2021.pdf

CollegeOfLawAandPEvaluation2019-2020.pdf

CollegeOfLawAandPEvaluation2020-2021.pdf

PublicSafetyAandPEvaluation2019-2020.pdf

PublicSafetyAandPEvaluation2020-2021.pdf

FSUCoastalAndMarineLabAandPEvaluation2019-2020.pdf

FSUCoastalAndMarineLabAandPEvaluation2020-2021.pdf

MedicineUSPSEvaluation2019-2020.pdf

MedicineUSPSEvaluation2020-2021.pdf

OfficeOfDistanceLearning2020-2021.pdf

OfficeOfDistanceLearning2021-2022.pdf

BoardofDirectorsWebsitep2.pdf

BylawsBoardOfTrusteesFSUPanama.pdf

RepublicOfPanamaInternalAdministrativeProceduresHu.pdf

FSUPanamaOrganizationalChart.pdf

CourtesyAppointmentInformationAndJobAidsWebsite.pdf

InternalWorkRegulationsFSUPanamaOriginalSpanish.pdf

InternalWorkRegulationsFSUPanamaEnglishTranslation.pdf

RepublicOfPanamaInternalAdministrativeProceduresHu.pdf

6 FACULTY

6.1	The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (**Full-Time Faculty**)
	__X__ Compliance ___ Partial Compliance ___ Non-compliance

Narrative

Florida State University (FSU) has adequate numbers of full-time faculty to support the mission and goals of the institution.

Definitions

The university's mission is to "preserve, expand, and disseminate knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service." [FSU General Bulletin, p.57, 2022-2023] The Carnegie Foundation for the Advancement of Teaching classifies it as a university with very high research activity. Under state law, Florida State University qualifies as a "preeminent state research university." [s.1001.7065, Florida Statutes] In accord with its mission, faculty members are selected for their commitment to excellence in teaching; their ability in research and creative activity; and their interest in service to the university, community, and public.

The university defines full-time faculty in a manner consistent with the definition required by the State University System of Florida - as "1.0 FTE" - and part-time faculty as "below 1.0 FTE." Adjuncts are not considered faculty, but are adjunct instructors.   This definition is used to submit faculty data to the Common Data Set. A faculty member's Assignment of Responsibility (AOR) establishes the amount of their individual effort that is dedicated to teaching, research, and service, the three roles tied most directly to the institutional mission. [FDA Memo Assignment of Responsibilities 2022-2023] Terms and conditions of faculty employment are governed by the FSU Board of Trustees - United Faculty of Florida Collective Bargaining Agreement. [FSU-BOT Collective Bargaining Agreement 2019-2022] In addition, the Twelve-Hour Law requires that each full-time equivalent teaching faculty member who is funded by state funds teach a minimum of 12 classroom contact hours per week or perform complete equivalent assignments each term. [s. 1012.945, Florida Statutes] [FSU Faculty Handbook, pp.67-68, 2021-2022] Exemptions are provided for full-time administrators, librarians, and counselors.

Effect of the Mission

The number of faculty recruited to the university to fulfill its mission is guided by its strategic goal to expand research and academic excellence. [FSU Strategic Plan 2023-2027, Goal 1] Its implementation is governed by a number of factors including, for example, requirements

regarding the numbers of hours faculty members must teach; the number of students the university must enroll; and each faculty member's relative assignment among teaching, research and service. First, as noted above, teaching faculty members are required by state law to teach a minimum of 12 classroom contact hours per week or have an equivalent assignment each term. This requirement puts bounds on teaching workload and helps determine the number of faculty needed to instruct enrolled students. Second, under state law, enrollment and program cost categories are important bases for the allocation of appropriated funds to the universities. [s.1011.90, Florida Statutes] Third, all faculty members are assigned annually their duties and responsibilities in teaching, research, and service. The assignment of responsibilities is established by university criteria and department standards. Department bylaws and practices typically contain expectations about teaching, research, and service assignments of faculty. [Statistics Bylaws] Both the Faculty Handbook and the Faculty Collective Bargaining Agreement recognize the importance of considerations of a program or department and, as a result, the determination of the numbers of faculty members necessary to achieve the university mission can only be approximate. [Political Science Bylaws Differential Teaching Assignment Example, p.11]

The Florida State University Faculty Handbook states that "faculty" has different meanings in different contexts. The Florida State University Constitution defines "The General Faculty" as those faculty members holding the academic rank of Instructor, Assistant Professor, Associate Professor, or Professor (includes Eminent Scholar) in one of the colleges or academic departments and who may not be reappointed beyond a seven-year maximum unless awarded tenure (tenure is not awarded at the instructor and assistant professor ranks). These faculty members are commonly described as "ranked faculty." All other faculty members are described as "non-tenure track" or "specialized faculty." The "specialized faculty" group includes the "rank equivalent" faculty (applies to the various levels of Teaching Faculty, Research Faculty, and Curator), the various librarian ranks, and the faculty positions that carry no assigned rank." [FSU Faculty Handbook, p.12, 2021-2022]

Faculty members hold various types of compensated appointments, such as regular, research, visiting, acting, or provisional, as well as non-compensated appointments such as courtesy. Other terminology commonly used to describe faculty members includes "in-unit" or "out-of-unit" with respect to the Collective Bargaining Agreement.

Tenure-track faculty are a primary focus of faculty recruitment. Faculty excellence in research and creative activity is significant for tenure-track faculty hiring and promotion decision-making at Florida State University. For example, promotion to associate professor requires that each committee reviewing a faculty member's performance find that a candidate has "demonstrated effectiveness in teaching, service, scholarly or creative accomplishments, and recognized standing in the discipline and profession…." Similarly, promotion from associate to full professor requires that reviewers find evidence of "superior teaching, service, scholarly or creative accomplishments of high quality and recognized standing in the discipline and profession…." [FDA Promotion and Tenure Memo, p.2, 2022-2023] [FSU Faculty Handbook, p.82, 2021-2022] Evaluation processes for tenure-track and tenured faculty are based on evidence that the faculty member has accomplished their Assignment of Responsibilities, which

stems from the three prongs of the university's mission – teaching, research and creative activity, and service.

Departmental criteria for tenure-track faculty are found in departmental bylaws and university criteria are found in the Collective Bargaining Agreement and the Faculty Handbook. [Bylaws School of Teacher Education, p.8] [CBA Appendix I Criteria and Procedures for P and T] [FSU Faculty Handbook, p.82, 2021-2022] Further, evaluations occur for tenure-track faculty at regular intervals such as annual evaluations conducted each spring and post-tenure review after promotion to the highest rank. [FSU Faculty Handbook, pp.67-69, 2021-2022] [Faculty Evaluation Form 2022]

Each track for "specialized faculty" (Specialized Teaching Faculty, Instructional Support Faculty, Research Faculty, and Research Support Faculty) has a promotional ladder, allowing faculty the opportunity to be promoted as they gain experience and make increasing contributions to the mission of the university. The specialized faculty promotion process occurs annually and involves voting committees at the unit level as well as approval by the Provost. [Specialized Promotion Recommendation to Provost] Similar to the tenure-track process, the criteria are based solely upon the faculty member's record of meritorious performance of their Assignment of Responsibilities. [Specialized Faculty Promotion Memo 2023-2024 FDA] Departmental criteria for specialized faculty are found in department bylaws and university criteria are found in the Collective Bargaining Agreement and the Faculty Handbook. [Bylaws Psychology] [CBA Appendix J Criteria and Procedures for Specialized Faculty Promotion] [FSU Faculty Handbook, pp.85-89, 2021-2022] In addition to the assessments of faculty work inherent in the promotion process, evaluations occur for specialized faculty at regular intervals. [FSU Faculty Handbook, pp.67-69, 2021-2022]

Academic Affairs Structure and Faculty Support

The university's organizational structure conditions how faculty are used and how they are deployed. Colleges, schools, and departments support faculty involvement in degree and certificate programs in important ways. Faculty generally teach courses within the college in which they hold their primary appointments. More specifically, departments/schools help organize faculty effort to build, review, and revise curricula; provide leadership, usually in the form of a department chair or school director; mentor faculty who have not achieved the highest promotional level; evaluate each other annually, including progress toward Promotion and Tenure as well as for merit, based on research productivity and teaching; and communicate university and department policy and procedures. General guidance for these processes is communicated by the university, [FDA Promotion and Tenure Memo 2022-2023] [FDA Annual Evaluation of Faculty Memo] and the specific way the processes are implemented in the unit is described in department and college bylaws developed by the faculty. [Bylaws Psychology] [School of Teacher Education Bylaws] Curriculum design and review occur at the department/school and college levels and culminate in review and approval by the University Curriculum Committee. [UCC Curriculum Guide]

Within colleges, deans and department chairs (or school directors) provide the primary administrative oversight to academic units and their programs, even when they do not serve as program director for a specific degree. [FSU Faculty Handbook, pp.22-23, 2021-2022] In collaboration with faculty, they promote quality instructional delivery and student success efforts, including overseeing the process of developing student learning and program outcomes; monitor faculty development and progression; secure appropriate resources; and ensure compliance with university policies. One key issue for chairs and directors is determining the mix of tenured and tenure-track faculty, the mix of ranks, specialized faculty, and graduate student instruction in their unit. Another is interpreting and applying university policies effectively, with support from central Academic Affairs administrators. Departments also hire and train support staff to keep faculty apprised of important teaching and curriculum deadlines and to provide general assistance within all levels of the academic organization. Professional advising staff take the primary responsibility for student course (as opposed to career) advising, especially for undergraduate students.

These organizational supports enable full-time faculty members to effectively teach, engage in scholarship, provide service to their discipline and community while also managing their oversight responsibilities including, in some instances, serving as program director. The availability of support varies by campus and instructional site. For example, teaching assistants are not available at either the Republic of Panama or the Panama City, Florida, campus. The availability of support or the lack of it, in turn, affects the need for varying staffing patterns.

In similar fashion, faculty governance also affects the levels of faculty needed. Faculty governance is a form of public service that operates at the college as well as the university levels, including within an active Faculty Senate body, as described in the University Constitution. The Faculty Senate is a representative body that makes academic policy and formulates opinions, sometimes expressed in the form of resolutions, on matters affecting faculty. Much of the Faculty Senate's work is done through its standing committees, which oversee various aspects of academic policy and functioning affecting academic programs. Much of the faculty's service to the institution occurs through campus committees, including those that generate policies regarding academic policy, oversee final approval of new and changed courses, and advocate on behalf of the university and its faculty. [FSU Constitution] [Graduate Policy Committee Year-End Report 2021-2022] [Undergraduate Policy Committee Year-End Report 2021-2022] [University Curriculum Committee Year-End Report 2019-2020]

Faculty are engaged in a wide variety of other service activities. Some involve service on community and statewide boards related to their academic expertise. Others provide clinical services in the community or render service to their specific academic communities in the form of journal editorships and leadership in professional organizations. Such services are reflected on each faculty member's assignment of responsibilities as outlined in the Faculty Collective Bargaining Agreement and Faculty Handbook.

Specialized instructional and research support faculty have a direct and positive impact on full-time faculty as they fulfill the university's mission in teaching, research, and service. They complement and, at times, supplant traditional faculty efforts. Specialized Teaching Faculty

typically teach greater course loads than tenure-track faculty; at least 75% of their Assignment of Responsibilities must involve instructional activities. Specialized Research Faculty focus on research; they are required to be assigned no less than 75% responsibility in research and support of research and are employed either in centers or academic units, where they work collaboratively with tenure-track faculty to enhance their research efforts. [FSU Faculty Handbook, pp.67-69, 2021-2022] Instructional Support faculty work to innovate instruction, contribute to curriculum development and management, provide academic advising, and help set up tutoring services for students. Research Support faculty assist in obtaining and managing grants, oversee labs critical to faculty experiments, and contribute to research publications. In Fall 2022, the university had 816 full-time Specialized Faculty, 416 of whom were Specialized Teaching Faculty, 149 Specialized Research Faculty, 101 Instructional Support Faculty and 150 Research Support Faculty. [Faculty by Type Fall 2022] Support faculty are evaluated on the basis of the promotional criteria found in the faculty Collective Bargaining Agreement. [CBA Appendix J Criteria and Procedures for Specialized Faculty Promotion]

Adjunct instructors also support the work of the full-time faculty and the overall mission of the university by fulfilling temporary appointments, one academic term at a time. They are normally contracted on a per-course or per-activity basis and are compensated from a specific state funding category. They may not be employed for more than 50 percent FTE throughout the year or full-time for more than 26 weeks of a year, unless approved by the President or president's designee on an individual basis for special circumstances. Providing "emergency" funds to a dean to hire adjunct instructors is the typical solution to high course demand discovered through the demand analysis process. [Adjunct Appointments Guidance FDA Website] Adjunct instructors are included in New Faculty Orientation and are evaluated in accordance with the official university policy. [New Faculty Orientation 2022] [FSU Policy 3A-6, Evaluation of Instructors of Record] [Evaluation of Adjuncts FDA Memo Spring 2022] [Adjunct Instructor Evaluation Form] Adjunct instructors do play an important but subsidiary role in providing instruction, but are not considered faculty; there were 416 adjunct instructors teaching in Fall 2022. During that semester, only 7.4% of graduate courses and 8.3% of undergraduate courses were taught by adjuncts. [Courses Taught by Instructor Type]

Graduate assistants complement and support the instructional or research efforts of FSU faculty. They may work alongside faculty within courses or laboratories or, if qualified, teach courses more independently as the instructor of record. [FSU Policy 3A-3, Instructor of Record] In Fall 2022, there were 783 graduate assistants who were trained by the Graduate School (and many more in their departmental workshops that were approved by the Graduate School) to teach or to provide research or administrative assistance. [PIE Agenda 2022] [PIE Teaching Workshop Series] [Engineering Graduate Instructor Training Approved by Graduate School] In the Fall 2022 semester, these trained graduate teaching assistants performed a number of instruction-related functions, including serving as graders, or assisting faculty teaching large lecture classes, and conducting labs for undergraduate science courses. A limited number of those (664) served as instructor of record for a course, once they met the qualifications to perform that assignment. [FSU Policy 3A-3, Instructor of Record] [Standards for Graduate Student Teaching Assistants, FSU Graduate Bulletin, pp.123-125, 2022-2023]

The university engages postdoctoral scholars in many areas throughout the university. In Fall 2022, there were 259 postdoctoral scholars employed at Florida State University. [Postdoctoral Affairs Office] Occasionally, postdoctoral appointees assist with instruction as well as perform research. The Postdoctoral Affairs Office, part of the Graduate School, provides support, information, professional development activities, and advocacy for postdoctoral researchers and instructors. Individual mentoring and oversight are provided by the sponsoring faculty member and considered an essential element of the postdoctoral experience.

At times, it is necessary for full-time faculty to teach courses on an overload basis in order to meet course demand that is over and above their regular course assignments in order to meet course demand. Data from Fall 2022 indicate that this occurs infrequently; only .6% of all undergraduate course sections and 1.5% of all graduate course sections were taught on an overload basis. [Courses Taught by Instructor Type] Policies regarding overloads (also called "dual compensation") include requiring that no faculty member be required to accept an overload appointment and that no such appointment may result in a conflict of interest. All faculty dual compensation appointments are reviewed by the Office of Faculty Development and Advancement. [FSU Faculty Handbook, pp.37-38, 2021-2022]

Overview of Faculty Adequacy

The university ensures it has a sufficient number of full-time faculty to carry out the institution's mission and realize its goals through a variety of processes. Their adequacy is judged through both direct and indirect means, including:

- Regular position vacancy reports by academic units to the Provost; [Faculty Vacancy Report 2023]
- The annual budget request for academic resources and faculty coordinated by the Provost;
- Regular academic program reviews of all programs, including those offered at off-campus instructional sites;
- Annual Center and Institute reviews and reports; and
- Ongoing, periodic, disciplinary (programmatic) accreditations.

The university collects and reviews information on faculty numbers from its own operations and examines a variety of measures in relation to comparable or similar institutions, especially those within the State University System of Florida. These measures include:

- Direct Measures
  - Numbers of full-time, part-time faculty by college, by tenure status, by rank;
  - Faculty involved in instruction/research/service by full-time/part-time and tenure track/non-tenure track (IPEDS) at FSU and for comparable and aspirational peers;
  - Student-faculty ratios by comparable peers, aspirational peers, and Florida public, research universities;
  - Graduate student–faculty ratios at FSU for a rolling ten years; and
  - Numbers and percent of undergraduate courses by section sizes.

- Indirect Measures
    - o Time-to-Degree for FTICs in 120-hour programs;
    - o Student progression percentages;
    - o Percent of baccalaureate degrees with excess hours;
    - o NSSE student faculty interaction indicator; and
    - o Number of faculty proposals, publications, and research expenditures.

Indicators of the adequacy of full-time faculty are most fully developed for the university's teaching and research missions. The adequacy of faculty public service contributions is more amorphous since it covers an exceptionally broad range of activities and as a result is less frequently collected. Public service is discussed below in terms of the numbers of faculty adequate to cover the faculty core public service functions related to faculty governance.

Both the numbers of faculty and students change throughout the year. Fall figures provide a useful indication of events throughout the year. In Fall 2022, Florida State University employed 2,320 full-time faculty members from both Education and General (E&G) and Contracts and Grants (C&G) sources. [FSU Fall 2022 Faculty by Type and Status]

Of these, 1,210 (52%) were tenure-track faculty with 816 full-time specialized faculty constituting 36% of the total. [FSU Fall 2022 Faculty by Type and Status] Specialized faculty are divided into four tracks depending on function: Specialized Teaching (416 full-time), Specialized Research (149 full-time), Instructional Support (101 full-time) and Research Support (150 full-time). Faculty fuel the university's research mission. In fiscal year 2019-20, FSU generated $1.5 billion of direct revenue and a total of $2.9 billion worth of indirect output to the economy of Florida. [FSU Economic Impact] The number of full-time faculty is adequate to conduct the service responsibilities associated with faculty governance and disciplinary commitments. Of the 101 Faculty Senate positions seated for 2023-2024, for example, only one was vacant (the Nursing representative) in the spring of 2023. Its 16 standing committees and occasional ad hoc committees are staffed fully and adequately. [Faculty Senate Committees]

Most faculty are employed in the university's 18 colleges. Some work in administration or in a center or institute at the university. The distribution of faculty varies considerably by college. The College of Arts and Sciences is by far the largest, while Hospitality is the smallest. The professor rank typically constitutes about a third of all faculty, although in some colleges (such as Music) it is much higher. Ranked faculty generally predominate; however, in a few colleges, such as Entrepreneurship, Hospitality, Motion Picture Arts, and Nursing where links to the relevant professional industry are significant, engagement of "Other" ranked faculty is frequent. [Fall 2022 Full-Time Faculty By College, Appointment and Tenure Status] [Fall 2022 Full-Time Faculty By College and Rank] All colleges through faculty service are represented in the Faculty Senate and fill the ranks of colleges and departmental administration adequately. At Florida State University in Fall 2021, no faculty members were classified and assigned full-time as public service. Rather their public service responsibilities were a portion of their total Assignment of Responsibilities. [FSU Fall 2021 IPEDS Faculty and Graduate Assistants]

Faculty adequacy at Florida State University is usefully seen in comparisons with similarly situated universities and with respect to the on-going performance of its mission. The National Center for Educational Statistics collects information on faculty in its annual Human Resource Surveys and reports them through the Integrated Postsecondary Education Data System (IPEDS). Most FSU faculty and their colleagues at other institutions are reported in the categories of instruction, research, and public service.

These national data are suggestive of common faculty staffing patterns but include a broad range of institutions, both public and private; small and large; well-endowed and less well off. IPEDS allows for meaningful comparisons. Florida State University has identified a set of national peer institutions and aspirational institutions as well as comparable Research 1 universities in the State University System of Florida. These institutions help to locate the university's relative standing on various indicators including faculty numbers. [Fall 2021 IPEDS Survey by Category and Select Comparisons] Florida State University (2,071) has approximately similar numbers to those in its peers (2,756), public Research 1 universities (2,291), and those in the Southern University Group (2,071); its average number of faculty is just slightly lower than these comparison groups. FSU (2,071) has fewer faculty than its aspirational peers (3,980) but compares favorably to other institutions in the Florida State University System (2,299).

Faculty positions are underwritten by the university's operating budget. In the operating budget, two types of funds typically support faculty. Most full-time faculty positions paid from Contracts and Grants ("C&G") are funded through grants and focus on research, while those supported by state appropriated Education and General ("E&G") include state general revenue, student tuition, and lottery monies. These funds support the three primary aspects of the university's mission: teaching, research, and service. In Fall 2021, approximately 72% of full-time faculty members (1,640) taught courses; the remaining faculty conducted research or administered programs. Among the faculty members who taught in Fall 2021, 24% taught only undergraduate courses, 28% taught only graduate courses, and 48% taught some combination of the two. In Fall 2021, 90% of the graduate classes offered were taught by regular faculty, 1% by instructors paid from non-FSU sources (such as Florida A&M University faculty in the jointly administered engineering programs, ROTC officers, and College of Medicine preceptors), 1% by faculty on overload status, and 7% by adjunct instructors. In that semester, 69% of the undergraduate courses offered were taught by regular faculty, 18% by graduate teaching assistants, 8% by adjunct instructors, 4% by instructors paid from non-FSU sources, and less than 1% by faculty on overload status. [IR Overview Courses Taught by Instructional Type]

When reported in accordance with national standards, the ratio of student headcount to 9- and 12-month full-time faculty has varied through the years, improving from about 27.4 to 1 in 2012-2013 to 21.7 to 1 in 2021-2022. The student faculty ratio encompassing all university students has improved over the last decade as shown below:

- 2007-2008: 25 to 1
- 2011-2012: 26.5 to 1
- 2015-2016: 25 to 1
- 2021-2022: 21 to 1

This decline is true both for the entire university and for graduate students in particular. In 2012-2013, the ratio of graduate students per 9 and 12 month filled faculty was 5.3; it was 4.9 in fall 2021. [Fall 2022 FSU Students Per Faculty by Year]

While the student-faculty ratio at FSU has improved over time, it has long been higher than its peer institutions nationally. Private universities, for example, generally have better ratios than public ones for well-known reasons. This remains true (21.8 as compared to 16.6 for the Fall 2021). Nonetheless, the ratio of Florida State University is better than similar research institutions in the State University System of Florida at 21.8 compared to 22.8, for the Fall 2021. [Student-Faculty Ratio, Fall 2019-2021, Comparisons]

Full-time faculty numbers have increased at Florida State University and the numbers compare favorably with relevant peers. As important, part-time numbers have changed only marginally over the last decade. In the Fall 2014, there were 67 part-time faculty and 410 temporary so-called "OPS" instructors ("OPS" is other personal services and is a funding category distinct from regular faculty). In Fall 2022, the numbers were 47 part-time faculty and 449 OPS instructors. The growth in Florida State University's faculty has been among its full-time members.

The adequacy of faculty is perhaps best judged in how they have helped realize the mission of the university. Indirect measures provide a means to assess this and offer another way other than absolute numbers to examine the adequacy of the number of faculty members at an institution. Several indicators provide perspective on how the numbers of faculty contribute to the university's mission. They are best seen in light of the performance of universities operating under similar fiscal and regulatory constraints. Namely, the comparisons are likely most meaningful for Florida State University when assessed against other Research 1 institutions in the State University System of Florida.

Most universities track their students' time to degree. There are many reasons why undergraduates may take longer to graduate than 4 years. In Florida, encountering delays due to transfer, a common national problem, is not among them. Instead, students may encounter advising problems, financial problems, or an inability to schedule and take needed classes. Adequate numbers of full-time faculty help mitigate the obstacles students face. Better time-to-degree numbers suggest that sufficient faculty members are being employed and engaged. For Florida State University, the most recent time-to-degree statistic for first-time-in-college (FTIC) students in programs requiring 120 hours is 3.9 years for completion. It has improved slightly over time and is better than statistics for most other Florida public institutions. [Time to Degree By Year and Florida Institution]

Another indicator of faculty adequacy is the academic progress rate. This is the retention rate of FTIC students among students having at least a 2.0 Grade Point Average in their second fall of attendance. Again, this measure is affected by several factors. But again, the efforts of full-time faculty are important in encouraging students to return and continue their studies. At Florida State University, the progress rate has improved over time. In the last data available, the rate

was 92.9%. This is an improvement over time and higher than most institutions in the State University System of Florida. [Academic Progress Rate By Year and Florida Institution]

Excess hours are yet another way to gauge faculty adequacy indirectly. The Percent of Bachelor's Degrees Without Excess Hours is a metric based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Starting in 2018-2019, the calculation used new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge." [s.1009.286, Florida Statutes] Like other indirect measures, a number of factors contribute to the magnitude of the measure. Poor or ill-timed advising has a role. So too does changing majors. However, a key factor is availability of classes. Here too, full-time faculty play a role. The percent of students awarded degrees without excess hours has increased at the university. It continues to be among the best in the state. [Excess Hours by Year and Florida Institution]

Student-faculty interaction can contribute to student performance. It works in many ways to improve student outcomes key to the mission of the university, although its measurement is difficult. One available measure is through the National Survey of Student Engagement (NSSE) in which Florida State University participates every three years. The survey asks a series of questions to undergraduate students which are then grouped to form a measure of student-faculty interaction. This information is not available on all the Florida public institutions, but it is for university peers and a range of Carnegie-classified Research I institutions. Among them, Florida State University scored better than most. The difference was most pronounced among seniors surveyed where student-faculty interaction was judged better at Florida State University than its peers or Research 1 public universities more generally. [Student-Faculty Interaction, NSSE Benchmark 2020]

A final measure related to the university's teaching mission testifies to the adequacy of faculty at Florida State University. As noted earlier, almost 70% of undergraduate courses were offered by regular faculty; they taught about 90% of graduate courses. This means faculty are heavily involved in teaching. Their effort results in more undergraduate students having smaller classes than students at the average of Florida State University's peers or aspirational peers. [Number of Sections with Various Class Sizes, Common Data Set, 2023]

Florida State University also has adequate full-time faculty to realize its research mission, engaging in a substantial amount of research. In fiscal year 2022, the university faculty submitted 1,304 proposals for funding. [Submitted Proposals and Awards Received By Year] Faculty members registered 3,554 publications in 2022 according to the Web of Science, a selective citation index of scientific and scholarly publishing. This indicates most faculty are publishing annually. Further, those publications were cited almost 7,000 times and had an H-index of 26. The H-index is an author-level metric, where 20 is considered good, and 26 is more than adequate in support of the university research mission. [FSU 2022 Research Publications] The view of faculty research productivity offered by these Web of Science data is reinforced by information available from Academic Analytics. [Academic Analytics Tables]

Another measure of faculty research activity is total research expenditures, including non-science and engineering activities. As reported by each Florida public institution to the National Science Foundation annual survey of Higher Education Research and Development (using NSF rules and definitions), Florida State University had expenditures of over $300 million in 2020-2021. This compares favorably with other Florida public institutions, although less than the University of South Florida and the University of Florida (both of whom have medical schools with extensive biomedical grants). [Total Research Expenditures Florida Public Universities, 2016-2021]

Conclusion

In absolute numbers and on the basis of comparable measures, Florida State University (FSU) has adequate numbers of full-time faculty to support the mission and goals of the institution.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- FloridaStatutesTitleXLVIII1.001.7065.pdf
- FDAMemoAssignmentOfResponsibilities2022-2023.pdf
- FSUBOTUFFCollectiveBargainingAgreement2019-2022.pdf
- FloridaStatutesSection1012.945.pdf
- FSUFacultyHandbook2021-2022.pdf
- FSUStrategicPlan2023-2027.pdf
- FloridaStatutes1011.90.pdf
- BylawsStatistics.pdf
- BylawsPoliticalScience.pdf
- FDAPromotionAndTenureMemo2022-2023.pdf
- SchoolOfTeacherEducationBylaws.pdf
- CBAAppendixICriteriaAndProceduresForPAndT.pdf
- FacultyEvaluationForm2022.pdf
- SpecializedPromotionRecommendationToProvost.pdf
- SpecializedFacultyPromotionMemo2023-2024FDA.pdf
- BylawsPsychology.pdf
- CBAAppendixJCriteriaAndProceduresForSpecializedFac.pdf
- FDAAnnualEvaluationOfFacultyMemo.pdf
- UCCCurriculumGuide.pdf
- FSUConstitution.pdf
- GraduatePolicyCommitteeYearEndReport2021-2022.pdf
- UndergraduatePolicyCommiteeeYearEndReport2021-2022.pdf
- UniversityCurriculumCommitteeYearEndReport2019-202.pdf

- FacultyByTypeFall2022.pdf
- AdjunctAppointmentGuidanceFDAWebsite.pdf
- NewFacultyOrientation2022.pdf
- FSUPolicyEvaluationOfInstructorsOfRecord.pdf
- EvaluationOfAdjunctsFDAMemoSpring2022.pdf
- AdjunctInstructorTeachingEvaluationForm.pdf
- CoursesTaughtByInstructorType.pdf
- FSUPolicy3A-3InstructorOfRecord.pdf
- PIEAgenda2022.pdf
- PIETeachingWorkshopSeries.pdf
- EngineeringGraduateInstructorTrainingApprovedByGra.pdf
- FSUGraduateBulletin2022-2023.pdf
- PostdoctoralAffairsOffice.pdf
- FacultyVacancyReport2023.pdf
- FSUFall2022FacultyByTypeAndStatus.pdf
- FSUEconomicImpact.pdf
- FacultySenateCommittees.pdf
- Fall2022Full-TimeFacultyByCollegeAppointmentAndTen.pdf
- Fall2022FullTimeFacultyByCollegeAndRank.pdf
- FSU2021IPEDSFacultyAndGraduateAssistants.pdf
- Fall2021IPEDSSurveyByCategoryAndSelectComparisons.pdf
- Fall2022FSUStudentsPerFacultyByYear.pdf
- StudentFacultyRatioFall2019Fall2020Comparisons.pdf
- TimeToDegreeByYearAndFloridaInstitution.pdf
- AcademicProgressRateByYearAndFloridaInstitutions.pdf
- FloridaStatutesSection1009.286.pdf
- ExcessHoursByYearAndFloridaInstitutions.pdf
- Student-FacultyInteractionNSSEBenchmark2020.pdf
- Fall2021NumberOfSectionsWithVariousClassSizes.pdf
- SubmittedProposalsAndAwardsReceived.pdf
- FSU2022ResearchPublications.pdf
- AcademicAnalyticsTables.pdf
- TotalResearchExpendituresFloridaPublicUniversities.pdf

Narrative

Florida State University justifies and documents the qualifications of its faculty members for each of its educational programs.

Mission and Impact on Faculty Selection and Qualifications

Florida State University has been classified by the state as a Preeminent Research University and is classified as a Research I doctoral university with the highest research activity in the Carnegie Classification.   In order to meet the university's mission and achieve excellence in teaching, research, creative endeavors, and service, qualified faculty members are recruited and employed relying on faculty search committees composed of individuals who are qualified in the disciplines. [FSU Mission and Vision] All instructors of record must meet the qualifications specified in the FSU Policy on Credentialing Faculty Members and the university policy defining instructors of record. [FSU Policy 3A-3 Instructor of Record Policy] [FSU Policy 9-2 Faculty Credentials Policy] These policies outline the credentials required for all instructors of record as determined by academic and professional preparation and experience regardless of location or mode of delivery.

University Policy on Credentialing Instructors of Record

The Vice President for Faculty Development and Advancement (FDA) administers academic rules and policies, communicates them to academic administrators and faculty, and collaborates with Human Resources (HR) to implement faculty employment actions. [Faculty Handbook, Provost and VPFDA Roles] As delineated in the Policy on Credentialing Instructors of Record, academic departments/schools are responsible for gathering, reviewing, and verifying documentation of their faculty's credentials, and deans are responsible for confirming the adequacy of those credentials, with final approval by the Office of Faculty Development and Advancement. [FSU Policy 9-2 Faculty Credentials Policy] When determining acceptable qualifications of its faculty, Florida State University gives primary consideration to the highest earned degree in the discipline and expects that full-time faculty hires will hold the terminal degree in their field unless a temporary or permanent exception is made under appropriate circumstances. The university maintains a list of what is considered "highest degree" based on the norms within those fields and disciplinary accreditation standards, as communicated by the faculty through the process of establishing their faculty members' credentials. [FSU Terminal Degrees] The following minimum requirements apply:

1. Faculty teaching general education courses at the undergraduate level hold the doctorate or master's degree in the teaching discipline or master's degree with a concentration in

the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree hold the doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

3. Faculty teaching baccalaureate courses hold the doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

4. Faculty teaching graduate and post-baccalaureate course work hold the earned doctorate/terminal degree in the teaching discipline or a related discipline.

5. All graduate students assigned as instructors of record have either a master's in the same discipline or have satisfactorily completed at least 18 semester-based graduate credit hours in the same discipline to that of instruction. Credits for which an "incomplete" has been assigned, such as research hours, should not be included in determining the number of graduate hours completed.

Additionally, graduate student instructors of record must receive appropriate training prior to instruction and regular in-service training. Training may include completion of the teaching assistant training provided by the Program for Instructional Excellence (PIE) and/or equivalent in-unit training. [Program for Instructional Excellence] All graduate student instructors of record must be supervised by a faculty member holding teaching credentials appropriate to the course and be regularly evaluated on their teaching performance. Student evaluations of courses and instructors, which graduate student instructors of record review with their supervising faculty members, are administered at the end of the semester. [Course Evaluations]

Other Qualifications

When determining the qualifications of instructors of record, departments/schools, colleges, and the Office of Faculty Development and Advancement also consider graduate coursework, relevant work experiences, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements. In the event an instructor is teaching an undergraduate course and has not completed eighteen (18) hours of graduate course work in the discipline in which he or she will teach, alternative qualifications must be documented to justify the appointment of the instructor. Documentation that is relevant beyond the curriculum vitae requires the verification and signature of the college dean before appointment.

Designating Instructor of Record

As defined in university policy, Florida State University defines the "instructor of record" as the individual designated by the academic unit as responsible for a course, including developing its

design, delivery, assignments, and assessments. All instructors of record, regardless of rank or type, must meet the qualifications as described above. [Instructor of Record Policy]

In order to ensure that instructors of record possess the academic preparation, training, and experience to teach in an academic setting, instructors of record must present the appropriate credentials and evidence. The highest degree earned is the usual credential and an official transcript is the typical evidence. In some fields, the terminal degree is not the doctoral degree. Academic program faculty determine the appropriate credential. More generally, required credentials include current curriculum vitae, official transcripts, letters of recommendation, and other documents as appropriate, such as certain licenses, certifications, or work experience, if needed as alternatives to establish qualifications. [Faculty Handbook, Section 4, Appointments] [Appointing New Faculty Members] [Faculty Hiring Checklist] [Verifying Education and Experience]

Instructors of record for all courses offered for credit may include, for example, faculty, graduate teaching assistants, adjunct instructors, clinical faculty, research faculty, and visiting faculty. University faculty, whether full-time or part-time, must meet or exceed the acceptable qualifications needed for faculty appointment and assignments as documented in the Faculty Roster.

Faculty Hiring Process

The hiring process provides an opportunity to determine that successful applicants for tenure-track and specialized faculty positions have the qualifications to meet the University's high standards and to advance the mission of the institution in the future. The Office of Vice President for Faculty Development and Advancement exercises authority for defining and ensuring compliance with faculty employment policy, in accordance with the requirements of the Collective Bargaining Agreement. [Faculty Handbook, FDA and HR Role in Faculty Hiring] [BOT-UFF CBA, Article 8, Appointment] All faculty employment actions are processed through the Office of Human Resources. Resources for faculty hiring are found on the Office of Faculty Development and Advancement (FDA) website. [FDA Website, Faculty Employment] Faculty positions must be advertised for at least seven days, with a limited number of specific exceptions, and must include certain standard elements. [Faculty Required Posting Elements] [External Advertising Guidelines] [Faculty Advertisement Panama City] Faculty searches for full-time tenure-track and specialized faculty occur in the academic departments and schools. Faculty search committee members are required to complete online Faculty Search Training to ensure that all recruitment, interviewing, and record-keeping processes are consistent with FSU policies and procedures. [Faculty Search Training] [Faculty Handbook, Faculty Search and Selection]

Credentials and transcripts for the most qualified applicant are verified and collected through the online HR OMNI Onboarding process. [Smart OnBoarding Guide] [HR Website, Confirming Top Candidate's Qualifications] Hiring departments are required to keep documentation of the selection process for four years following the hire and to collect and report Equal Employment

Opportunity (EEO) data for external searches. [Record-Keeping Guidelines] [EEO Data for Outside Faculty Searches]

If an academic unit is hiring a candidate with documentation of terminal degree in the field, the Appointments section on the website for the Office of Faculty Development and Advancement guides the unit directly to the Human Resources website to access the additional steps required for faculty appointment. These steps include an offer letter template, visa documentation for new international faculty, employment compliance procedures, and other documents required for faculty appointment. [FDA Website, Hiring Faculty] If the unit plans to hire a candidate who has not earned the terminal degree in the field, permission must be sought from the Vice President for Faculty Development and Advancement. [Request to Hire Without Terminal Degree] If the candidate is in the process of completing a program of study that will result in their holding the highest degree upon completion, a temporary provisional appointment must be requested. Provisional appointments may not last longer than a year for full-time faculty and a semester for adjunct instructors. [Exceptions to Faculty Credentials Policy - Provisional] [Request for Provisional Hire]

An offer is extended to the candidate by the dean or other appropriate hiring official after the hiring decision has been made and appointment authorized by the appropriate administrative official(s). The candidate must be issued an offer letter and an employment contract, which specify the conditions of employment. The offer of employment is conditioned upon the return to the hiring authority of an executed copy of both the offer letter and the employment contract by a specified date. Any offer of employment that offers tenure to the candidate must clearly state that the President's approval for granting tenure will be reported to the FSU Board of Trustees. [Faculty Offer Letter 2022] [Faculty Contract] When the hiring process is complete, the department/school is notified to complete an instructor profile in the Instructor Credentials System, which is used to collect, store, and run reports on the credentials that qualify faculty to teach specific courses. [Instructor Credentials Guide] [Instructor Credentials System Information]

Appointments at the MFA program offered at Sarasota are supervised and approved by the Director of the School of Theatre and the Dean of the College of Fine Arts in Tallahassee. Appointments at the Panama City, Florida, campus are supervised and approved by the Dean of the College of Applied Studies in Panama City, Florida, in conjunction with approvals from main campus departments and colleges offering classes at the Panama City, Florida, campus. At the FSU Republic of Panama campus, the Rector, with the advice and guidance of the Faculty Evaluation Committee, appoints full-time faculty members, and the Vice Rector appoints adjunct faculty members. In order to assure academic standards are maintained in accordance with the standards of the university, the appropriate academic department or college in Tallahassee must approve each teaching appointment at all branch campuses, regardless of teaching modality (such as online distance learning). [Review of Full-Time Accounting Candidate] [Review of Potential Adjunct for BUL3310]

The Graduate School reviews and approves the qualifications of graduate student instructors of record. It also verifies the academic degree and the 18 credit hours have been earned in the

discipline. These data are housed in the Graduate Student Tracking System monitored by the Graduate School. In addition, the Graduate School certifies that graduate student instructors of record have received the appropriate training prior to instruction and regular in-service training. [Graduate School Certification of TAs]

Faculty Roster

The University Course Schedule Master data file associates courses and prefixes with academic departments. This file was used to identify all courses offered during Fall 2022 and Spring 2023 semesters along with all faculty, adjunct instructors, and graduate students assigned to those courses in those semesters. These data are pulled into ICS and included in the "Name" and "Courses Taught" columns of the Faculty Roster. The Faculty Roster is organized by academic department and faculty status as full-time (F) or part-time (P) is designated in the first column. Graduate teaching assistants are differentiated from other part-time instructors by an asterisk after their part-time designation (P*). Every FSU course is identified by a three-letter subject area code and a course number. [FSU Subject Area Course Codes] The data regarding graduate student instructors of record, degrees, and credit earned in the discipline were imported into the ICS from the Graduate Student Tracking System monitored by the Graduate School. [Graduate Student Tracking System Manual] Data verified and entered into ICS by department/school staff are included in the appropriate columns for degree and other qualifications to complete the Faculty Roster. [CIP Assignments Tab – Highest Degree] [CIP Assignments Tab - Alternative Credentials]

Students at the FSU College of Medicine are supervised in their clinical activities by appointed and compensated "clerkship faculty" who are health care professionals; the university does not have a teaching hospital but rather uses licensed physicians and other licensed professionals (e.g., advanced practice registered nurses and physician assistants) as instructors for clinical clerkships or electives. Each clerkship faculty member is provided with a copy of the syllabus before the student rotation. This document includes information about required clinical experiences, including the location of service and level of responsibility, so they can assign patient cases that align with learning objectives, directly supervise medical and physician assistant students in these learning experiences, and provide immediate feedback. All clerkship faculty qualifications (including degree and licensure) are verified by the College of Medicine through state license verification websites maintained by the appropriate state agency in Florida or a contiguous state. University policy directs the College of Medicine to use the official state license verification database to vet clerkship faculty credentials in lieu of obtaining the official transcript for the degree. Credentials for instructors of record who teach medical and physician assistant students are reviewed by disciplinary accreditors (i.e., Liaison Committee on Medical Education and the Accreditation Review Commission on Education for the Physician Assistant).

Florida State University Faculty Rosters

Accounting

Anthropology

Art

Art Education

Art History

Behavioral Sciences and Social Medicine

Biological Science

Biomedical Sciences

Business Analytics, Information Systems, and Supply Chain

Chemical and Biomedical Engineering

Chemistry and Biochemistry

Civil and Environmental Engineering

Classics

Clinical Sciences

Communication

Communication Science and Disorders

Computer Science

Criminology

Dance

Earth, Ocean, and Atmospheric Science

Economics

Educational Leadership and Policy Studies

Educational Psychology and Learning Systems

Electrical and Computer Engineering

English

Entrepreneurship

Family Medicine and Rural Health

Finance

Geography

Geriatrics

History

Hospitality

Human Development and Family Sciences

Industrial, Manufacturing, and Systems Engineering

Information

Interdisciplinary Humanities

Interdisciplinary Medical Sciences

Interdisciplinary Social Sciences

Interior Design

International Affairs

Law

Management

Marketing

Mathematics

Mechanical Engineering

Military Science

Modern Languages and Linguistics

Motion Picture Arts

Music

Nurse Anesthesia

Nursing

Nutrition and Integrative Physiology

Philosophy

Physician Assistant Studies

Physics

Political Science

Psychology

Public Administration

Public Health

Public Safety and Security

Religion and Humanities

Risk Management

Scientific Computing

Social Work

Sociology

Sport Management

Statistics

Teacher Education

[Theatre](#)

[Urban and Regional Planning](#)

| **Evidentiary Documents** |
|---|
| [FSUMission.pdf](#) |
| [FSUPolicy3A-3InstructorOfRecordPolicy.pdf](#) |
| [FSUPolicy9-2FacultyCredentialsPolicy.pdf](#) |
| [FacultyHandbookProvostAndVPFDARoles.pdf](#) |
| [TerminalDegrees.pdf](#) |
| [PIE.pdf](#) |
| [CourseEvals.pdf](#) |
| [FacultyHandbkSearchSelection.pdf](#) |
| [FacultyAppointments.pdf](#) |
| [FacultyHiringChecklist.pdf](#) |
| [VerifyEdExperience.pdf](#) |
| [FacultyHandbookFDAandHRRoleInFacultyHiring.pdf](#) |
| [BOT-UFFCBAArticle 8Appointment.pdf](#) |
| [FDAWebsiteFacultyEmployment.pdf](#) |
| [FacultyRequiredPostingElements.pdf](#) |
| [ExternalAdvertisingGuidelines.pdf](#) |
| [FacultyAdvertisementPanamaCity.pdf](#) |
| [FacultySearchTraining.pdf](#) |
| [SmartOnBoardingGuide.pdf](#) |
| [HRWebsiteConfirmingTopCandidatesQualifications.pdf](#) |
| [RecordKeepingGuidelines.pdf](#) |
| [EEODataForOutsideFacultySearches.pdf](#) |
| [FDAWebsiteHiringFaculty.pdf](#) |
| [RequestToHireWithoutTerminalDegree.pdf](#) |
| [ExceptionsToFacultyCredentialsPolicyProvisional.pdf](#) |
| [RequestForProvisionalHire.pdf](#) |
| [FacultyOfferLetter.pdf](#) |
| [FacultyContract.pdf](#) |
| [InstructorCredentialsGuide.pdf](#) |
| [InstructorCredentialsSystemInformation.pdf](#) |
| [ReviewOfFullTimeAccountingCandidate.pdf](#) |
| [ReviewOfPotentialAdjunctForBUL3310.pdf](#) |

TACertMemoFall23.pdf

SubjectAreaCodes.pdf

GraduateStudentTrackingSystemManual.pdf

CIPAssignmentsTabHighestDegree.pdf

CIPAssignmentsTabAlternativeCredentials.pdf

Accounting.pdf

Anthropology.pdf

Art.pdf

ArtEducation.pdf

ArtHistory.pdf

BehavioralScienceandSocialMedicine.pdf

BiologicalScience2.pdf

BiomedicalSciences.pdf

BusinessAnalyticsInformationSystemsandSupplyChain.pdf

ChemicalandBiomedicalEngineering.pdf

ChemistryAndBiochemistry.pdf

CivilandEnvironEng2.pdf

Classics.pdf

ClinicalSciences.pdf

Communication.pdf

CommunicationScienceandDisorders.pdf

ComputerScience.pdf

Criminology.pdf

Dance.pdf

EarthOceanandAtmosphericScience.pdf

Economics.pdf

EdLeadandPolicyStuRev.pdf

EdPsychLearningSys3.pdf

ElectricalandComputerEngineering.pdf

English.pdf

Entrepreneurship.pdf

FamMed.pdf

Finance.pdf

Geography2.pdf

Geriatrics.pdf

History.pdf

Hospitality.pdf

HumanDevFamilySci2.pdf

IndustrialManufacturingandSystemsEngineeringFacult.pdf

Information.pdf

InterdiscHumanities.pdf

InterdiscMedSciences.pdf

InterdiscSocialSciences.pdf

InteriorDesign.pdf

InternationalAffairs.pdf

[Law.pdf](Law.pdf)

Management.pdf

Marketing.pdf

Mathematics2.pdf

MechEng.pdf

MilitaryScience.pdf

ModernLang.pdf

MotionPictureArts.pdf

Music.pdf

NurseAnesthesia.pdf

Nursing.pdf

Nutrition.pdf

Philosophy.pdf

PhysicianAssistant.pdf

Physics.pdf

PoliticalScience.pdf

Psychology.pdf

PublicAdministration.pdf

PublicHealth.pdf

PublicSafetySecurity.pdf

RelAndHuman.pdf

RiskManagementandInsurance.pdf

ScientificComputing.pdf

SocialWork.pdf

Sociology.pdf

SportMangt.pdf

Statistics.pdf

TeacherEd.pdf

Theatre.pdf

UrbanandRegionalPlanning.pdf

Narrative

Florida State University (FSU) has sufficient numbers of full-time faculty to ensure curriculum and program quality, integrity, and review.

Definitions

FSU defines "academic programs" as degree and certificate programs, each of which produces an official credential that appears on a student's transcript. This definition, along with institutional policies governing the development, operation, and deactivation of degrees and certificates, is consistent with the Florida Board of Governors regulation. [Florida Board of Governors Regulation 8.011] [FSU Regulation 5.099, Development, Approval, Termination, and Suspension of Degree Programs] [FSU Policy for Certificates, Specialized Studies, and Minors] The university has provided the degree and certificate programs on its Institutional Summary. IPEDS defines a degree as "An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies." [IPEDS Glossary]

The university defines full-time faculty in a manner consistent with the definition required by the State University System of Florida - as 1.0 FTE - and part-time faculty as "below 1.0 FTE" and uses this definition to submit this information to the Common Data Set. [FSU Faculty Handbook, p.12, 2021-2022] [Common Data Set 2022-2023 Section I] A faculty member's Assignment of Responsibility (AOR) establishes the amount of effort dedicated to teaching, research, and service, the three roles tied most directly to the institutional mission. [FDA Memo Assignment of Responsibility 2022-2023] The terms and conditions of faculty employment are governed by the FSU Board of Trustees - United Faculty of Faculty Collective Bargaining Agreement. [FSU-BOT Collective Bargaining Agreement 2019-2022] In the Fall 2022, there were 2,320 full-time faculty at FSU. [Fall 2022 Faculty by Type and Status] Full-time faculty includes tenure track and specialized faculty as well as the faculty appointed on courtesy lines at the Republic of Panama branch campus.

Roles and Responsibilities of Faculty by Type

Under the FSU Constitution, the General Faculty develop and oversee the curriculum. [FSU Constitution] "General Faculty" includes all of those holding academic ranks of Assistant Professor, Associate Professor, and Professor (which includes Eminent Scholar). Individuals in these ranks are commonly called "tenure-track faculty" and are subject to the university's "Seven-Year Rule," which dictates that they may not be appointed beyond seven years without achieving tenure. [FSU Faculty Handbook, p.82, 2021-2022] The rigorous Promotion and

Tenure process ensures that each tenured faculty member has the preparation, ability, and motivation to make substantial contributions to the university's mission in the core area of teaching in its academic programs (which may include advising and serving as major professor or a member of a graduate student's committee) as well as research. [Promotion and Tenure Process] The General Faculty also lead the university's service mission, including faculty governance of the curriculum. Much of the service performed by faculty within the university relates directly to the development, review, and revision of the curricula in degree and certificate programs as well as academic policy. [FSU Constitution] This involves service on university, college, departmental, and program committees. Each tenure-track faculty member's Assignment of Responsibility (AOR) determines what percentage of their effort is directed at each portion of the mission. [Tenure-Track Faculty AOR] All tenure-track faculty are evaluated annually consistent with the standards set out in the Collective Bargaining Agreement. [FSU BOT-UFF Collective Bargaining Agreement 2019-2022, Article 10] [TT Faculty Annual Evaluation Summary Form]

In contrast, specialized faculty members are not on the tenure track and have AORs that are concentrated in either teaching (including advising) or research. Specifically, their AORs must include at least 75% teaching responsibilities (which can include advising) for those in the Teaching Track (Teaching Faculty I, II, III) and 75% research for those in the Research Track (Research Faculty I, II, III). [FSU Faculty Handbook, pp.66-67, 2021-2022] These faculty members serve specific roles that support academic programs, giving the deans the ability to hire specialized teaching faculty to complement teaching by tenure earning faculty in a particular unit or to lower student-faculty ratios. Teaching faculty are assigned higher teaching loads than tenure-track faculty. [Specialized Faculty AOR] The specialized faculty ranks also include two other tracks, Instructional Support (I, II, III) and Research Support (Assistant in Research, Associate in Research, and Senior Research Associate) designed to support the efforts of both tenure-track and specialized Teaching and Research Faculty. The Support Tracks contain identical constraints on their assignments, requiring a clear focus on either instructional or research support. [FSU Faculty Handbook, pp.66-67, 2021-2022]

All specialized faculty members are hired for their expertise in either teaching or research and have the opportunity to earn promotion through meritorious performance in their assigned duties as well as multi-year employment contracts. [FSU BOT-UFF Collective Bargaining Agreement 2019-2022, Appendix J] [FSU Faculty Handbook, pp.85-89, 2021-2022] They are evaluated annually consistent with the same provisions that apply to tenure-track faculty. [FSU BOT-UFF Collective Bargaining Agreement, Article 10] Teaching faculty are evaluated in accordance with the official university policy on evaluating all instructors of record. [FSU Policy, Evaluation of Instructors of Record]

In the Republic of Panama, faculty are hired by the FSU Panama Foundation under the jurisdiction of the Panamanian Labor Code. Their credentials are reviewed and approved by department chairs of the FSU degree programs that are authorized by the Tallahassee campus deans to be taught on the Panama campus. Faculty at the Republic of Panama campus are evaluated annually. Faculty at the Republic of Panama campus have a process of annual evaluation, and there are ranks for local purposes. The concept of tenure does not apply, and faculty are classified as either Instructor, Assistant Professor, Associate Professor, or Professor in accordance with Panamanian law. [Republic of Panama Faculty] On the Panama City,

Florida, campus, almost all faculty are specialized teaching faculty consistent with the teaching mission of the branch campus. [Panama City Faculty by Type]

Faculty members in all classifications contribute to the university's three-pronged mission of teaching, research, and service, based on a complex set of factors involving the specific mission of their instructional site, the nature of their academic unit, the nature of their particular degree program, their faculty classification, and their individual Assignment of Responsibilities. During the 2023 academic year, ranked faculty were assigned 361,968 hours for which they were responsible: 9.2% for service administration, 50.1% for teaching, and 40.7% for research.

The Assignment of Responsibilities for full-time faculty reflect their participation in all three aspects of the university's mission. Their roles vary throughout the academic year by rank and by position. For example, assistant professors on nine-month salary account for 0.3% of service/administration faculty hours employed at the university in contrast to 1.5% for nine-month associate professors and 3.6% for professors. These roles change for full-time faculty serving as college deans. Most deans have no teaching responsibilities. For the five who do teach, their percentage in the Assignment of Responsibilities is small. [Deans Assignment of Responsibility, 2022-2023] For department chairs, on the other hand, the situation is different. Some chairs, such as the chair of Chemistry, are given substantial administrative assignments, teaching that is limited to matters such as thesis and dissertation supervision, and highly curtailed research because of the size and complexity of the department. Others, such as the chair of Political Science, have a lower administrative assignment accompanied by some teaching and research. [Chairs Assignment of Responsibility Examples, 2022-2023]

Support for Faculty

Support for faculty to fulfill their responsibilities regarding program and curricular quality and integrity occurs at many levels within the university. The university's structure of colleges, schools, and departments supports faculty involvement in degree and certificate programs in important ways. Faculty generally teach courses within the college for programs they deliver. More specifically, departments/schools help organize faculty effort to build, review, and revise curricula; provide leadership, usually in the form of a department chair or school director; mentor faculty who have not achieved the highest promotional level; evaluate each other annually and for Promotion and Tenure as well as for merit; and communicate university and department policy and procedures. Curriculum design and review occur at the department/school and college/school levels often involving program issues and faculty. Their deliberations, when appropriate, culminate in review and approval by the University Curriculum Committee. [UCC Curriculum Guide] Many of the associated departmental procedures are contained in faculty-generated and approved bylaws. [Department of Earth, Ocean and Atmospheric Sciences Bylaws pp.3-4] [College of Social Work Bylaws]

Faculty governance functions continue at the college as well as the university levels, including an active Faculty Senate, as described in the University Constitution. The Faculty Senate is a representative body that makes academic policy and formulates opinions, sometimes expressed in the form of resolutions, on matters affecting faculty. Much of the Faculty Senate's work is done through its standing committees, which oversee various aspects of academic policy and

functioning affecting academic programs. [FSU Constitution] [Graduate Policy Committee] [Undergraduate Policy Committee] [University Curriculum Committee] The committees draw upon departmental and program faculty to inform their deliberations. Departments also hire and train support staff to keep faculty apprised of important curriculum deadlines and to provide general assistance. Advising staff take the primary responsibility for course (as opposed to career) student advising, especially for undergraduate students. [Policy on Undergraduate Advising]

Specialized instructional and research support faculty also have a direct and positive impact on faculty instructional efforts in degree and certificate programs. Instructional Support faculty work to innovate instruction, contribute to curriculum development and management, and provide academic advising and help set up tutoring services for students. Research Support faculty assist in obtaining and managing grants, oversee labs critical to faculty experiments, and contribute to research publications. In the Fall 2021, there were 101 full-time Instructional Support Faculty and 150 full-time Research Support Faculty in place at FSU. [FSU Fall 2022 Faculty by Type and Status] Support faculty are evaluated on the basis of the promotional criteria found in the faculty Collective Bargaining Agreement. [FSU BOT-UFF Collective Bargaining Agreement 2019-2022, Appendix J] [Specialized Annual Evaluation Summary Form]

Adjunct instructors support the work of the full-time faculty by fulfilling temporary appointments, one academic term at a time. They are normally contracted on a per-course or per-activity basis and are compensated from a specific state funding category. They may not be employed for more than 50 percent FTE throughout the year or full-time for more than 26 weeks of a year, unless approved by the President or president's designee on an individual basis for special circumstances. [Adjunct Appointments FDA Guidance] Adjuncts are evaluated in accordance with the official university policy on evaluating all instructors of record. [FSU Policy, Evaluation of Instructors of Record] [Adjunct Evaluation Reminder Memo Spring 2023] [Adjunct Instructor Evaluation Form] Adjunct instructors do not play a major role in supporting degree and certificate programs. In Fall 2021, 7.4% of graduate courses and 8.3% of undergraduate courses were taught by adjuncts. [Fall 2021 Teaching Course Information by Instructor Type]

Graduate teaching assistants' role in undergraduate education is governed by a number of entities, including the Graduate School. [The Graduate School] In accordance with university policy, graduate students must have earned at least 18 graduate credit hours in their field before becoming "instructor of record" for an undergraduate course in the discipline. [FSU Policy, Instructor of Record] They are evaluated once during each period for which they are contracted (typically one or two semesters) in accordance with the criteria set out in the Collective Bargaining Agreement. Their participation is governed by the provisions of the collective bargaining agreement with the Graduate Assistant Union and university regulation, as well as the decisions of the Graduate Policy Committee (GPC) of the Faculty Senate. The Collective Bargaining Agreement sets the maximum workload that graduate students may assume and the GPC policy establishes standards that graduate students must meet to perform various instructional duties. [2021-2024 FSU BOT-Graduate Assistants Collective Bargaining Agreement Article 3] [University-Wide Standards for Graduate Teaching Assistants, Graduate

Policy Committee] [TA Certification Memo Graduate School] [FSU Regulation 5.002 - Teaching, Research and Graduate Assistants] [The Graduate School] [FSU Graduate TA Certification Manual] Graduate assistants directly support the instructional or research efforts of FSU faculty. In the Fall 2021, there were 1,082 graduate assistants who taught undergraduate courses at the university. [Fall 2021 Teaching Course Information by Instructor Type]

Some postdoctoral appointees assist with instruction as well as perform research. The Postdoctoral Affairs Office, part of the Graduate School, provides support, information, professional development activities, and advocacy for postdoctoral researchers and instructors. Additionally, the sponsoring faculty member provides individual mentoring and oversight as an essential element of the postdoctoral experience. [Postdoctoral Affairs Office]

The central administration of the university provides a variety of supports for faculty participation in academic programs. The Office of Human Resources implements faculty employment practices in collaboration with the Vice President for Faculty Development and Advancement, including managing employee benefits, providing leadership in diversity and inclusion efforts, and helping academic leaders address staffing and performance issues. [Human Resources] The Division of Finance and Administration also supports the Employee Assistance Program, which provides free counseling and referral to support faculty and staff. [Employee Assistance Program] Information Technology Services provides IT infrastructure and support to faculty to support their research and teaching. [Information Technology Services] The Libraries provide extensive services to support faculty research and publication as well as student learning, including access for traveling scholars and office delivery of hard-copy materials through the Library Express Delivery Service. [FSU Libraries Faculty Services]

The Office of Research promotes and supports research in all fields in which faculty across the university are engaged. It helps with proposal development; administers first-year assistant professor grants, along with other funds to support faculty research; oversees the institutional review board for human subjects; provides research overhead dollars to academic units; cultivates positive relations with relevant governmental and granting agencies; ensures research compliance; and supports a number of centers where faculty perform cutting-edge research. [Office of Research] It also provides funding for and staffing of the Senate Council on Research and Creativity (CRC). The CRC sponsors a number of faculty awards: the Arts and Humanities Program Enhancement Grant; the Committee on Faculty Research Support Grants; the Distinguished Research Professor awards; the Distinguished University Scholar recognition; the Equipment and Infrastructure Enhancement Grant; First Year Assistant Professor Grants; the Seed Grant Program; and the Small Grant Program. [Research Internal Funding]

The Office of Distance Learning (ODL) plays a key role in helping faculty adapt their courses to online format in conformance with the policies of the Faculty Senate Distance Learning Committee and helping faculty implement online degree/certificate programs, as approved by the Faculty Senate's Graduate Policy Committee or the Undergraduate Policy Committee. ODL instructional designers and technical staff provide hands-on assistance to ensure that online course offerings meet the highest standards of quality and integrity. Additionally, ODL also oversees the learning management system (Canvas) used across campus, manages the Testing

Center, and coordinates the logistics of the instructor evaluation process for all FSU courses. [Office of Distance Learning]

The Center for the Advancement of Teaching (CAT) was established in 2017 with the goal "to recognize and cultivate learner-centered teaching throughout the university by providing support to faculty as they balance cutting-edge research with thoughtful teaching." Departments and individual faculty engage actively with a variety of CAT services, including reading groups focused on student-centered pedagogy, course design and redesign consultations, weekly newsletters with teaching tips, and orientation sessions for new faculty. [Center for the Advancement of Teaching] [How am I Doing in this Course Tip]

The Office of Faculty Development and Advancement (FDA) focuses its efforts on attracting, supporting, and retaining excellent faculty. It provides services throughout the span of each faculty member's career by coordinating important processes such as new faculty orientation and Promotion and Tenure, cultivating professional development opportunities that produce faculty of the highest caliber, and supporting effective academic administration through coordination, communication, and policymaking. FDA support of individual faculty members includes programs such as faculty writing retreats, adoption and promotion of available resources, and support for national and international faculty awards. Examples of support for academic administration include the Academic Leadership Toolkit (an online resource for department chairs); biannual meetings of deans and chairs; and analysis, dissemination, and follow-up on data provided by FSU faculty in the COACHE faculty work life satisfaction survey. [Academic Leadership Toolkit] [COACHE Survey Results] The Office also supports the University Committee on Faculty Sabbaticals which annually awards one and two-semester sabbaticals at full or one-half pay. [Faculty Sabbaticals]

Program Oversight and Supervision

University policies require coordinated efforts to ensure that those faculty and other instructors who provide leadership and instruction in programs offered by the institution can perform those functions effectively. Every academic degree and certificate program has a designated program coordinator who is qualified to teach in the discipline and oversee the curriculum review and development process with the involvement of other program faculty. Sometimes the department chair has this responsibility, or the role may be delegated to another qualified faculty member, especially in large departments/schools with several degree and certificate programs. Each of the support mechanisms for full-time faculty described in the previous section enable full-time faculty members to fulfill their program oversight responsibilities effectively. The new certificate program approval process requires designation of a qualified faculty member as responsible for academic coordination of the program. Certificate program coordinators are usually faculty members with interest and expertise in that subject matter. Chairs and program coordinators work with program faculty and the relevant committees to ensure program quality and regular review. This includes participating in the university's annual performance and assessment process which is designed to measure how well program goals are being addressed. [University Performance and Assessment Process] The Film School, for example, makes

extensive use of the institutional effectiveness process in guiding its Bachelor's in Motion Picture Arts. [Motion Picture Arts Outcomes]

The Policy for Credentialing Faculty Members sets forth requirements for establishing, prior to hire, that new faculty have the required credentials to teach in and make other contributions to the academic program.   Additionally, it describes a short-term provisional appointment process in cases where the official transcript is not yet available. [FSU Policy for Credentialing Faculty Members]

The Outside Activity/Conflict of Interest policy conforms to state law governing state employee conduct as well as the collective bargaining agreement. All faculty are asked annually to report compensated outside activity, or any outside activity that might pose a conflict of interest, to ensure that these engagements do not interfere with full performance of their assigned duties. [Outside Activity Memo FDA] [Conflict Administration and Management System Reporting]

The development procedures for both degree programs and certificates require clear justification for establishing a new program along several lines: there is employment need for more program graduates or certificate holders; there is sufficient student demand; and the institution has the resources to support the program in a sustainable manner. For new programs, the sufficiency of full-time faculty to support a new program is a primary focus of approvers at all levels: department/school, college, Graduate or Undergraduate Policy Committee, and academic affairs administration. [Degree Approval Process Flowchart] [Certificate Approval Process Flowchart] [Proposal to Implement Data Science] [BOG Regulation 8.011] [FSU Regulation 5.099 – Degree Development, p.43]

Deans and department chairs review program quality on a regular basis with dashboards developed by the Office of Institutional Research. These dashboards display student data such as headcount enrollment by major, credit hours taken and earned by academic department, and degrees awarded, among other key metrics of productivity. [2023 Departmental Dashboards Psychology] The dashboards also provide course information such as number of courses and sections offered by term, course section capacity and enrollment, and assigned instructor. These indicators help the dean and the department evaluate enrollment, course demand, and faculty workload. [IR Dashboards]

Academic program reviews, called "Quality Enhancement Reviews" at the university, also give faculty members an opportunity to assess indicators of program quality, such as faculty contributions to the academic unit and to the mission of the university; relative faculty workload and service commitments; program faculty adequacy; appropriateness and rigor of the curriculum; quality of program leadership; and whether substantive reviews of the curriculum have occurred on a regular basis. [Quality Enhancement Review Self-Study Questions] Degree program maps with course milestones (Academic Requirements Reports) are required for undergraduate programs and help advisers and students assess progression toward the degree as well as help program directors, department chairs, and deans ensure that the appropriate courses are offered each semester. [Academic Requirements Report]   In addition, the Division of Undergraduate Studies convenes the Demand Analysis Numbers Group (DANG) to analyze data

from course maps to anticipate gaps in course availability so that discrepancies can be addressed by opening additional sections. [DANG Seats by Requirement Data]

Many academic programs are subject to discipline-specific accreditation standards and periodic review. Most include standards regarding the sufficiency of full-time faculty members for ensuring curriculum and program quality. Florida State University maintains discipline-specific accreditation from 37 specialized program accreditors, including 12 recognized by the U.S. Department of Education. The complete list of discipline-specific accreditations is updated annually and includes the name of the academic degree program, level, and name of the accrediting body. Discipline-specific accreditation information is reported and published annually in the university's Fact Book. [FSU Fact Book, Accreditation, 2021-2022]

Faculty Data by Program

The Office of Institutional Research (IR) collects data from several sources to determine the number of full-time and part-time faculty associated with each degree and certificate program. The primary data source for identifying Fall 2022 program faculty was the Instructor Credentials System (ICS). The credentialing system includes information on the faculty members who are associated with each academic program by level, location, and mode of delivery. After obtaining program faculty data from ICS, the IR staff used supplemental data sources to confirm the data. This involved reviewing academic program maps and course lists to ensure faculty teaching courses required of each program were correctly attributed to the degree program at the appropriate level and location or modality. This effort was particularly important for interdisciplinary programs, where students complete their degree requirements by selecting courses from approved lists across a range of academic units. Thus, IR staff created queries for each interdisciplinary program to identify full-time faculty teaching one or more interdisciplinary program courses in each program's approved course list. IR staff used a similar approach for certificate programs. This validation ensured that the program faculty calculations included effort contributed by those in other academic departments when appropriate.

In order to identify the appropriate students to calculate student-faculty ratios, IR staff used the Fall 2022 Student Instruction Preliminary File (SIPF) for student headcount. The SIPF is a set of student-level data files submitted to the Florida Board of Governors that make up the annual census data IR uses for official reporting (e.g., IPEDS). Because certificate program enrollment is not included on the SIPF submission, IR staff separately identified students enrolled in each certificate program during the fall 2022 term.

IR staff computed student-faculty ratios for each program by dividing the Fall 2022 student program enrollment by the sum of full-time program faculty for the student-to-full-time faculty ratio. The student-to-all-faculty ratio was calculated by assigning a weight of one-third to each part-time faculty member, adding the result to the full-time faculty number, and dividing the Fall 2022 enrollment by that total. This practice follows the IPEDS calculation of student-faculty ratios, which divides the number of part-time faculty by 3 before adding it to the full-time faculty count to obtain the number of total faculty. [Non-Interdisciplinary Degree Programs – Students,

Faculty, and Ratios] [Interdisciplinary Degree Programs - Students, Faculty, and Ratios]
[Certificate Programs - Students, Faculty, and Ratios]

Data indicate that there are sufficient numbers of full-time faculty for each of the university's educational programs. Specifically, analyses revealed that 92% of all programs had a student-faculty ratio at 21:1 or lower while 96% of all programs had a student-faculty ratio of 30:1 or lower. The branch campuses and the off-campus instructional site in Sarasota all have ratios of 21:1 or lower for 100% of their programs. For online programs, 92% had a student-faculty ratio at 21:1 or lower and 100% had a student-faculty ratio at 30:1 or lower. As might be expected at an institution with a large undergraduate population, the student-faculty ratios are highest in bachelor's degree programs for which 81% had a student-faculty ratio at 21:1 or lower while 91% had a student-faculty ratio at 91% or lower.

Program Type	Ratio 21:1 or Lower	Ratio 30:1 or Lower
Doctorate	100%	100%
Professional	100%	100%
Master's	97%	100%
Bachelor's	81%	91%
Certificate	95%	99%
Interdisciplinary	100%	100%
Non-Interdisciplinary	90%	94%
Tallahassee Campus	91%	95%
Panama City, FL, Campus	100%	100%
Republic of Panama Campus	100%	100%
Sarasota Off-Campus Site	100%	100%
Online	92%	96%

These results compare favorably to the institution's reported overall student-instructional faculty ratio of 21:1. Doctoral programs have low student-faculty ratios by design to allow for high levels of student-faculty interaction. Several of the master's and bachelor's degrees offered at branch campuses also have low student-faculty ratios. The programs with the highest student-faculty ratios are discussed below. [Average Student-Faculty Ratio by Level and Site-Modality] Certificate programs, it should be noted, typically have a smaller number of faculty members associated with them than degree programs. [Certificate Programs, Students, Faculty, and Ratios]

The student-faculty ratios resulting from these analyses are also related to the institution's efforts over the last five years to reduce class sizes, which resulted in 56.6% of the classes in Fall 2018 having 19 or fewer students enrolled. University-wide during Fall 2021, 68.9% of the

undergraduate courses and 89.9% of the graduate courses were taught by full-time faculty. [Fall 2021 Teaching Course Information by Instructor Type]

Programs with the largest numbers of full-time faculty typically have sufficient full-time faculty to ensure the program's quality, integrity, and timely review. This is because they have a larger pool of faculty to assist on committees charged with curricular design, development, and evaluation while addressing the teaching and research missions. They are able to deploy faculty members to identify student learning and program outcomes, while also ensuring outcomes are assessed and results analyzed without overloading faculty already charged with conducting research and creative activities. Larger faculty numbers help ensure institutional and professional service does not fall heavily on individual faculty. Larger faculty numbers help contribute to the organizational flexibility that allows for research. Larger faculty numbers alone, however, do not guarantee there are sufficient faculty to meet the teaching demands on a program. In general, programs with larger numbers of faculty are able to ensure that the student-faculty ratios of both undergraduate and graduate classes satisfy pedagogical best practices for faculty student interactions, classroom dynamics, and student evaluation.

The data snapshot shows 85 of the 102 non-interdisciplinary bachelor's programs have five or more full-time faculty complemented in most every instance by part-time faculty not including adjuncts or graduate teaching assistants. All of the doctorate programs have five or more full-time faculty members, while 84% of the master's programs have five or more full-time faculty. Among the graduate certificate programs, which typically require only a handful of courses, 87% are reported with three or more full-time faculty; 86% of the undergraduate certificate programs report three or more full-time faculty members. An explanation of the programs with higher student-faculty ratios follows.

The Political Science degree enrolled 1,442 students as majors at the undergraduate level in fall 2022, creating a student-faculty ratio of 47:1. The college has made continuing, annual investments in the faculty of the Department of Political Science, countermanding a transition into retirement by a number of faculty members spurred in part by the COVID pandemic. The Department of Political Science has hired nine new faculty over the last several years, which has been balanced against faculty retirements and departures. To continue offering a high-quality program, the Department utilizes doctoral students and qualified master's students as teaching assistants in large courses. The university's location in the capital of the nation's third most-populous state also provides an excellent cadre of professionally qualified adjuncts for more applied coursework. These arrangements allow students to make progress toward their degree at an efficient pace. Online learning is also employed strategically in the program, which has augmented capacity and continued our tradition of high-quality instruction. The department will be hiring at least three more faculty in the 2023 academic year.

The Finance degree has the largest undergraduate enrollment in the College of Business and attracts numerous students as either first or second majors. A total of 2,185 students were enrolled as majors at the undergraduate level in fall 2022, for a student-to-faculty ratio of 91:1. The major has continued to grow over the past five years, seeing a ~5% growth in enrollment in that timeframe. Between 2017 and 2022, the Department of Finance lost eight

faculty members due to retirement, family-related moves, death, and faculty losses to other institutions. There is strong regional and national competition for qualified tenure-track faculty members in Finance, who typically command very high salaries that are more readily available at well-endowed public and private institutions. Since 2017, nine new full-time Finance faculty members have been hired, four of whom are tenure-track and five of whom are specialized teaching faculty. The teaching faculty have been crucial in helping with student-to-faculty ratios, but the department recognizes the importance of replacing outgoing tenure-track positions with new, research-active faculty. The department is currently interviewing for three additional tenure-track faculty members, including replacing the department chair. To continue offering a high-quality program despite the large number of students, the department utilizes doctoral students and qualified master's students as teaching assistants in large courses. This arrangement allows undergraduate students to make progress toward their degree at an efficient pace as approximately 3,000 students per semester are served by courses offered by the Department of Finance and provides teaching opportunities for graduate students. Online learning is also employed strategically in the department where three 3000-level courses are offered online.

The Marketing degree is rapidly growing and has the second largest undergraduate enrollment in the College of Business. In Fall 2022, a total of 1,505 undergraduate students were enrolled as marketing majors, either as a primary or secondary major. This is a substantial increase in students, representing a ~25% increase in enrollment since Fall 2018. The fall 2022 student-to-faculty ratio was 46:1. The Rockwood School of Marketing gained a net of four total faculty members in the five years prior to the 2022-2023 academic year but has already lost three faculty members from the department this year (due to retirement, a family-related relocation, and an unexpected death). Similar to Finance, there is strong competition for qualified tenure-track Marketing faculty who can command high salaries. Three additional new faculty, one tenure-track and two specialized, have already been hired and will start in Fall 2023. To continue offering a high-quality program despite the large number of students, the department utilizes multi-modal teaching approaches to allow for a generous mix of large and small classes, with online options that have earned Quality Matters designations as exemplars in online undergraduate offerings.   The Rockwood School anticipates hiring two tenure-track faculty members in the upcoming year's recruiting cycle.

The BS in Psychology is the most popular major in the College of Arts and Sciences; 2,446 majors were enrolled in fall 2022, creating a student-faculty ratio of 46:1. Over the past decade the number of faculty in the Department of Psychology has grown from 35 tenure-track faculty to 42 in the fall of 2022. The college continues to allocate resources to hire specialized teaching as well as tenure-track faculty to address the growth in the undergraduate major. The college intends to continue this growth trend in the coming years in order to meet the high enrollment demand but attempts to increase the number of faculty have been hampered by losses due to retirement and faculty leaving for positions elsewhere. For example, 3 faculty left in spring 2023. In August 2023, the department welcomed 5 new tenure-track faculty for a net gain of 2. The immediate goal is to have 45 tenure-track faculty in place by 2024. One new specialized teaching faculty member began in August 2023 which will assist with the teaching workload. Additionally, the department relies on doctoral students and qualified master's

students as teaching assistants to provide instruction in large courses. In some cases, advanced doctoral students are assigned as instructors of record for undergraduate classes.

There is strong demand for the Exercise Physiology undergraduate degree program within the university with 729 enrolled as majors in Fall 2022, creating a student-faculty ratio of 46:1. To help meet student demand while maintaining high-quality instruction, the department has used two key strategies. First, during the 2022-2023 academic year, seven sections of online courses were offered by full-time faculty serving as the main instructor of record with the support of doctoral teaching assistants. These online course sections included 605 seats over the past academic year. Second, the department implemented a small class size initiative to increase the number of small, face-to-face classes. Sixty class sections are capped at 15, 19, or 20 students and are taught by both full-time faculty and highly trained doctoral teaching assistants. The department has hired an Associate Professor who began in August 2023 and plans to search for an additional tenured or tenure-earning faculty member to begin in August 2024.

The Sport Management undergraduate degree attracts many students as either first or second majors at FSU. In Fall 2022, the program enrolled 508 students, creating a student-faculty ratio of 42:1. The department of Sport Management regularly receives 300 or more applications for the upper-division major. The degree is approved by the Florida Board of Governors for Specialized Admissions, limiting admissions to 150 upper-division students each fall semester. Over the past five years, the department has hired one tenure/tenure-earning and three specialized teaching faculty. To help meet student demand while maintaining high-quality instruction, the department has used two key strategies. First, during the 2022 academic year, 10 sections of online courses were offered by full-time faculty serving as the main instructor of record with the support of doctoral teaching assistants. These online course sections included 778 seats over the past academic year. Second, the department implemented a small class size initiative to increase the number of small, face-to-face classes. Fifteen class sections are capped at 19 students and are taught by both full-time faculty and highly trained doctoral teaching assistants through additional resources provided by the Provost's Office to the College of Education. The department has hired two Assistant Professors and an Associate Professor who began in August 2023 and plans to search for a Visiting Associate Professor to begin in August 2024.

The Criminology program attracts large numbers of students but has been decreasing its student-faculty ratio over time. In fall 2018, 1,493 students were enrolled in the bachelor's degree program, for a student-faculty ratio of 65:1. To ensure quality instruction under these conditions, the college implemented a new instructional model to increase the number of small classes for the required courses that typically have enrolled 50 students or more. This new model created small class sizes by utilizing combined lecture and discussion components for certain courses. Each course discussion section is now capped at 19 students. The lectures are taught by faculty and the discussion sections are led by visiting faculty, post-doctoral students, or graduate assistants. Since 2019, the college has hired 10 new tenure-earning/tenured faculty and continues to recruit new faculty. The student-faculty ratio decreased to 47:1 in the bachelor's program in fall 2022. The recruitment of post doc teaching scholars and doctoral teaching assistants has also assisted in meeting enrollment demand. Since 2018, four post-doctoral teaching scholars have

been hired. The college's online program is utilized to assist with meeting enrollment demand to help students' timely progress toward degree. Main campus criminology majors may take up to two online course electives from the criminology distance learning program. All online courses are taught by faculty and assisted by doctoral teaching assistants.

The Athletic Training undergraduate degree attracts many students as primary majors, and its fall 2022 enrollment of 259 represented a 43:1 student-faculty ratio. Students can use the degree as a gateway to several professional degrees including Physical Therapy, Physician Assistant, Athletic Training, or Medicine. The Athletic Training degree is approved by the Florida Board of Governors as a Specialized Admissions program and regularly receives 100 or more applications for the upper-division major. The program admits students at the end of each spring semester. Over the past five years, the Department of Nutrition and Integrative Physiology has hired five adjunct instructors each semester to help meet student demand while maintaining high-quality instruction. This year the department hired five new faculty members, one of which is Exercise Physiology, who can teach some of the shared classes with Athletic Training. The department is currently advertising for an Associate Professor of Exercise Physiology who may be able to deliver shared classes for Athletic Training students. The department is also exploring the possibility of utilizing an available replacement faculty to reduce the faculty-to-student ratio and will continue to employ adjunct instructors to offer more sections of athletic training coursework.

Beyond examination of student-faculty ratios, the university closely monitors student outcomes such as time to degree, retention rates, and the percent of bachelor's degrees without excess hours to gain an indication of full-time faculty adequacy. Most universities track students' time to degree as an indicator of student success, but it also can be used to assess if sufficient faculty members are being employed and engaged. For Florida State University, the most recent time-to-degree statistic for first-time-in-college (FTIC) students in programs requiring 120 hours is 3.9 years for completion. This rate has improved slightly over time and is better than those for most other Florida public institutions. [Time to Degree By Year and Florida Institution] Another indicator of faculty adequacy is the academic progress rate. This is the retention rate of FTIC students among students having at least a 2.0 Grade Point Average in their second fall of attendance. Again, this measure is affected by a wide array of factors. But again, the efforts of full-time faculty are important in encouraging students to return and continue their studies. At Florida State University, the academic progress rate has improved over time. In the last data available, the rate was 92.9%. This is an improvement over time and higher than most institutions in the State University System of Florida. [Academic Progress Rate By Year and Florida Institution] Excess hours are yet another way to gauge faculty adequacy indirectly. The Percent of Bachelor's Degrees Without Excess Hours is a metric based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Full-time faculty play a role in ensuring class availability. The percentage of students awarded degrees without excess hours has increased at the university. In the last data available, the rate was 85% which continues to be among the best in the state. [Excess Hours by Year and Florida Institution]

Programs with smaller numbers of faculty face a different situation than those with greater numbers of full-time faculty. They have the same general set of mission responsibilities as larger departments with fewer faculty across which to spread the workload. Their method of meeting these challenges varies by program, level, location, and delivery mode. Programs with three or more faculty can manage service on related committees ranging from assessment to evaluation and handle program course work when supported by part-time faculty, graduate assistants, and adjunct instructors. Some of the service responsibilities fall on related departmental faculty. The sufficiency of the faculty to ensure curriculum and program quality in smaller programs needs explanation and is provided below.

For example, the bachelor's program in Financial Planning offered in Panama City, Florida, and online has one full-time teaching faculty member dedicated specifically to the Financial Planning program with a 4-4-2 course load and another full-time teaching faculty member from Accounting, with expertise in financial planning, with a split teaching load (1-2 courses per semester) dedicated to Financial Planning. The Financial Planning program is a new program, which requires core Financial Planning classes and specialized electives from other departments at the Panama City, Florida, campus. These two faculty are sufficient for the start of the program, which requires only junior-level classes offered through the 2023 academic year and has enrolled only two students. One full-time faculty is reported for both online and at the Panama City, Florida, location, though both of the faculty mentioned above teach in the online and PC program. Neither faculty have significant research assignments (5%). The low administrative assignments of 10% are reflective of the recently implemented program with only two students. This program will add another full-time faculty member to start in the 2024 academic year when senior-level classes will be added to the course offerings.

The snapshot of the data provided by Institutional Research also shows the master's degree program in Curriculum and Instruction at Panama City, Florida, has two full-time faculty. Those two full-time faculty are joined on the campus with three other part-time faculty to ensure sufficient coverage of instruction for the small number of students. Notably, the Education faculty at the Panama City, Florida, campus are part of a large Curriculum and Instruction program at the main campus with 33 full-time faculty and 48 part-time faculty. As a whole, students in the Curriculum and Instruction program in Panama City, Florida, take classes locally from in-person instructors and online from faculty at the main campus. Thus, the students at the Panama City campus are engaged with faculty at both the Panama City, Florida, and the main campus.

Similarly, the bachelor's program in Recreation and Tourism Management at the Panama City, Florida, campus also includes a mix of in-person courses at the Panama City campus and online courses that are taught by the Dedman College of Hospitality faculty at the main campus. The students in the Recreation and Tourism Management program at the Panama City campus receive instruction from two full-time faculty who teach in-person classes in Panama City, Florida, and an additional two full-time faculty at the main campus who are dedicated to this program. Faculty across both campuses have instruction and service time dedicated to students on the Panama City, Florida, campus. The Recreation and Tourism Management program is being administratively moved to the Dedman College of Hospitality; and while the faculty

numbers are split between the campuses, the Recreation and Tourism Management program has four full-time faculty members for 77 students.

The Master's in Athletic Coaching is another small program with two full-time faculty. It is an online program with 34 students. The full-time faculty teach two and four classes per semester and are joined by part-time faculty and adjuncts, as needed. The service assignment of one faculty is 5% and is over 50% for the other full-time faculty member who handles most of the administrative duties associated with the program. They are able to draw upon a pool of highly experienced coaches in the Tallahassee area along with affiliates of the Interdisciplinary Center for Athletic Coaching to ensure courses are offered in timely fashion and students well-served. As a result, they are able to ensure curriculum and program quality for the master's program.

Likewise, the Bachelor's in Visual Disabilities has two full-time faculty members at the Tallahassee campus and draws upon a large pool of local professionals as needed. These full-time faculty members provide the administrative and curricular oversight of the program. They are supported by 13 part-time program faculty as well as by members of the School of Teacher Education in staffing related departmental standing committees. Collectively, they ensure the curriculum and program quality of the Visual Disabilities program.

Overload Teaching Assignments

Occasionally full-time faculty members are needed to teach courses in excess of their scheduled assignment of responsibilities. These situations can arise for a number of reasons, ranging from illness/death of an instructor to meeting unanticipated course demand. Data from Fall 2021 indicate that this occurs infrequently; only 0.6% of all undergraduate course sections and 1.5% of all graduate course sections were taught on an overload basis. [Courses Taught by Instructor Type, Fall 2021] University practices related to overloads (also called "dual compensation") are governed by the collective bargaining agreement as well as the Faculty Handbook. They are designed to ensure that overloads are accepted voluntarily by the faculty member; that they are offered equitably and only to qualified faculty; and that they do not create conflicts of interest. [FSU BOT-UFF Collective Bargaining Agreement, Article 8, p. 24] All faculty dual compensation appointments are reviewed by the Office of Faculty Development and Advancement. [FSU Faculty Handbook, pp. 37-38, 2021-2022]

Conclusion

Florida State University offers more than 350 academic degree and certificate programs at the undergraduate, graduate, and professional levels. Each academic program is overseen by qualified full-time faculty. An analysis of student to full-time faculty ratios in each academic program demonstrates that Florida State University employs a sufficient number of full-time instructional faculty to ensure the curriculum and program quality, integrity, and review of each academic program offered at the university, including those offered through distance education and at the university's off-campus instructional sites. Academic program reviews and discipline

specific accreditation are some ways in which the institution ensures the ongoing sufficiency of the full-time faculty to support each academic program.

Evidentiary Documents
FloridaBoardOfGovernorsRegulation8.011.pdf
FSURegulation5.099.pdf
FSUPolicy3A-1.pdf
IPEDSGlossary.pdf
FSUFacultyHandbook2021-2022.pdf
CommonDataSet2022-2023.pdf
FDAMemoAssignmentOfResponsibilities2022-2023.pdf
BOT-UFFCollectiveBargainingAgreement2019-2022.pdf
Fall2022FacultyByTypeAndStatus.pdf
FSUConstitution.pdf
TenureTrackFacultyAOR.pdf
TTFacultyAnnualEvaluationSummaryForm.pdf
SpecializedFacultyAOR.pdf
FSUPolicyEvaluationOfInstructorsOfRecord.pdf
ROPFaculty.pdf
PanamaCityFacultyByType.pdf
DeansAssignmentOfResponsibility2022-2023.pdf
ChairsAssignmentOfResponsibilityExamples2022-2023.pdf
UCCCurriculumGuide.pdf
DepartmentOfEarthOceanAndAtmosphericSciencesBylaws.pdf
CollegeOfSocialWorkBylaws.pdf
GraduatePolicyCommittee.pdf
UndergraduatePolicyCommittee.pdf
UniversityCurriculumCommittee.pdf
UniversityPolicyOnUndergraduateAdvising.pdf
SpecializedAnnualEvaluationSummaryForm.pdf
AdjunctAppointmentsFDAGuidance.pdf
AdjunctEvaluationReminderMemoSpring2023.pdf
AdjunctInstructorEvaluationForm.pdf
Fall2021TeachingCourseInformationByInstructorType.pdf
TheGraduateSchool.pdf
PolicyforDefiningInstructorsofRecord.pdf
2021-2024FSUBOTGraduateAssistantsCollectiveBargain.pdf

UniversityWideStandardsForGraduateTeachingAssistan.pdf

TACertificationMemoGraduateSchool.pdf

FSURegulation5.002TeachingResearchAndGraduateAssist.pdf

FSUGraduateTACertificationManual.pdf

OfficeOfPostdoctoralAffairs.pdf

HumanResources.pdf

EmployeeAssistanceProgram.pdf

InformationTechnologyServices.pdf

FSULibrariesFacultyServices.pdf

OfficeOfResearch.pdf

ResearchInternalFunding.pdf

OfficeOfDistanceLearning.pdf

CenterForTheAdvancementOfTeaching.pdf

HowAmIDoingInThisCourseTip.pdf

AcademicLeadershipToolkit.pdf

COACHESurveyResults.pdf

FacultySabbaticals.pdf

UniversityPerformanceAndAssessmentProcess.pdf

MotionPictureArtsOutcomes.pdf

FSUPolicy9-2ForCredentialingFacultyMembers.pdf

OutsideActivityMemoFDA.pdf

ConflictAdministrationAndManagementSystemReporting.pdf

DegreeApprovalProcessFlowchart.pdf

CertificateApprovalProcessFlowchart.pdf

ProposalToImplementDataScience.pdf

2023DepartmentalDashboardsPsychology.pdf

IRDashboard.pdf

QualityEnhancementReviewSelf-StudyQuestions.pdf

AcademicRequirementsReport.pdf

DANGSeatsByRequirementData.pdf

FSUFactBook2021-2022.pdf

NonInterdisciplinaryDegreeProgramsStudentsFacultyA.pdf

InterdisciplinaryDegreeProgramsStudentsFacultyAndR.pdf

CertificateProgramsStudentsFacultyAndRatios.pdf

AverageStudentFacultyRatiosByLevelAndSiteModality.pdf

TimeToDegreeByYearAndFloridaInstitution.pdf

AcademicProgressRateByYearAndFloridaInstitutions.pdf

ExcessHoursByYearAndFloridaInstitutions.pdf

CoursesTaughtByInstructorType.pdf

<table>
<tr>
<td>6.2.c</td>
<td>For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program Coordination)</td>
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    <u>X</u> *Compliance*   *Partial Compliance*   *Non-compliance*

<u>**Narrative**</u>

Florida State University (FSU) assigns faculty who are academically qualified in the field with primary responsibility for overseeing and coordinating curriculum development and review for content and currency for all educational programs offered by the university.

Degree Program Coordination Structure

The Florida State University Constitution (Article V) and the Collective Bargaining Agreement with the United Faculty of Florida give the faculty of each college primary responsibility for all aspects of the curriculum and require each college to develop and file bylaws governing internal policies related to academic coordination with the Office of Faculty Development and Advancement. Program coordination is carried out by department chairs or their designees and program directors/coordinators with the support of departmental, college, and university-wide faculty curriculum committees, as explained in more detail below. [FSU Constitution, Article V, p.4] [BOT-UFF Collective Bargaining Agreement, pp.120-121, 2019-2022]

The FSU Faculty Handbook defines the role of the department chair (or equivalent) to include responsibility for program coordination: "A department chair heads each of the departments of the colleges. Chairs report to deans and serve at their pleasure, subject to written procedures in their unit's bylaws. Bylaws also outline procedures for consultation of faculty regarding appointment of their chair as well as define faculty participation in curriculum development. Department chairs (or equivalent) are responsible for coordinating all aspects of academic program(s) in each academic unit, including degree requirements and curricular offerings." [FSU Faculty Handbook, p.23, 2021-2022]

Collectively, department chairs, program coordinators, and curriculum committees approve (or facilitate the approval of) new courses and programs, review existing curricula, and implement department policy in the field. Academic program coordinators provide direct support for assessing and maintaining the quality of the program and content of the curriculum. Faculty committees charged specifically with curricular development, review, and policy implementation support the program coordinators by contributing expertise in the unit curricular review processes.

College bylaws specify responsibility for degree program coordination and curriculum committee review. This allows the 18 colleges, and sometimes smaller units within (schools or departments), to adopt procedures that meet their unique organizational features. [College and Department Bylaws, 2022] Depending on the size or variety of degree programs offered, responsibility for curriculum and program coordination may rest with the department chair or

associate chair, a designated program director or coordinator, shared responsibility with an undergraduate and graduate coordinator, or a combination of these approaches. The following examples highlight the variety within these models.

In colleges with multiple units, the department chairs or school directors often serve as the program coordinator, sometimes with additional support from associate or assistant department chairs or other designated program directors. For example, the College of Business has six units, and the bylaws for each of these units designates the department chair or school director as chief administrative officer of the unit with responsibility for curriculum and other academic matters. The unit bylaws also specify the appointment of associate or assistant chairs to assist with curriculum and the appointment of program coordinators or directors. This work is supported by a curriculum committee for each program at the departmental level and a committee that oversees the work of these program committees at the college level. The curriculum committee for each department and program annually reviews the student learning outcomes for the program. When changes are needed in a curriculum, the appropriate committee drafts changes that are subsequently reviewed by the faculty who teach in the program. The changes approved by the faculty who teach in the program must also be reviewed and approved by the department chair. Changes approved at the department level must then be reviewed and approved by the college's undergraduate, master's, or doctoral policy committee, whichever is appropriate. Proposed changes to the degree or certificate program must also be approved by a vote of the general faculty. After approvals are obtained within the college, any changes requiring university approvals are then forwarded to the appropriate university committee or office. [College of Business Bylaws] [Accounting Bylaws, pp.2-4, 2022] [BAISSC Bylaws, pp.5-6, 2022] [Finance Bylaws, pp.3-5, 2022] [Management Bylaws, pp.4-8, 2022] [Marketing Bylaws, p.4, 2022] [RMI Bylaws, pp.3-5, 2022]

Some departments are structured with undergraduate and graduate program coordinators who share responsibility for the curriculum with the department chair. For example, the Department of Chemistry and Biochemistry in the College of Arts and Sciences has an Associate Chair for Undergraduate Curriculum and Development who chairs the Undergraduate Advising, Awards, and Curriculum Committee and serves as program coordinator for the three bachelor's degrees (Chemistry, Biochemistry, and Chemical Science). Additionally, the department has an Associate Chair for Graduate Students who chairs the Graduate Advising, Awards, and Curriculum Committee and serves as program coordinator for the master's and doctoral programs. [Department of Chemistry and Biochemistry Bylaws, pp.6-8, 2022]

Some departments are structured to support degree programs in multiple fields. For example, the Department of Earth, Ocean, and Atmospheric Science is organized into three disciplinary areas: environmental/oceanographic, geological, and meteorological. The department chair serves as chief executive officer of the unit and one faculty member for each disciplinary area is appointed as program coordinator. Graduate program chairs are also appointed to oversee curriculum committees for each curricular group, and an undergraduate program director is appointed to oversee aspects of the undergraduate programs, supported by an undergraduate program committee. In a department with such breadth, program coordination is therefore supported by

faculty elected or appointed to oversee programs in their areas of expertise, with support of graduate and undergraduate curriculum committees. [EOAS Departmental Bylaws, pp.3-5, 2022]

Colleges without academic departments operate as a single unit of related programs with structures that encourage collaboration and feedback across programmatic lines. The College of Social Work is an example of this model. The dean serves as the chief administrative officer of the college and oversees the academic program in conjunction with the appropriate faculty committees. The Academic Affairs Committee oversees coordination of the academic programs and develops, approves, and monitors policies and procedures related to the curriculum. It is composed of five elected faculty members, all program directors in the college, and the dean or dean's designee who serves as an ex officio member. Any substantive changes in the curricular content or program structure must be brought to the entire faculty for review and approval prior to implementation. A significant modification to the doctoral program is brought to the tenured and tenure-earning faculty for review and approval. [College of Social Work Bylaws, pp.5-7, 2022]

Some departments or interdisciplinary programs select the program coordinator through a program faculty nomination and selection process. The Neuroscience program, including interdisciplinary undergraduate and graduate degrees, is composed of faculty from Biological Science, Biomedical Sciences, and Psychology. Program faculty submit program director nominations to a faculty nomination committee that elects the program director by secret ballot. After the nomination is approved by a two-thirds vote of the program faculty, the official nomination is submitted to the Dean of the College of Arts and Sciences who appoints the program director for a three-year term as the "chief administrative officer" of the interdisciplinary program. This individual works with the Graduate Training Committee that oversees the curriculum. Any changes to curricular content must be reviewed and approved by a vote of the core training faculty (i.e., tenured and tenure earning with graduate faculty status). [Neuroscience Program Bylaws, pp.2-6, 2022]

A few academic programs have more than one program coordinator. There are several reasons for the identification of multiple academic program coordinators. Sometimes it ensures a smooth transition in leadership since it allows an overlap for a pending departure. Other times it ensures discipline experts are represented for curricular content across the program (e.g., Cyber Criminology which has a program coordinator from Computer Science and one from Criminology). Still other times, this arrangement reduces the administrative burden on a single faculty member (e.g., Music Performance for which a program coordinator is identified in each performance area of strings, voice, and percussion).

As illustrated, the structures for coordination of academic degree programs and curriculum committees vary to meet the organizational structure of academic units.

Certificate Program Coordination Structures

Many colleges offer certificates in addition to baccalaureate, master's, and doctoral degrees. Certificate proposals originate from the college curriculum committees and require

approval by the academic dean, Dean of Undergraduate Studies or the Graduate School (depending on level), and the Vice President for Faculty Development and Advancement. The certificate proposal must identify a credentialed faculty member with relevant expertise who will serve as the certificate program director. For example, the College of Nursing Graduate Certificate in Lifestyle Medicine for Advanced Healthcare is coordinated by a faculty member who holds a doctorate in Nursing Practice, a Florida license as an Advanced Practice Registered Nurse, Family Nurse Practitioner certification by the American Nurses Credentialing Center, and Lifestyle Medicine Clinician certification by the American College of Lifestyle Medicine. In the event the program coordinator steps down from the role, a new certificate program coordinator is appointed from the department's faculty membership following the departmental and college procedures. [FSU Policy for Certificates, Specialized Studies, and Minors, p.5] [Lifestyle Medicine for Advanced Healthcare Professionals Graduate Certificate, p.5, 2021] [JMC Graduate Certificate, p.9, 2021]

University Level Program Approval and Review

New degree programs and certificates are approved through extensive review by faculty at many levels in the university as outlined in policy and procedure documents. The Office of the Vice President for Faculty Development and Advancement coordinates the development and approval process for new degree programs, as well as the process for approval of changes to existing programs. The review involves deans, department chairs, and curriculum committees at various levels. A similar process is in place for new online degree programs and certificate programs. [Degree Program Approval Process Flowchart] [New Degree Program Development Instructions] [State Pre-Proposal Form] [Pre-Proposal Sample - Nursing] [FSU Proposal to Explore Form] [Sample - Proposal to Explore] [New Degree Proposal Template Final 2021] [New Degree Proposal Worksheets] [Sample - New Degree Proposal and Worksheets] [FSU Policy for Certificates, Specialized Studies, and Minors] [Distance Learning Policy]

Online degree programs are proposed by departments and colleges and then reviewed and approved by the Faculty Senate Distance Learning Committee. Following departmental and college approval, requests for online degree programs are submitted to the Faculty Senate graduate or undergraduate policy committee for review, as well as the Office of the Vice President for Faculty Development and Advancement. [Distance Learning Policy, p.5] This review requires online programs to be equivalent to face-to-face programs, when applicable, and departments must demonstrate adequate program faculty to ensure program quality. This review also includes identifying academic oversight for the program. Each department with an approved online degree program provides oversight according to their college/departmental bylaws. For example, the online Ed.D. in Educational Leadership and Policy is coordinated by a member of the faculty who teaches in the online Ed.D. program and serves on the Department Advisory Committee to support the department chair. [Educational Leadership and Policy Studies Bylaws, p.5-6] This governance is aligned with other programs in the Department of Educational Leadership and Policy Studies.

Academic Program Oversight

Discipline-Specific Accreditation

Discipline-specific accreditation bodies govern academic programs within a number of colleges and units within colleges. These accreditation processes also contribute to curricular oversight and review, both internally and externally, since these bodies promulgate academic standards to which the program is accountable. Reports to these accrediting groups include a review of the curriculum and document the faculty responsible for program coordination and curriculum planning and review. For example, the programs in the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). Within the College of Business Fall 2022 Continuous Improvement Review, section 2 summarizes program coordination and section 3 describes curricular assessment across all academic programs. [AACSB Review, p.33, 2022] [AACSB Review, p.43, 2022] [AACSB Decision Report, 2023]

Academic Program Reviews

FSU conducts academic program reviews (referred to as Quality Enhancement Reviews) of academic disciplines by integrating specialized accreditation review, peer evaluation, and reviews by the Faculty Senate committees. As part of this review process, a review of the program's curriculum is conducted by experts in their disciplines who are independent of the university and the state of Florida. Internal and external reviewers review curricular content and discipline currency as well as how curricular decisions are made and by whom. The Undergraduate Policy Committee and the Graduate Policy Committee use the external reviews to guide their deliberations about the adequacy and appropriateness of the curriculum, which are then discussed with program faculty. These reviews and the committee recommendations are used to make improvements to the academic program. Action plans are developed by the academic dean and programs respond to the recommendations made by the Faculty Senate committees. [QER Graduate Policy Committee Review Process] [QER Undergraduate Policy Committee Review Process] [UPC QER Management Information Systems Review, 2022] [UPC QER African American Studies Review, 2022] [UPC QER Sociology Review, 2022] [GPC QER Demography Review, 2022] [GPC QER Economics Review, 2021] [GPC QER Finance Review, 2021]

Program Coordination at Off-Campus Sites

Program coordination, as well as curriculum development and review for programs offered in whole or in part at the university's off-campus instructional sites and through distance learning, are governed by the processes in place on the main campus in Tallahassee. For example, many programs at the Panama City, Florida, branch campus are offered in collaboration with colleges on the main campus; therefore, program coordination rests with the director or coordinator at the Tallahassee campus and follows the same processes described above. For example, the Elementary Education program has faculty on the Panama City, Florida, campus, but program coordination is assigned to Dr. Angie Davis in the School of Teacher Education in the College of

Education at the main campus. To facilitate communication between the Tallahassee-based coordinator and the Panama City-based program faculty, the Panama City, Florida, campus has local faculty members appointed by the dean who serve as "lead faculty" for their programs who work directly with their respective Tallahassee campus academic program coordinators and department chairs to assist with communication and coordination of academic matters.

The only exceptions to this Tallahassee-based program coordination model are those programs housed in the College of Applied Studies on the Panama City, Florida, branch campus. In this case, the College of Applied Studies Curriculum Committee reviews and approves course requests and program offerings. Program coordination is the responsibility of coordinators for each program in the College of Applied Studies. The program coordinator is the "chief administrative officer of the program," and serves on the Academic Affairs Committee that oversees "the academic programs… and procedures related to issues of the curriculum." All courses that program faculty create are approved by the program coordinator before being reviewed by the college curriculum committee.   New programs and courses are also reviewed and approved by appropriate faculty senate committees at the university. [Bylaws of FSU Panama City]

FSU also has a branch campus in Panama City, Republic of Panama, which offers educational programs that mirror the programs on the main campus. The program curricula are thus governed by the academic unit on the main campus. The Vice Rector is the administrator responsible for the supervision of academic affairs. The campus is not organized into colleges and departments. Campus faculty share in the formulation of academic policy and planning with their main campus counterparts, including development of curricular offerings. Academic programs offered at the Republic of Panama campus are coordinated by the program coordinator at the main campus.

Qualifications of Academic Program Coordinators

Faculty members serving in the role of program coordinator or director typically hold either the doctoral degree or the terminal degree in the discipline as determined by the faculty of that unit. The University's Policy for Credentialing Faculty Members requires all faculty members possess "the academic preparation, training, or expertise to teach in an academic setting." [FSU Policy Credentialing Faculty Members] The policy outlines the process for faculty credentialing, with primary consideration given to the highest degree earned in the discipline. Beyond the terminal degree, the institution also considers competence, effectiveness, and professional qualifications such as earned degrees, related work experience in the field, and demonstrated excellence in teaching. Faculty members responsible for degree and certificate program coordination have a documented, demonstrated record of accomplishment as faculty members in their respective field. The responsibility for verification and validation of credentials is given to the instructional unit, typically the department and college, with approval by the academic dean and the Vice President for Faculty Development and Advancement. This documentation must be on file in the college, as well as the Office of Human Resources. Upon appointment, all faculty

submit vitae and transcripts, which are maintained in the Office of Human Resources and available to the Office of Faculty Development and Advancement.

Academic Program Coordinator Roster

The Academic Program Coordinator Roster below includes academic degrees and certificate programs offered across all campuses and via distance learning along with the individual(s) responsible for program coordination, highest degree earned, name of degree granting institution, and additional information as appropriate to support the assignment to this role. [Academic Program Coordinator Roster]

Conclusion

Florida State University assigns appropriate responsibility for program coordination for each of its educational programs.

Evidentiary Documents

- FSUConstitution.pdf
- BOT-UFFCollectiveBargainingAgreement.pdf
- FSUFacultyHandbook.pdf
- CollegeDeptBylaws.pdf
- COBBylaws.pdf
- AccountingBylaws.pdf
- BAISSCBylaws.pdf
- FinanceBylaws.pdf
- ManagementBylaws.pdf
- RMIBylaws.pdf
- ChemistryAndBiochemistryBylaws.pdf
- EOASDepartmentalBylaws.pdf
- CollegeOfSocialWorkBylaws.pdf
- NeuroscienceBylaws.pdf
- FSUPolicyForCertificatesSpecializedStudiesAndMinor.pdf
- LifestyleMedicineforAdvancedHealthcareGraduateCert.pdf
- JMCGraduateCertificate.pdf
- DegreeProgramApprovalProcessFlowchart.pdf
- NewProgDevInstructions.pdf
- StatePreProposalForm.pdf
- SamplePreProp.pdf
- FSUProposalExplore.pdf

- SamplePropExplore.pdf
- NewDegreeProposalTemplateFinal2021.pdf
- NewDegreeProposalWorksheets.pdf
- SampleNewPropWorksheets.pdf
- DistanceLearningPolicy.pdf
- ELPSbylaws.pdf
- AACSBReview.pdf
- AACSBDecisionReport.pdf
- QERGraduatePolicyCommitteeReviewProcess.pdf
- QERUndergraduatePolicyCommitteeReviewProcess.pdf
- UPCQERManagementInformationSystemsReview.pdf
- UPCQERAfricanAmericanStudiesReview.pdf
- UPCQERSociologyReview.pdf
- GPCQERDemographyReview.pdf
- GPCQEREconomicsReview.pdf
- GPCQERFinanceReview.pdf
- FSUPanamaCityBylaws.pdf
- FSUPolicyCredentialingFacultyMembers.pdf
- ProgramCoordinators.pdf

Narrative

Florida State University publishes and implements policies regarding faculty appointment, employment, and evaluation. Processes differ by type of faculty with different contractual statuses. The following describes the types of faculty classifications recognized by the university.

The Florida State University Constitution defines the General Faculty as "those persons that are appointed in the University in tenured or tenure-earning positions with the academic rank of Assistant Professor, Associate Professor, or Professor in one of the colleges, schools, or other academic units of the University, and those members of the Professional Staff to whom the President assigns an academic rank." Faculty members who are not on the tenure-track are hired into Specialized Faculty positions, which are defined as " . . . those persons who are appointed full-time (an appointment of .75 or greater Full Time Equivalent) by the University within the track of Teaching, Instructional Support, Research, Research Support, Library or Information Specialties, non-tenure-track Professor, or Curator Specialties in the University." [FSU Constitution, p.1] The Faculty Handbook also excludes part-time adjunct instructors from the definition of faculty: "Note that adjunct instructors and OPS researchers without faculty appointments are not considered 'faculty'." [FSU Faculty Handbook, p.12, 2021-2022]

Faculty members hold various types of compensated appointments, such as regular, research, visiting, acting, provisional, as well as non-compensated appointments such as courtesy or joint college. Other terminology commonly used to describe faculty members includes: tenure-track (tenure-earning or tenured) or specialized (not on tenure track and focused on either teaching or research); instructional or non-instructional; full-time or part-time; funded from Education and General (E&G) recurring Legislative appropriations or from soft money [contracts and grants (C&G), sponsored research funds, grants and donations, trust funds, or auxiliary entities]; paid from salary or OPS (other personnel services) funds; in-unit or out-of-unit in reference to the collective bargaining unit).

FSU operates a branch campus in Panama City, Republic of Panama, which falls under the jurisdiction of the Panamanian Labor Code. The faculty teaching at that site are employed by the FSU Panama Foundation and have courtesy appointments at FSU. Differences in appointment, employment, and evaluation created by this arrangement are addressed in the appropriate section of this response. On another branch campus in Panama City, Florida, almost all faculty are Teaching Track of the specialized faculty, in accordance with the teaching mission of the campus and its College of Applied Studies. Many of the faculty at the FSU Ringling Center for Cultural Arts are also specialized faculty, some in the teaching ranks at the Asolo Conservatory for Actor

Training and some in the curator rank at the Ringling Museum. Distance education courses are taught by both General and Specialized Faculty employed in a wide range of academic units.

Administrators in all academic units use the Faculty Development and Advancement (FDA) website to access resources related to faculty employment. FDA developed and now maintains the Academic Leadership Toolkit (ALT) designed to serve as both a calendar of and a user-friendly guidebook for academic leadership tasks and functions. Topics covered by the ALT are color-coded into three groups: Employment, Development, and Academic and grouped by month. [FDA Website, Faculty Employment] [Academic Leadership Toolkit] The FDA Office also sends out timely notices to deans and chairs as well as faculty regarding important procedures, deadlines, and requirements for important faculty employment processes. [Summer Appointment Memo 2019]

Faculty Appointment

The Vice President for Faculty Development and Advancement exercises authority, on behalf of the Provost, for defining and ensuring compliance with faculty employment policy, in accordance with the requirements of the Collective Bargaining Agreement. [Article 8 Appointment, BOT-UFF Collective Bargaining Agreement, pp.15-23] All faculty employment actions are processed through the Office of Human Resources. Resources for faculty hiring are found on the Office of Faculty Development and Advancement (FDA) website. [FDA Website, Faculty Employment] Faculty positions must be advertised for at least seven days, with a limited number of specific exceptions, and must include certain standard elements. [Faculty Required Posting Elements] [External Advertising Guidelines] All faculty search committee members are required to complete online Faculty Search Training to ensure that all recruitment, interviewing, and record-keeping processes are consistent with FSU policies and procedures. [Faculty Search Training] [Faculty Advertisement Panama City]

In accordance with FSU's standing as a research-intensive university with a commitment to "excellence in teaching, research, creative endeavors, and service," the criteria for new faculty qualifications are high. [Faculty Credentialing FDA Website] [Credentialing - FSU Faculty Handbook, p.109, 2021-2022] Academic units must petition the Vice President for FDA for permission to hire any full-time tenure-track or specialized faculty member who has not earned the degree considered terminal in their field. [Request to Hire Without Terminal Degree] Consistent with the university requirements, faculty hold a terminal degree in the field or are qualified because of research or creative accomplishments, professional experience, professional licensure, or continuous documented excellence in teaching. Successful faculty applicants have tangible evidence of qualifications to meet the criteria in the University's Policy for Credentialing Faculty Members. [FSU Policy 9-2, Faculty Credentials]

Qualified candidates have credentials verified through both the HR OMNI Onboarding process and the Instructor Credentials System, which is used to collect, store, and report faculty credentials, both traditional (earned degrees) and alternative (professional experience, research and other scholarly activity, licensure, etc.) that qualify faculty to teach specific courses. [Smart OnBoarding Guide] [Instructor Credentials Guide] [Instructor Credentials System

Information] Hiring departments are required to keep all documentation of the selection process for four years following the hire and to collect and report EEO data for external searches. [Record-Keeping Guidelines] [EEO Data for Outside Faculty Searches]

Offer letters to successful faculty candidates are sent by the dean of the appropriate college, using the hiring authority delegated by the Provost. [Tenure Track Faculty Offer Letter] [Specialized Faculty Offer Letter] The Board of Trustees is identified in the Collective Bargaining Agreement as the contracting authority for faculty; employment contracts are generated by the employing department through the OMNI-HR system and are signed by the President or the President's representative on behalf of the Board of Trustees. [Faculty Contract] [BOT Delegation to President] [Faculty Offer Letter 2022] [Faculty Contract]

Faculty at FSU Panama City, Florida; the Florida State University Ringling Center for Cultural Arts; and distance education are hired in the standard manner described above for the Tallahassee campus. In contrast, faculty at the Republic of Panama Campus hold courtesy appointments through the main campus in Tallahassee, but they are hired by the FSU Panama Foundation in the Republic of Panama. Therefore, their hiring process and contracts follow the Labor Code of the Republic of Panama. [FSU Panama Internal Work Regulations] Faculty members are hired based on their academic and scholarly accomplishments, determined by their terminal degrees and publications. They are offered positions after their credentials and experience have been reviewed by the respective dean or chair of an academic program on the Tallahassee campus within which the prospective faculty will teach.

Faculty Employment

Faculty employment differs from staff employment processes. The two primary sources of direction regarding faculty employment are: the BOT-UFF Collective Bargaining Agreement (CBA) that is revisited in negotiations on a regular basis by the FSU Chapter of United Faculty of Florida and university leadership bargaining team; and the Faculty Handbook, which describes the procedures faculty and administrators used to implement the provisions of the CBA and provide guidance on matters not covered by the CBA. [FSU BOT UFF Collective Bargaining Agreement 2019-2022] [Faculty Handbook 2022] In addition to their publication in these two documents, employment policies are outlined in the Vice President for Faculty Development and Advancement's annual Important Policies Memo, which is sent to faculty and administrators and highlighted as a resource during New Faculty Orientation. This memo is posted and available on the FDA website. [Important Policies 2021-2022] The VP for Faculty Development and Advancement also sends out reminders of policies and procedures related to specific faculty employment processes on a regular basis and in a timely manner.

The CBA establishes the terms and conditions of employment and other fundamental rights of faculty, including protection against discrimination and interference with their legitimate exercise of freedom in fulfilling their assigned duties; participation in shared faculty governance; an Assignment of Responsibilities that provides an equitable opportunity to achieve promotion and/or tenure; and due process in faculty discipline. Important academic responsibilities of faculty are also described in the CBA as: upholding high ethical standards in the conduct of their

research; avoiding discrimination in the treatment of students, staff, and colleagues; evaluating those under their supervision, including students, in a fair and objective fashion; and compliance with published policies of the university. [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 5]

The faculty member's Assignments of Responsibilities (AOR) codifies the workload effort dedicated to teaching, research, and service. The AOR reflects the university's priorities and the faculty member's specific role in fulfilling those priorities. Assignments are made by the administration (usually the department chair), in consultation with the faculty member, based on the needs of the unit but considering the role of the individual (tenured, tenure-track, or specialized faculty); equity of assignments across the unit; the effort required to accomplish the assignment; and whether the assignment gives the individual an opportunity to fulfill the unit's criteria for promotion and/or tenure. [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 9, pp.23-33] [Annual FDA Assignments of Responsibility Memo] Faculty who believe that their assignment was made in an arbitrary or unreasonable manner may follow the dispute process contained in the CBA. This process requires review by a higher-level administrator and involves a neutral reviewer if the dispute cannot be resolved. [CBA Appendix H AOR Dispute]

Each tenure-track faculty member's Assignment of Responsibilities (AOR) determines what percentage of their effort associated with teaching, research, and service. [Tenure-Track Faculty AOR] Tenure-track faculty take the lead in accomplishing FSU's strategic goal of expanding excellence across our academic and research programs. [FSU 2023-2027 Strategic Plan] In contrast, specialized faculty members, who are not on the tenure track, have AORs that are concentrated in either teaching (including advising) or research. [Specialized Faculty AOR] Specifically, their AORs must include at least 75% teaching responsibilities (which can include advising) for the Teaching Track (Teaching Faculty I, II, III) and 75% research for the Research Track (Research Faculty I, II, III). [FSU Faculty Handbook, pp.66-67, 2021-2022] Thus, these faculty members serve specific roles that support FSU's mission and strategic objectives, giving deans the ability to hire specialized faculty to either strengthen teaching in a particular unit or to bolster the research being conducted with tenure-track faculty. The specialized faculty ranks also include two tracks, Instructional Support I, II, III, and Research Support (Assistant in Research, Associate in Research, and Senior Research Associate), designed to support the efforts of both tenure-track and specialized Teaching and Research Faculty. The Support Tracks contain constraints on their assignments identical to those of the Teaching and Research faculty, requiring a clear focus on instruction or research. [FSU Faculty Handbook, pp.66-67, 2021-2022]

The faculty disciplinary process is described in detail in both the CBA and the Faculty Handbook and is presented in a flowchart for administrators. These documents describe misconduct as defined by the CBA, as "incompetence" and "misconduct," and provide examples of misconduct. They state that in most aspects, the provisions for discipline contained in the CBA are applicable to faculty not covered by the Agreement. In addition, the documents detail the due process rights afforded to a faculty member who is subject to suspension, demotion, or termination. For tenured faculty, due process involves activating a "Peer Panel" to provide a recommendation to the Provost before a final decision to suspend, demote, or terminate. Faculty

have the right to grieve final disciplinary decisions, with in-unit faculty invoking the UFF Grievance Process and out-of-unit the Faculty Senate Grievance Process. [FSU Faculty Handbook, pp.57-61, 2021-2022] [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 16, pp.60-65] [Faculty Discipline Flowchart] [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 20, pp.88-96] Faculty grievances not involving discipline but relevant to other terms and conditions of employment may go directly to these procedures. [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 20, pp.88-96] [Faculty Senate Grievance Committee Procedures] [Grievance Committee Year End Report 2019-2020] [Grievance Resolution Example]

Employment conditions for faculty at FSU Panama City, Florida; the Florida State University Center for the Cultural Arts; and distance education are consistent with the provisions in the CBA and the associated descriptions in the Faculty Handbook. However, the Republic of Panama campus is a special case regarding faculty employment structure. In the Republic of Panama, faculty are not FSU employees. The FSU Panama Foundation, under the jurisdiction of the Panamanian Labor Code, hires all faculty members employed at the Republic of Panama campus. Although the concept of tenure does not apply, faculty at the Republic of Panama campus hold contracts based on the Panamanian Labor Code and are classified into the following ranks: Instructor, Assistant Professor, Associate Professor, or Professor. Their appointment, assignment of teaching workload, rights and responsibilities, and disciplinary rules and procedures differ accordingly. [FSU Panama Faculty Handbook] [FSU Panama Internal Work Regulations]

Faculty Evaluation

Florida State University has multiple processes for evaluating the performance of its faculty members in order to ensure excellence in accomplishing its mission. The Assignment of Responsibilities governs the expectations regarding the evaluation; what the person was assigned to accomplish needs to impact how those accomplishments are judged. Another is that one's peers should be involved in both setting the criteria against which faculty are evaluated as well as participate in the evaluation process.

The authority for faculty evaluation has been delegated by the Florida Board of Governors to the Boards of Trustees at the individual institutions comprising the State University System. [BOG Delegation To BOT] The Florida State University Board of Trustees has, in turn, delegated that authority to the university president. [BOT Delegation To President] Because evaluations represent a term or condition of employment, evaluation processes are also governed by the Collective Bargaining Agreement and Faculty Handbook. [FSU-BOT Collective Bargaining Agreement 2019-22, Article 10, pp.34-44] The Office of the Vice President for Faculty Development and Advancement provides guidance to departments and colleges regarding how to implement these processes in accordance with the BOT/UFF Agreement and important principles of faculty governance and academic freedom. [Annual FDA Evaluation Memo] [FSU Faculty Handbook, p.70, 2021-2022] [Academic Leadership Toolkit] Each of these guiding documents is made available to faculty members on the Office of Faculty Development and

Advancement website, and many are sent to deans and department chairs for distribution to relevant faculty members.

Annual Evaluations

The CBA and Faculty Handbook require that all faculty, regardless of tenure status, delivery mode, or location, are evaluated annually. The evaluation criteria are generated by the faculty in each department and are codified in that unit's set of bylaws, which are approved by the chair and dean. [Bylaws Biological Science] The Office of Faculty Development and Advancement is responsible for checking the consistency of department by-laws with the current requirements of the BOT/UFF Agreement or Faculty Handbook. Department by-laws are required to be posted on both the department and the Office of Faculty Development and Advancement's website. [FDA College and Department Bylaws]

Although specific evaluation criteria will vary between departments based on differences in unique missions, some overarching principles apply to each faculty evaluation process across the university including Panama City, Florida; the Florida State University Center for the Cultural Arts; and distance education. Specifically, evaluations must be consistent with all provisions of the BOT/UFF Agreement, policy regarding evaluating teaching, and the departmental bylaws; be based upon each faculty member's specific assignment of responsibilities [FSU Policy 3A-6, Evaluation of Instructors of Record] [Annual FDA Evaluation Memo]; include a peer-review component; and include clear criteria that a reasonable faculty member can interpret easily. The sources of material appropriate for use in the annual evaluation process (e.g., student evaluations of instruction, peer classroom visitations, scholarly publications or creative works) as well as the approval and appeal sequences are specified in the BOT/UFF Agreement, yet the processes for faculty members to prepare and submit materials varies in accordance with departmental by-laws. [Bylaws English] [Annual Evaluation Example] Note that the CBA precludes using student course evaluations as the sole source for faculty evaluations. [FSU Faculty Handbook, p.74, 2021-2022] [Student Perception of Course Instruction] Faculty may grieve their evaluation through a process outlined in the CBA for in-unit faculty and through the University Grievance Committee for out-of-unit faculty. [FSU-BOT Collective Bargaining Agreement 2019-2022, Article 20, pp.88-96] [Faculty Senate Grievance Committee Procedures] [Evaluation Grievance Example]

At FSU Panama, faculty members are evaluated using the course evaluation form that the main campus has established. Faculty members receive their reports, which are also accessible by the Vice Rector for Academic Affairs at the Republic of Panama Campus. [Student Perception of Course Instruction] Full-time or salaried faculty members are also evaluated through a more comprehensive annual review, conducted by the Faculty Evaluation Committee. The Faculty Evaluation Committee collects the professors' annual self-reports that include teaching evaluations, course descriptions, overview of academic and scholarly activities, as well as service to the community of FSU Panama. The Faculty Evaluation Committee reports to the Rector and provides recommendations for promotion or transmits concerns where they may exist. [FSU Panama Faculty Handbook] [FSU Panama Internal Work Regulations] [Panama Guidelines for Faculty Annual Evaluation 2021] [Panama Faculty Annual Review Announcement 2021]

Part-time faculty members on all campuses are also evaluated on the basis of their work, which is often instructional in nature. The student evaluation of teaching form is utilized in all faculty evaluations in the same way, and reports are generated for use in developing feedback by department chairs. [Student Perception of Course Instruction] The evaluation form for adjunct instructors asks evaluators to examine the overall design of the course, the appropriateness of assignments and assessments, and effectiveness of course delivery. [Adjunct Teaching Evaluation Form] Because appointments for adjunct instructors extend for only a semester at a time and no employment rights extend beyond that timeframe, negative evaluations may result in a decisions to not reappoint. Part-time faculty are supervised and evaluated at the department level, and procedures for evaluation vary across departments. Each semester, FDA reminds chairs and others of the requirement to evaluate adjunct instructors no later than three weeks after the end of the course. [Evaluation of Adjuncts Memorandum Spring 2022]

Merit Evaluations

Merit evaluations are another form of faculty evaluation. Like regular annual performance evaluations, merit evaluations are governed by the agreement with the faculty union as well as by each department's bylaws. [CBA Article 10-4 Merit Evaluations] [Bylaws School of Teacher Education]

Promotion and Tenure

Faculty promotion and tenure represents an evaluation process that results in special rights and privileges awarded to a tenured member of the university. This status is reflected by its placement in the Florida State University Constitution as well as in the BOT/UFF Agreement, the Faculty Handbook, and the Office of Faculty Development and Advancement website. [FSU Constitution] [FSU-BOT Collective Bargaining Agreement, Articles 14 and 15, pp.51-60] [FSU Faculty Handbook, p.82, 2021-2022] The FDA website sends regular communication to candidates and administrators about the promotion and tenure process. Further, the Vice President for FDA presents annual workshops to inform faculty and administrators of the requirements for, and process of, promotion and tenure. [Promotion and Tenure Instructions FDA 2022] [Promotion and Tenure Workshop 2022] [FDA Website, Promotion and Tenure]

Peer evaluation is a cornerstone of the Promotion and Tenure process; committees composed of elected faculty members play the central role in making decisions at departmental and college levels, with input from department chairs and deans. [Bylaws Psychology] Ultimately, the University Promotion and Tenure Committee makes a recommendation to the President (via the Provost) for the granting of tenure and the promotion of faculty members from assistant to associate professor and from associate professor to professor. The results of the president's decisions regarding tenure are reported annually to the university's Board of Trustees. [Tenure Report BOT 2020] [Tenure Report BOT 2021] [Tenure Report BOT 2022]

Department chairs (or deans in units without departments) play a critical role in providing feedback to assistant professors who are not yet tenured through an annual "Progress toward Promotion" letter. [Letter Indicating Effective Progress] [Letter Indicating Ineffective Progress]

[Progress toward Promotion and Tenure Letter] A third-year review is designed to provide detailed feedback to untenured faculty members regarding their efforts to meet their department and the university's criteria for excellence in teaching, research, and service. All department chairs and deans are required to provide an Assignments of Responsibilities to untenured, tenure-track faculty members that will allow them an opportunity to participate in teaching, research, and service which are critical to the promotion and tenure process. [Third-Year Review]

University-wide criteria and procedures for Promotion and Tenure emphasize the importance of assigning a clear and consistent set of responsibilities to each faculty member upon hire and describe a highly structured process of evaluating candidates' qualifications for either promotion in rank or the granting of tenure. [University Promotion & Tenure Criteria and Procedures] The process is rigorous and comprehensive, ensuring that only high-quality teachers and researchers are granted promotion and tenure. [Teaching Statement Guidance] [Promotion and Tenure Binder] [Promotion and Tenure Bios for BOT 2022] [Promotion and Tenure Memo 2022]

Promotion Processes for Specialized Faculty

All specialized faculty members have the opportunity to earn, through meritorious performance in their assigned duties, promotion through the appropriate specialized faculty ranks as well as multi-year employment contracts. [CBA Appendix J Criteria and Procedures for Specialized Faculty Promotion] [FSU Faculty Handbook, pp. 85-89, 2021-2022] [Specialized Faculty Promotion Outcome] Specialized faculty are evaluated annually, consistent with the provisions that apply to tenure-track faculty, on the performance of their assigned duties. [Specialized Faculty Promotion Memo 2022] Like tenure-track faculty, specialized faculty are given feedback regarding their progress toward promotion to the next level of their track. [FSU BOT-UFF Collective Bargaining Agreement, Article 10, pp.34-44] [Progress toward Promotion Specialized Faculty] Teaching faculty are evaluated in accordance with the official university policy on evaluating all instructors of record. [FSU Policy 3A-6, Evaluation of Instructors of Record] [FSU Faculty Handbook, p.90, 2021-2022] Many of the faculty members employed at off-campus sites such as FSU Panama City, Florida; the Florida State University Center for the Cultural Arts; and distance education are classified as specialized faculty and are promoted in accordance with the guidelines established for that classification, with FSU Panama (Republic of Panama) as the exception. The Republic of Panama campus codifies its faculty evaluation and promotion procedures in its Faculty Handbook and notifies its faculty of relevant policies and procedures. [FSU Panama Faculty Handbook] [Panama Faculty Promotion Guidelines Announcement 2021]

Evidentiary Documents

- FSUConstitution.pdf
- FSUFacultyHandbook2021-2022.pdf
- FDAWebsiteFacultyEmployment.pdf
- AcademicLeadershipToolkit.pdf
- SummerAppointmentMemo2019.pdf

BOT-UFFCollectiveBargainingAgreementArticle8Appoin.pdf

FacultyRequiredPostingElements.pdf

ExternalAdvertisingGuidelines.pdf

FacultySearchTraining.pdf

FacultyAdvertisementPanamaCity.pdf

FacultyCredentialingFDAWebsite.pdf

RequestToHireWithoutTerminalDegree.pdf

FSUPolicy9-2FacultyCredentials.pdf

SmartOnBoardingGuide.pdf

InstructorCredentialsGuide.pdf

InstructorCredentialsSystemInformation.pdf

RecordKeepingGuidelines.pdf

EEODataForOutsideFacultySearches.pdf

TenureTrackFacultyOfferLetter.pdf

SpecializedFacultyOfferLetter.pdf

FacultyContract.pdf

BOTDelegationToPresident.pdf

FacultyOfferLetter2022.pdf

FSUPanamaInternalWorkRegulations.pdf

FSU-BOTCollectiveBargainingAgreement2019-2022.pdf

ImportantPolicies2021-2022.pdf

FSU-BOT-CBA2019-2022Article5.pdf

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CBAAppendixHAORDispute.pdf

TenureTrackFacultyAOR.pdf

2023-2027StrategicPlan.pdf

SpecializedFacultyAOR.pdf

FSU-BOT-CBA2019-2022Article10.pdf

FacultyDisciplineFlowchart.pdf

FSU-BOT-CBA2019-2022Article16.pdf

FacultySenateGrievanceCommitteeProcedures.pdf

GrievanceCommitteeYearEndReport2019-2020.pdf

GrievanceResolutionExample.pdf

FSUPanamaFacultyHandbook.pdf

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BiologicalScienceBylaws.pdf

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TenureReportBOT2020.pdf

TenureReportBOT2021.pdf

TenureReportBOT2022.pdf

LetterIndicatingEffectiveProgress.pdf

LetterIndicatingIneffectiveProgress.pdf

ProgressTowardPAndTLetter.pdf

ThirdYearReview.pdf

UniversityPandTCriteriaAndProcedures.pdf

TeachingStatementGuidance2022.pdf

PromotionAndTenureBinder.pdf

PromotionAndTenureBiosForBOT2022.pdf

PromotionAndTenureMemo2022.pdf

CBAAppendixJCriteriaAndProceduresForSpecializedFac.pdf

SpecializedFacultyPromotionOutcome.pdf

SpecializedFacultyPromotionMemo2022.pdf

FSU-BOT-CBA2019-2022Article20.pdf

ProgressTowardPromotionSpecializedFaculty.pdf

<table>
<tr><td>6.4</td><td>The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic Freedom)</td></tr>
</table>

    __X__ Compliance   ____ Partial Compliance   ____ Non-compliance

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Narrative

Florida State University publishes and implements policies and procedures designed to preserve and protect academic freedom, in accordance with its mission.

Definition of Academic Freedom

Adherence to academic freedom is a bedrock concept underlying Florida State University policies and procedures related to faculty governance and faculty employment. The university defines academic freedom in a manner consistent with the American Association of University Professors (AAUP). [FSU Policy 3-1] [AAUP Statement on Academic Freedom] University documents contain complementary interpretations of academic freedom. For example, the Florida State University Constitution contains this statement; "It is the policy of the university to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication, and to protect any member of the academic staff against any influences, from within or without the university, which would restrict the exercise of this freedom in their area of scholarly interest." [FSU Constitution, p.8]

In a similar vein, the Faculty Handbook contains this institutional preface to the AAUP Statement: "Academic freedom and responsibility are essential to the full development of a university's faculty and apply to teaching, research and creative activities, and assigned service. In the development of knowledge, research endeavors, and creative activities, a faculty member must be free to cultivate the spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. A similar atmosphere is required for university teaching." [FSU Faculty Handbook, pp.65-66, 2021-2022] The Academic Freedom section of the university's policy on Political and Campaign Activities contains the following: "There is no restriction of political issues or teaching of political techniques. Academic endeavors which address public policy issues are in no way affected by this policy." [FSU Faculty Handbook, p.117, 2021-2022]

The institution's commitment to academic freedom is also codified in the collective bargaining agreement with its faculty, which devotes an entire Article to academic freedom that beings with this policy statement: "Academic freedom and responsibility are essential to the integrity of a true university and are rooted in the conception of the university as a community of scholars united in the pursuit of truth and wisdom in an atmosphere of tolerance and freedom." [BOT-UFF Collective Bargaining Agreement, Article 5, pp.8-11] In addition, the Office of Academic Affairs has a policy of academic freedom adopted and promulgated by the university provost. The most recent revision was approved on August 16, 2021. [Academic Freedom Policy]

Several university policies reinforce this emphasis on academic freedom, including the Statement on Values and Moral Standards, which reiterates: "The university is a place of both assent and dissent and is committed to academic freedom and civil dialogue. In a free and vigorous community an ongoing clash of ideas is to be expected and encouraged. The university has a special obligation to see that all have an opportunity to be heard." [Values and Moral Standards, p.1] The preamble to the Policy on Misconduct in Research and Creative Activity reads as follows: "In fostering academic freedom, it is the policy of the Florida State University to uphold the highest standards of integrity in research, creative activity (e.g. art, dance, music, theatre, design, etc.), and scholarship…" [FSU Policy 7A-2, p.1]

In addition to being published in the FSU Constitution and Faculty Handbook, policies and resource manuals are available on a section dedicated to academic freedom located on the Vice President for Faculty Development's website. [Academic Freedom FDA Website] Outside Employment and conflicts of interest policies are published and disseminated in the Faculty Handbook and an annual memorandum to members of the faculty and all instructors by the Vice President for Faculty Development and Advancement. [Important Policies] [Outside Employment] Related, if somewhat different in focus, are the statements of conflict of interest in research published on the Office of Research web page. [Conflict of Interest]

The FSU Constitution was amended and approved by the faculty on October 16, 2019, with the current version and its statement regarding academic freedom adopted September 16, 2020. [FSU Constitution Revision History, p. 8] Consistent with the provisions in the FSU Constitution, the revision was considered by committees and deliberated by the Faculty Senate before being subject to a vote. [FSU Constitution, Article VIII Amendments, p.8] The latest version of the Faculty Handbook together with its statements on academic freedom was revised March 7, 2022, under the aegis of the Office of Faculty Development and Advancement in collaboration with the Faculty Senate. The Collective Bargaining Agreement along with its statements on academic freedom was entered into by the FSU University Board of Trustees and the United Faculty of Florida General Faculty Bargaining Unit for the years 2019-2022 and adopted in September 2019 and finalized in October 2020.

The university's academic freedom policies apply to all faculty regardless of the mode of instructional delivery in which they engage or the location in which they teach, including the main campus as well as at FSU Panama City, Florida; FSU Panama (Republic of Panama); the Florida State University Ringling Center for Cultural Arts; and distance education.

Protection of Academic Freedom

Academic freedom at Florida State University is protected in several ways. Most importantly, employment policies for faculty members expressly forbid taking disciplinary action on the basis of speech or other actions protected by academic freedom. Tenured faculty members are also afforded a peer review as part of any disciplinary process. [BOT-UFF Collective Bargaining Agreement, Article 16.5, pp.63-65] [FSU Faculty Handbook, p.59, 2021-2022] In addition, the Promotion and Tenure process has built-in safeguards to protect academic freedom. [FSU Faculty Handbook, pp.80-81, 2021-2022] Article 15 of the Collective Bargaining Agreement

begins, "Tenure is one of the principal means by which the quality of the university is maintained and developed and is an indispensable element of any university of quality. Institutions of higher education are conducted for the common good. The common good depends on the unfettered search for truth and its free exposition. Academic freedom and tenure exist in order that society may have the benefit of honest judgement and independent criticism." [BOT-UFF Collective Bargaining Agreement, Article 15.1, p.55] Finally, the Faculty Senate offers a grievance procedure to any faculty member who believes that his or her academic freedom has been infringed upon. [Faculty Senate Grievance Committee] The negotiations for the Collective Bargaining Agreement are conducted by both faculty and administrative representatives. [Summary of UFF-FSU Faculty CBA Changes] The faculty are represented by United Faculty of Florida, a faculty labor union.

FSU was designated as an institution to earn a "Green Light" designation from the Foundation for Individual Rights in Education, which also rated FSU fifth in the nation in their student College Free-Speech Rankings. [FIRE Ranking 2022] By 2022, FIRE's rankings placed FSU #15 in the nation in the College Free Speech Rankings. [FIRE Ranking] Students' free speech is reflective of their ability to raise controversial issues and indirectly is indicative of faculty academic freedom, in keeping with the AAUP 1940 Principles on Academic Freedom.

Policies on Academic Freedom

The strongest message that members of the FSU community are protected from having their academic freedoms restricted is found in the university policy on Academic Freedom. [Academic Freedom Policy] This policy was first approved by the Provost in 2013 and was reviewed and re-approved in 2021. These reviews and approvals were conducted in accordance with the Policy on Policies [FSU Policy 2-1], which describes the delegation of authority from the Board of Trustees to the President, and in some instances, to the Vice Presidents, as well as the process for review and approval. Consistent with FSU Policy 2-1, the Provost and Executive Vice President for Academic Affairs consulted with the General Counsel to ensure that "the policy is consistent with applicable law, regulations, and relevant policies of the Florida Board of Governors, and Florida State University" and "sign[ed] and date[d] each any policy, including any revision, for it to be considered effective . . ." [FSU Policy 2-1] The Academic Freedom policy is consistent with the Collective Bargaining Agreement agreed upon by members of the FSU administration and the faculty union.

The policy is based on the standards contained in the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP). [Academic Freedom Policy] One of the pivotal statements that appears in both documents is "The common good depends upon the free search for truth and its free exposition." [FSU Policy 3-1] [AAUP Statement on Academic Freedom] This policy, like all university policies, is posted on a central website containing official policies and regulations and is emphasized in the Vice President for Faculty Development and Advancement's Important Policies Memo that is sent annually to academic units and posted on the Faculty Development and Advancement website. [Regulations and Policies] [Important Policies Memo 2021-2022]

Several other university policies reinforce this emphasis on academic freedom, including the Statement on Values and Moral Standards, which reiterates: "The university is a place of both assent and dissent and is committed to academic freedom and civil dialogue. In a free and vigorous community an ongoing clash of ideas is to be expected and encouraged. The university has a special obligation to see that all have an opportunity to be heard." [Values and Moral Standards, p.1] The preamble to the Policy on Misconduct in Research and Creative Activity reads as follows: "In fostering academic freedom, it is the policy of the Florida State University to uphold the highest standards of integrity in research, creative activity (e.g. art, dance, music, theatre, design, etc.), and scholarship . . ." [FSU Policy 7A-2, p.1] The Academic Freedom section of the university's Policy on Political and Campaign Activities contains the following: "There is no restriction of political issues or teaching of political techniques. Academic endeavors which address public policy issues are in no way affected by this policy." [FSU Faculty Handbook, p.117, 2021-2022]

In addition to being published in the FSU Constitution and the Faculty Handbook, policies and resource materials are available on a section dedicated to academic freedom located on the Vice President for Faculty Development's website. [Academic Freedom FDA Website] In addition, the annual Important Policies Memo, sent before the start of each fall semester, points new and returning faculty to the policies website and highlights policies that are especially important to their employment, teaching, research, and service at FSU. [Important Policies Memo 2021-2022]

Implementation of Academic Freedom Policies

In its January 2022 meeting, the Florida Board of Governors accepted recommendations from its Strategic Planning Committee to adopt the State University System Free Expression Statement, with the goal of ensuring that a climate of free expression exists at each system campus and that an emphasis on free speech and open inquiry permeates every level of SUS academic institutions. [BOG Civil Discourse Final Report] In April 2022, the Vice Chancellor for Academic and Student Affairs issued a memo indicating how institutional commitment to the Statement should be operationalized on each campus. [Implementation of BOG Civil Discourse Recommendations] In response, the FSU General Counsel began to document compliance with the report's recommendations, producing a preliminary report detailing the reviews of policies and procedures that have been accomplished thus far (such as student conduct codes, emphasis on free speech in student orientation), as well as reviews that are in process (employment processes). Specifically, the report details enhancement of student policies to exclude constitutionally protected free speech from discipline and to make it clear that the entire physical campus constitutes a forum for free speech. [FSU Civil Discourse Update]

Regarding civil discourse in the classroom setting, the FSU Civil Discourse Update described the current climate as promoting academic freedom: "The university encourages its faculty to establish and maintain a learning environment that supports open dialogue and free expression." As reflected in the 2021-2022 Faculty Handbook, faculty members "must be free to cultivate a spirit of inquiry and scholarly criticism and examine ideas in an atmosphere of freedom and confidence." Students "must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs." As such the "objective and skillful exposition of such subject matters is the duty of every instructor, and the university does not serve to shield individuals

from experiences of ideas and opinions that differ from their own." The FSU Office of Faculty Development and Advancement works to support faculty in establishing and maintaining the appropriate learning environment in their classrooms and offices, and provides guidance, correction and intervention, as needed. In addition, FSU's on-line reporting tool is available for any faculty member or student to report an alleged deficiency or issue. Students can also report any problems or concerns to a faculty member's chair or dean or via the anonymous online reporting system. The Board of Trustees endorsed the FBOG Statement of Free Expression at its September 23, 2022, meeting, and the Faculty Senate accepted it in their October 19, 2022, meeting, after initial discussion at the September 14 meeting. [BOT Agenda 09.23.2022] [Faculty Senate Meeting Agenda 9.14.22] [Faculty Senate Meeting Agenda 10.19.22]

A faculty concern regarding academic freedom was reported from the Panama City campus and is likely representative of similar instances within academic departments on the Tallahassee campus. The instructor of a course entitled "Leadership in Social Justice" expressed to their supervisor the belief that they would need to exclude certain topics from their standard course material as a result of Florida House Bill 7, commonly known as the Individual Freedom bill, which came into effect on July 1, 2022. Utilizing guidance prepared by the Vice President for Faculty Development and Advancement, the supervisor helped the faculty member understand that the key to preserving their academic freedom in this circumstance was to provide a variety of evidence-based academic arguments and interpretations of the material within the context of a free and open class discussion. [Faculty-Administrator Meeting Email] [VP FDA Memo on HB7] [HB7 FAQ List] [Example HB7 FAQ Answer] In addition, the university has held events and training focused on research related to diversity and inclusion in the context of state legislation. [HB7 Training]

Florida State University publishes and implements policies and procedures designed to preserve and protect academic freedom, in accordance with its mission.

Evidentiary Documents

- FSUPolicy3-1.pdf
- AAUPStatementOnAcademicFreedom.pdf
- FSUConstitution.pdf
- FSUFacultyHandbook2021-2022.pdf
- BOT-UFFCollectiveBargainingAgreement.pdf
- AcademicFreedomPolicy.pdf
- ValuesAndMoralStandards.pdf
- FSUPolicy7A-2.pdf
- AcademicFreedomFDAWebsite.pdf
- ImportantPoliciesMemo2021-2022.pdf
- ConflictOfInterestResearch.pdf
- FSUConstitutionRevisionHistory.pdf

FacultySenateGrievanceCommittee.pdf

SummaryOfUFF-FSUFacultyCBAChanges.pdf

FireRanking2022.pdf

FSUPolicy2-1.pdf

FSURegulationsAndPolicies.pdf

BOGCivilDiscourseFinalReport.pdf

ImplementationOfBOGCivilDiscourseRecommendations.pdf

FSUCivilDiscourseUpdate.pdf

BOTAgendaSeptember232022.pdf

FacultySenateMeetingAgendaSeptember152022.pdf

FacultySenateMeetingAgendaOctober192022.pdf

FacultyAdministratorMeetingEmail.pdf

VPFADMemoOnHB7.pdf

HB7FAQList.pdf

ExampleHB7FAQAnswer.pdf

HB7PresentationOctober2022.pdf

_X_ Compliance   ____ Partial Compliance   ____ Non-compliance

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Narrative

Consistent with its institutional mission, Florida State University (FSU) develops and provides high-quality professional development opportunities for faculty members. [FSU Mission]

Faculty Professional Development

FSU considers faculty development as programs or interventions that helps faculty better contribute to achieving institutional goals as well as advancing within their appropriate promotional track. Faculty career development stimulates development as teachers; promotes scholarly and other professional collaborations; balances and connects teaching, research, and service; prepares faculty for promotions and leadership; and assists faculty in gaining prominence in their discipline. [Mentoring Tools for Faculty Career Development]

Support and Faculty Professional Development Opportunities

Several offices at the university promote the professional development of faculty including the Provost's Office, the Office of Faculty Development and Advancement, the Center for the Advancement of Teaching (CAT), the Office of Research, and the Office of Distance Learning. [Faculty Development and Advancement] [Center for the Advancement of Teaching] [Office of Research] [Provost's Office] [FSU Policy 9-7 Distance Learning]

The Office of Faculty Development and Advancement administers most of the formal mechanisms for granting release time to faculty, both those who are on the tenure track and specialized faculty who have a different promotional ladder. [Definition of Faculty] Sabbaticals are made available to increase a tenured faculty member's value to the university through enhanced opportunities for professional development, research, writing or other forms of creative activity. For tenured faculty members covered by the Collective Bargaining Agreement, the university provides one sabbatical at full-pay for one semester per each 40 eligible faculty members and an unlimited number of two-semester sabbaticals at half-pay. All sabbatical proposals must meet the conditions of the sabbatical program. [Sabbatical Invitation 2022-2023] [Sabbatical and Professional Development Leave, Article 22 FSU-UFF CBA, pp.98-102] The university solicits applications each year from specialized faculty for Professional Development Leave and provides at least one leave at full-pay for a semester or half-pay for two semesters per 20 specialized faculty members. [Professional Development Invitation 2022-2023] [Sabbatical and Professional Development Leave Article 22 FSU-UFF CBA, pp.98-102] Informal research time is also granted to many faculty by their department or college, especially tenure-earning assistant professors during their first year or at another critical juncture in their research

trajectory. [Internal Sabbaticals from FSU Faculty Handbook, p.99, 2021-2022] As a requirement of accepting a sabbatical, faculty provide a report of their scholarly or creative activities accomplished.

Examples of specific financial support administered by the Office of Research and the Council on Research and Creativity (CRC) include start-up awards, which are funded through research overhead; the First-Year Assistant Professor Grant, given to support research during the first summer; the Arts and Humanities Program Enhancement Grant; the Planning Grant; the Multidisciplinary Support Grant; and the Equipment and the Infrastructure Grant. [CRC Brochure] Additionally, the Office of Commercialization assists faculty with issues of intellectual property development, through which the products of research are made available to the marketplace. [Office of Commercialization]

The Provost's Office supports faculty who are traveling to present peer-reviewed papers at national or international conferences [Provost Faculty Travel Grants]; funds a variety of annual teaching awards, including the Distinguished Teaching Award with a $7500 honorarium as well as the university's highest honor, the Lawton Professorship; and provides the resources to fund the Extraordinary Accomplishments Program, administered by FDA. This program provides financial rewards to faculty who win prestigious national and international awards. [Faculty Award Programs] [Extraordinary Accomplishments Program]

Faculty are also incentivized to improve their skills and to participate in course-design seminars conducted by CAT as well as to convert, under the guidance of the Office of Distance Learning, existing face-to-face courses into online courses meeting online quality standards. [CAT Course Design] [ODL Development Process] The Office of Distance Learning offers stipends to faculty who complete training on applying nationally recognized quality standards to the design of an existing online course. An additional incentive is provided to faculty who go on to revise a course to meet the quality standards and successfully pass a course quality review. [FSU Online Quality Initiative Invitation]

The FSU Panama City (Florida) Dean's Office provides financial support to faculty for professional development activities, including registration and membership fees for professional associations, support for attending conferences in their fields of study, engaging in faculty presentations at conferences/symposia, and participation in teaching conferences when requested by the faculty. Support for faculty is up to $2,000 per faculty member per year, and faculty who apply for this support are typically funded. [Memo about PC Travel Award] [PC Travel Award Application] The Dean's Office also reviews requests for professional development leave; in 2020, a Panama City faculty member was approved for leave to write a textbook.

FSU-Republic of Panama allocates professional development funds in its annual budget. Full-time faculty can make use of those funds to attend conferences, workshops, training, or other professional development events. Adjunct instructors may apply for funds as well, especially if they are presenting at a conference or engaging in research activity. [Panama Faculty Development Request Form] Professional development guidelines are used to determine the allocation of funds. Faculty who are funded through the Professional Development Travel Fund

submit a summary within two weeks of the attending the conference and subsequently offer a presentation of the outcome of the conference within a one-month period to all the faculty at the Republic of Panama. [FSU Panama Professional Development Guidelines] [Faculty Development Request Form GQuintero APA Convention]

The Ringling funds most travel for research, presentations and conferences, depending on the needs of their faculty and the annual budget constraints. All Ringling faculty receive some financial support for faculty development over the year. [Ringling Professional Development Travel Records] The faculty at the FSU/Asolo Conservatory for Actor Training located in Sarasota, Florida, have the opportunity to work as part of the creative teams on Conservatory season productions and Asolo Repertory Theatre season productions. Faculty also request funding for conferences and professional development opportunities each year through the School of Theatre and through the College of Fine Arts.

Policies and Procedures Regarding Faculty Professional Development

The policies and detailed procedures that govern terms and conditions of faculty employment are found in the Collective Bargaining Agreement (CBA) between the FSU Board of Trustees and the United Faculty of Florida. The CBA governs the following aspects of faculty development: faculty awards resulting in salary supplements and bonuses; the extraordinary accomplishments program for recognizing national and international awards; sabbaticals; professional development leave; the promotion and tenure process; and the promotion of specialized faculty. For example, the CBA codifies the agreement between the FSU administration and the union on amounts of financial payments associated with awards; the number and length of faculty sabbaticals and professional leaves; and specific procedures for the awarding of tenure and promotion for tenure-track and specialized faculty. [Promotion and Tenure FDA Memo 2022-2023] [Specialized Faculty FDA Promotion Memo 2022-2023] [FSU BOT-UFF Collective Bargaining Agreement] The Faculty Handbook includes a section entitled "Faculty Professional Development Opportunities" outlining general policies relevant to various faculty development services and programs and referring faculty to appropriate websites for more detailed information. [FSU Faculty Handbook, pp.97-99, 2021-2022]

Ongoing Faculty Development Programs

Some programs to enhance faculty development are presented on a regular, usually ongoing or annual, basis and some are developed in response to results of data collected regarding faculty satisfaction and areas for improvement. Because many of these faculty development programs are offered online, they are available to faculty at each instructional site, including main campus; Panama City, Florida; Republic of Panama; and the FSU Ringling Center for Cultural Arts, and for each mode of delivery.

New Faculty Orientation (NFO) is coordinated annually by the Office of Faculty Development and Advancement. During Orientation, CAT holds a two-day course-design seminar, which new tenure-track and teaching faculty are required to attend, and the Office of Distance Learning conducts a session on the Canvas learning management system, including instructions for using it for course design and delivery. Faculty on the Panama City, Florida, branch campus travel to the main campus to attend Orientation. [New Faculty Orientation 2019] [New Faculty

Orientation 2021] After orientation, new faculty participate in an on-line extended orientation course guided by FDA to provide continuous information and support throughout their first year at FSU. [First-Year Faculty Course] New faculty from the Republic of Panama and Sarasota are able to access the pre-recorded NFO sessions, new faculty based on Panama City's campus attend in person, and all faculty who teach distance-learning courses are required to attend NFO.

The Office of Faculty Development and Advancement offers other programs on a regular basis to support faculty development, including: promotion and tenure workshops for tenure-track and specialized faculty; membership in the National Center for Faculty Development and Diversity (NCFDD), which provides on-demand (and sometimes facilitated by FDA faculty) access to mentoring, accountability, and support to help faculty members succeed; an awards catalog designed in-house to alert faculty and academic departments to important processes and deadlines for national and international awards, along with workshops on major awards, consultations and award proposal assistance; faculty writing retreats, some designed for special groups such as first-generation, women, or specialized faculty; accountability groups to support time management and timely research progress; the FSU Author's Day event; and the Connections program, which builds a mentoring network for faculty of color. [Specialized Faculty Promotion Workshop] [Associate Professor Promotion Workshop] [Assistant Professor Promotion and Tenure Workshop] [NCFDD] [Award Workshops and Resources] [Faculty Writing Accountability] [FSU Authors Day] [Connections Flyer] [Connections Invitation]

The Office of Research and its affiliated Council on Research and Creativity (CRC) provide direct support for first-year faculty, including research grants for the first summer; other financial support for faculty research; proposal development assistance, and innovative programs such as Collaborative Collisions designed to increase interdisciplinary research. [CRC Brochure] [Collaborative Collision] [Research and Proposal Development Support]

The Center for the Advancement of Teaching (CAT) also offers a number of ongoing programs to help faculty and departments examine their teaching practices, design effective, inclusive learning experiences for students, and gather evidence about how well students are learning. These include course design seminars and workshops for individuals and for groups teaching specific courses, and interventions with departments; faculty reading groups; learning communities; one-on-one consultations; and support for scholarship of learning projects. All of these are offered online and available to faculty at each instructional site and those teaching via distance learning. [CAT Workshops and Seminars] CAT also operates a Learning Assistant program, in which advanced undergraduates are hired and trained to work with faculty in their classrooms, facilitating learning activities and helping students to develop their reasoning. This program provides indirect assistance to faculty allowing them opportunities to focus on their research and service. [CAT Services] [CAT Course Design]

Programs designed to help faculty advance to, and succeed in, administrative roles include Deans and Chairs meetings held each semester to expose department chairs, deans, and associate deans to strategic initiatives being pursued by the President and Cabinet; FDA's assemble of the Academic Leaders Group at least twice a semester as well as the New Chairs Group to provide information, guidance, and discussion among peers; the Faculty Fellows program, which

provides a challenging and supportive experience for promising faculty who implement a plan to help their peers develop and gain important administrative experience in the process; and the Faculty Leadership Development Program, which provides intensive leadership training for a select and diverse group of department chairs and associate deans. [Deans and Chairs Agenda Spring 2022] [ALG Agenda Spring 2022] [Faculty Fellows Flyer 2022-2023] [Faculty Leadership Development Program]

The Office of Distance Learning's ongoing faculty development programs include training and workshops for individuals and academic units as well as individual consultations and problem-solving. Their services focus on helping faculty use technology effectively in online and face-to-face classes, best-practices in teaching and learning, and online course design. The Office of Distance Learning offers extensive tutorials, templates, and advice on faculty instruction including workshops on universal design and accessibility, designing effective assessments, engaging learners with online activities, quality online teaching, staying present with Canvas communication tools, organizing a course for student success, online library services and tools, and a variety of trainings on use of the Canvas learning management system and related academic technologies. One-on-one consultations are available to any instructor needing individualized help with online instruction, Canvas, and its associated academic technologies. [ODL Training & Workshops] [ODL Training Attendance]

The faculty at FSU-Panama City have access to many of the faculty development programs offered by the university. In addition, FSU-PC faculty have access to the PC Promise Team, comprised of faculty and staff who provide additional, one-on-one support for faculty teaching on the PC campus, as well as a campus-wide canvas organization site full of teaching resources and webinar trainings. [Panama City Promise Team]

The Faculty Fellows program is a good example of faculty sharing their professional development experiences to promote others' progress. Fellows are selected annually by the Office of Faculty Development and Advancement and the Office of Research to work closely with the leaders of these offices on initiatives that focus on academic and research excellence and diversity initiatives, consistent with the university strategic plan. [Faculty Fellows Flyer 2022-2023] Specific faculty development programs include, for example, "Myths and Realities of Work/Life Balance in Academia" and a Mentoring Report Town Hall Meeting to present an analysis of the 2021 faculty satisfaction data and solicit faculty feedback regarding possibilities for targeted faculty development programs. [Faculty Workshops]

Programs Developed in Response to Unique Data and Events

In addition to this wide array of ongoing programs, the university uses data regarding faculty satisfaction with their working conditions and to design additional professional development opportunities for faculty members targeted toward improving those working conditions as well as student learning outcomes. For example, the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Survey Results from 2021 indicated that although FSU provides good support for mentoring overall, some potential gaps were identified, including support for mid-career faculty as well as for women and faculty of color. [COACHE Faculty Survey 2021] [COACHE Report Mentoring] Programmatic changes have been made to strengthen mentoring

throughout the university. One example is the series of faculty workshops designed for faculty at specific stages of their careers, some of which, such as the "Full Professor Leadership," are facilitated by faculty members who have been chosen to provide insights based on their own experiences. [Faculty Workshops] This emphasis on mentoring also helped lead to incorporating the Center for the Improvement of Mentored Experience in Research Training into New Faculty Orientation in 2021 and having FDA coordinate Connections, a mentoring program designed for faculty of color. [New Faculty Orientation 2021] [Connections Flyer]

Publicity for Faculty Professional Development

The Office of Faculty Development advertises its faculty professional development programs by organizing its website content by stage of faculty development, targeting programs based on stage of development (prospective faculty, early career, middle career, established career, and administrators and leadership). [FDA Website Faculty Development Timeline] It also includes information about ongoing faculty development resources in the Faculty Handbook and in its annual Important Policies Memo, which is distributed to all faculty, and makes announcements at Academic Leaders Group and Dean and Chairs Meetings. [FSU Faculty Handbook, pp.97-99, 2021-2022] [Important Policies Memo 2021-2022] [ALG Agenda Spring 2022] [Deans and Chairs Agenda Spring 2022] Finally, in addition to publicizing upcoming faculty development opportunities in "Faculty Matters," FDA's newsletter, and regular announcements sent to faculty by the Office of University Communications, invitations are also issued to announce deadlines and invite eligible faculty members to apply for specific programs. [Faculty Matters] [Announcements for Faculty and Staff] [Sabbatical Invitation 2022-2023] [Promotion and Tenure FDA Memo 2022-2023] [Connections Invitation] All communication from the Office of Faculty Development and Advancement are sent to administrators with authority for faculty on the Panama City campus as well as Sarasota and the Republic of Panama, with the exception of those personnel issues such as promotion and tenure and sabbaticals that are not relevant to the Republic of Panama. [Announcements for Faculty and Staff]

CAT promotes faculty development programming and events in a weekly newsletter, which is emailed to all faculty, deans, directors, department heads, and teaching assistants. Each newsletter also includes a teaching tip on an issue relevant to teaching at a particular point during the semester. In this way, faculty are provided with teaching advice and resources even to those colleagues who are unable to attend in-person programming. These messages address issues like transparency in teaching, facilitating in-class activities, cultivating a welcoming classroom climate, how to help students develop better study habits and metacognitive strategies, and many others. [CAT Newsletter – How Did it Go]

ODL sends out a newsletter every two months and designs campaigns utilizing a wide range of media in order to highlight specific topics including those important to faculty development. [ODL Newsletter Spring 2022] [ODL Course Evaluation Campaign] The Office of Research also publishes a newsletter with information on many topics including professional development, in addition to using its website and university announcements, to invite participation. [May 2022 Research Newsletter] [Spring Updates Office of Research]

Adjunct Instructor Development

Certain programs are restricted by policy contained in the CBA to full-time tenured (e.g., sabbaticals) or full-time specialized faculty (e.g., Professional Development Leave), yet many other programs, including New Faculty Orientation, are open to adjunct instructors. The Fall 2021 and 2022 orientations each included a special session for adjunct instructors to ensure that all of their questions were answered. [New Faculty Orientation 2021] [New Faculty Orientation 2022] In addition, ODL offers a suite of instructional resources that covers most topics facing new instructors that is always available online.

In addition to having access to New Faculty Orientation and online services from FDA, CAT, and ODL, adjunct instructors can access the PC Promise Team, which is a group of faculty and staff who provide additional, one-on-one support for faculty teaching on the PC campus, as well as take advantage of a campus-wide canvas organization site full of teaching resources and webinar trainings for adjunct instructors at Panama City. [Panama City Promise Team] Adjunct instructors may apply for professional development funds on the Panama Campus.

Evidence of Faculty Engagement in Development Activities

FDA had approximately 385 faculty members attend one of their programs during academic year 2020-2021, in addition to all new faculty, who attended New Faculty Orientation. [FDA Attendance] By the end of the 2020-2021 academic year, 45.43% (855 out of 1,882) unique faculty members had formal engagement with CAT, meaning they attended CAT programming or used CAT services. Along with other units, CAT's LA program and other services have a wide impact and contribute meaningfully to the award-winning degree-completion rates recently lauded by the APLU. [APLU Award] ODL's faculty access rates have varied through the years between 500 and 600 annually in 2018 and 2019 reaching a high of over 2000 in 2020 at the height of the pandemic. [ODL Faculty Usage]

Evidentiary Documents

- FSUMission.pdf
- MentoringToolsForFacultyCareerDevelopment.pdf
- FacultyDevelopmentAndAdvancement.pdf
- CenterForTheAdvancementOfTeaching.pdf
- OfficeOfResearch.pdf
- ProvostsOffice.pdf
- FSUPolicy9-7.pdf
- FSUFacultyHandbook2021-2022.pdf
- SabbaticalInvitation2022-2023.pdf
- SabbaticalAndProfessionalDevelopmentLeaveArticle22.pdf
- ProfessionalDevelopmentInvitation2022-2023.pdf
- CRCBrochure.pdf

OfficeOfCommercialization.pdf

ProvostFacultyTravelGrants.pdf

FacultyAwardPrograms.pdf

ExtraordinaryAccomplishmentsProgram.pdf

CATCourseDesign.pdf

ODLDevelopmentProcess.pdf

FSUOnlineQualityInitiative.pdf

MemoAboutPCTravelAwards.pdf

PCTravelAwardApplication.pdf

PanamaFacultyDevelopmentRequestForm.pdf

FSUPanamaProfessionalDevelopmentGuidelines2022.pdf

FacultyDevelopmentReqFormGQuinteroAPAConvention.pdf

RinglingProfessionalDevelopmentTravelRecords.pdf

PromotionAndTenureFDAMemo2022-2023.pdf

SpecializedFacultyFDAPromotionMemo2022-2023.pdf

FSUBOT-UFFCollectiveBargainingAgreement.pdf

NewFacultyOrientation2019.pdf

NewFacultyOrientation2021.pdf

FirstYearFacultyCourse.pdf

SpecializedFacultyPromotionWorkshop.pdf

AssociateProfessorPromotionWorkshop.pdf

AssistantProfessorPromotionAndTenureWorkshop.pdf

NCFDD.pdf

AwardWorkshopsAndResources.pdf

FacultyWritingAccountability.pdf

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DeansAndChairsAgendaSpring2022.pdf

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FacultyFellowsFlyer2022-2023.pdf

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COACHEFacultySurvey2021.pdf

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ImportantPoliciesMemo2021-2022.pdf

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AnnouncementsForFacultyAndStaff.pdf

CATNewsletterHowDidItGo.pdf

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ODLCourseEvaluationCampaign.pdf

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7 INSTITUTIONAL PLANNING AND EFFECTIVENESS

> **7.1**   *The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (**Institutional Planning**)*
>
>   __X__ *Compliance*   ____ *Partial Compliance*   ____ *Non-compliance*

Narrative

Florida State University (FSU) engages in an institution-wide, ongoing, comprehensive, integrated research-based processes of planning and evaluating its goals and outcomes. These processes are used to review, revise, and improve institutional activities. All university entities systematically participate in the process to further its institutional mission and goals.

Planning Processes

The planning and evaluation process used by the institution is grounded in state law and the regulations of the Florida Board of Governors, the statewide university governing body. FSU is part of the State University System of Florida, as defined in law. [s.1000.21, Florida Statutes] The Florida Board of Governors, comprised of 17 members, operates, regulates, controls, and is responsible for the management of the State University System; it exists along with the individual university Boards of Trustees which administer each university. [State of Florida Constitution, pp.57-58] The university Boards of Trustees are responsible for defining the distinctive mission of each university, adopting its strategic plan, and submitting a legislative budget request. [s.1001.705, Florida Statutes] [BOG Regulation 1.001, p.2] The Florida Board of Governors (FBOG) develops a strategic plan for the State University System and reviews strategic plans developed and approved by the university Boards of Trustees. [s.1001.706, Florida Statutes, p.3] [Florida SUS Strategic Plan] The FBOG also develops an accountability plan for the State University System and requires similar plans from constituent universities. [s.1001.706, Florida Statutes, p.3] [Florida SUS Accountability Plan 2021] The FBOG is responsible for implementation of an accountability process that provides for the systematic, ongoing evaluation of the quality and effectiveness of universities. [s.1008.46, Florida Statutes]

The Florida Board of Governors delegates powers and duties to the university Boards of Trustees. [BOG Regulation 1.001(3)] This delegation includes the adoption of a strategic plan that aligns with the Florida Board of Governors' system-wide strategic plan and each university's mission; preparation of a multi-year work plan that identifies top priorities, strategic directions, and specific actions for achieving those priorities; preparation of a report that outlines performance expectations and outcomes on institutional and system-wide goals. [BOG Regulation 1.001, pp.2-3] [FSU Accountability Plan 2021] The Florida Board of Governors' planning and performance monitoring system informs strategic planning, budgeting, and policy decisions. [BOG Regulation 2.002]

FSU conducts its planning and evaluation efforts in the context of these state requirements. The university Strategic Plan has been developed and used by the university in a systematic, "macro"- and "micro"-level, evidence-driven process to shape and guide decisions aimed toward realizing the institutional mission approved by its Board of Trustees and the Florida Board of Governors. [FSU Strategic Plan 2017-2022] University Board of Trustees adopted the FSU Strategic Plan in 2016, which governed the institution from 2017-2022. [BOT Minutes 10.28.16, p.7] [FSU News Strategic Plan Approved by BOT October 2016] [Strategic Planning Timetable] The Florida Board of Governors approved this plan in early Fall 2017. [BOG Subcommittee Approval of FSU Strategic Plan 08.30.17, pp.15-16] [BOG Approval of FSU Strategic Plan 08.31.17, p.9]

The university's Strategic Plan links the mission and vision of the university to specific strategic goals, initiatives, and activities. At FSU, the university mission statement is reviewed and revised periodically as part of the institutional strategic planning process. The planning process is also linked to the annual Accountability Plan reviewed and submitted to the Florida Board of Governors. The Accountability Plan includes both the university strategic plan and its mission. The university's mission was discussed extensively during development of the previous, 2008-2014, Strategic Plan and was subject to review, input, and approval from faculty, staff, students, and external stakeholders. [Campus Input on Mission, Vision, Strategic Priorities 12.04.08] [Faculty Senate Minutes 09.19.07] [Faculty Senate Minutes 12.05.07] [Revising Mission and Vision Statements 10.31.07] [Strategic Planning Committee Minutes 11.02.07] [Strategic Planning Committee Minutes 11.16.07] FSU's mission was reviewed again during the development of the Strategic Plan 2017-2022; the Strategic Planning Committee discussed the university's mission and decided that the mission statement should remain the same. [Preliminary Framework for FSU SP 11.30.15] [Strategic Planning Committee Agenda 12.03.15] [Mission Statement] The mission was continued in the extended 2023-2027 Strategic Plan described below.

Several formal groups, including students, faculty, administrators, and alumni, were instrumental in the planning process. The Strategic Planning Committee (SPC) was the core working group for the planning process. President John Thrasher appointed then-Interim Provost Sally McRorie and Vice President for Finance and Administration Kyle Clark as the committee co-chairs. AKA|Strategy consulting firm was retained to facilitate the process. [AKA Strategy Introduction] The SPC was comprised of 17 members. [Strategic Planning Committee Membership Fall 2015] [Strategic Planning Committee Agenda 08.27.15] [Strategic Planning Committee Agenda 10.30.15] [Strategic Planning Committee Agenda 12.03.15] [Strategic Planning Committee Agenda 01.26.16] [Strategic Planning Committee Agenda 02.24.16] [Strategic Planning Committee Agenda 03.31.16] [Strategic Planning Committee Agenda 04.22.16] [Strategic Planning Committee Agenda 05.19.16] [Strategic Planning Committee Agenda 09.20.16]

The FSU Board of Trustees Strategic Planning sub-committee provided oversight and feedback and served as liaison to the full Board of Trustees. [BOT's Strategic Planning Committee Agenda 10.08.15] [BOT's Strategic Planning Committee Meeting Email 12.11.15] [BOT's Strategic

Planning Committee Schedule 03.03.16] The Deans' Strategy Committee included several college deans; this group served as a sounding board to the SPC. The FSU Board of Trustees was involved throughout the strategic planning process. At the onset of the university-wide planning efforts, the Board was apprised of the plan's design and timeline. [BOT Meeting Transcript 10.09.15] The trustees regularly received updates on the status of the strategic planning activities. [BOT Agenda 06.25.15] [BOT Agenda 10.09.15] [BOT Agenda 05.09.16] [BOT Minutes 10.09.15, p.2] [Overview of FSU Strategic Planning 07.08.16]

In addition to larger, structured groups dedicated to strategic planning, smaller groups of internal stakeholders from various university areas contributed to the process. The university's senior administrative and academic leaders provided input to begin building an understanding of FSU's strategic opportunities and challenges. [Diagnostic Assessment Interviewees January 2015] Individual internal stakeholders contributed to the strategic planning efforts via input provided during open forums, town hall meetings, and direct contact, inclusive of branch campuses. [Penultimate Draft of FSU SP 09.24.16] [Preliminary Framework for FSU SP 02.09.16] [Provost Announcement of SP Penultimate Draft September 2016] [Provost Announcement of SP Preliminary Draft February 2016] [Questions for SP Public Forums Early October 2015] [Questions for SP Public Forums Late October 2015] [Cumulative Notes from Public Forums Early October 2015] [Notes from Staff Public Forum 10.09.15] [Notes from Discussion of Strategic Goal I Town Hall Meeting 02.19.16] [Notes from Discussion of Strategic Goal II Town Hall Meeting 02.16.16] [Notes from Discussion of Strategic Goal III Town Hall Meeting 02.18.16] [Notes from Discussion of Strategic Goal IV Town Hall Meeting 02.18.16] [Discussion of Strategic Goals with Panama City Email 02.14.16] [Individual Feedback on Strategic Plan Penultimate Draft 09.20.2016]

Institutional Planning Framework

The broad-based approach to institutional planning resulted in a set of goals and sub-goals that were identified by the entire campus community and that applied to all areas and functions of the university. The attached table illustrates comprehensive nature of the FSU Strategic Plan 2017-2022 by highlighting the links between its goals and sub-goals and various university- and division/college-level plans. [Planning Framework]

There are several factors that drive activities on campus. The strategic plan provides the overall direction for the institution and is manifest in the activities of individual units. Units coordinate within the context of the plan by incorporating the planning activities of other units on campus. For example, the campus master plan incorporates future enrollment targets as established in the university Accountability Plan. It also contains the academic program plans of the university which identify future space demands. It also uses the admission plan to help anticipate space demands. In the like manner, the budget process incorporates the Strategic Plan Initiatives though specific funding requests. The state budget instructions explicitly direct universities to incorporate elements from their strategic plan. [BOG Regulation 9.007] [FSU Accountability Plan 2021] [Master Plan Element 02 Academic Programs] [Master Plan Element 05 Academic Facilities]

Evaluation Processes

At FSU, planning and evaluation processes are based on evidence, are focused on improving institutional quality and effectiveness, and are ongoing, comprehensive, and integrated. The university-wide Strategic Plan Goals and Initiatives planning, and evaluation processes informs the unit-level planning and evaluation efforts.

After the Strategic Plan 2017-2022 was approved by FSU Board of Trustees, then-Provost Sally McRorie charged an interdisciplinary group of 15 faculty, administrators, staff, students, and then-Trustee Mark Hillis to implement the plan. [SPI Steering Committee Members] The first meeting of the Strategic Plan Implementation (SPI) Steering Committee took place on March 6, 2017. [SP Implementation Agenda 03.06.17] [SPI Minutes 03.06.17] The group met 38 times over the course of five years. [SPI Steering Committee Meeting Dates]

The organizational structure and governance roles in the SPI Steering Committee were created to facilitate the realization of the Strategic Plan by individuals and groups best positioned to do so while also ensuring involvement and oversight from senior leadership and the FSU Board of Trustees. Specifically, two representatives for each of the six goals of the Strategic Plan were identified. Each pair of representatives engaged their work groups consisting of students, faculty, staff, and community members in implementing the plan and reported back to the Steering Committee. They also had their work vetted by a respective Vice President who was a member of the President's Cabinet and reported to the Cabinet on the status of the plan's implementation. [Strategic Plan Implementation Structure 03.13.17] [Example Goal VI SPI Status Report 12.04.17] [SPI Minutes 04.23.18]

Because the original Strategic Plan document was not organized into parts that clearly fell under the purview of a specific SPI workgroup, the SPI Steering Committee closely studied each element of the Strategic Plan and developed clusters of priorities based on thematic unity (e.g., faculty excellence, diversity and inclusion, graduate education). [Identifying Cross-Cutting Themes] This process of categorizing and 'distilling' the objectives of the Strategic Plan resulted in 17 university-wide Initiatives aimed at improving institutional quality and effectiveness. [Strategic Plan Goals, Themes, and Initiatives]

Each initiative was assigned a metric that the actions under that given Initiative should affect (e.g., overall success of Goal IV-V Initiative D was measured via the student second Fall retention rate metric). Furthermore, for each metric, the group selected a target outcome by estimating how much improvement could be reasonably expected by the end of the Strategic Plan if all the actions under the Initiative were implemented successfully (e.g., a 93.0% second year retention rate for students in the 2022-2023 cohort).

Throughout this process, the SPI group was supported by the Associate Provost for Strategy and Analytics, by the Office of Institutional Research, and by the Office of Institutional Performance and Assessment. [SPI Minutes 05.10.18] [SPI Minutes 06.21.18] The FSU Office of Institutional Research provided historical data reports to help workgroups be aware of the current level of achievement on various metrics and to assist in setting ambitious, yet achievable goals.

[Example Goal I Outcome A E&I Enrollment] [Example Goal IV-V Outcome A Graduation Rate] [Example Goal IV-V Outcome B Post-Graduation Success]

In addition, these aforementioned offices provided advice on how to best design new measurements when needed and align implementation with already existing high priority metrics, such as those in the Florida Board of Governors 2025 Strategic Plan, the Performance-Based Funding Model, the Preeminent State Research University Designation, the Board of Governors Key Performance Indicators, and the U.S. News and World Report Best Colleges Rankings. [Florida SUS Strategic Plan] [2021 Performance Based Funding, pp.7-11] [Preeminence Metrics] [Key Performance Indicators Metrics] [US News and World Report Metrics]

After the metrics and outcomes for each of the 17 Initiatives were selected, the SPI Steering Committee and workgroups focused on designing and documenting detailed action plans for each Initiative. [SPI Minutes 03.05.18] [SPI Minutes 03.22.18] The group translated the imperatives of the original Strategic Plan document into a set of actions with quantifiable results. Similar to the university Institutional Effectiveness (IE) assessment process, Strategic Plan implementation was guided by four key questions: what do you want? what do you have now? how do you get there from here? and how do you know you are making progress? [SPI Action Plan Elements]

The committee and their workgroups determined which financial resources and institutional support were needed to fully implement the plan. These resources were documented in the action plans for each Strategic Plan Initiative under the respective table columns. The groups identified new funding requests and already allocated resources in cases when supporting funds had recently been secured. The implementation team used several pathways to requesting operational resources: through their reporting Vice Presidents, through the annual budget request process, and through special resources request related to pressing issues (more details are in the Institutional Budget Request and Allocation Process section below). [Student Success Budget Request and Allocation] [Engage 100 Budget Allocation] [Class Size Reduction Budget Allocation] [Learning Assistants and Course Redesign Budget Allocation]

After multiple rounds of feedback and working meetings with the team leads, the committee finalized detailed action plans for each Strategic Plan Initiative. These action plans, among other components, identified the parties responsible for implementation and the applicable timeframe for when the targeted outcomes were to be achieved. [Example Action Plan Goal II Initiative A Cadre of Faculty] [Example Action Plan Goal IV-V Initiative C Health and Wellness] [Example Action Plan Goal VI Initiative E Sustainability] In most cases, the temporal end points for the (sub-)tactical outcomes were the 2022-2023 years or Fall 2023. These time points were chosen because many implementation activities that would occur in the 2022 calendar year would only have results that could be measured later in time (e.g., obtaining funding and job posting for new faculty members that occurred in the 2022 calendar year would result in those new faculty join the university in Fall 2023).

Unit-Level Planning Processes

The second university-wide approach to planning and evaluation of institutional goals and outcomes is the university's unit-level IE assessment process. This process is supplemental to, and supportive of, the institutional strategic planning. At FSU, IE is assessed at the "micro"-level: at the level of educational programs and at the level of support units that provide academic, student, and administrative services. [Academic and Student Support Services Assessment Handbook] [Administrative Support Services Assessment Handbook] [Program Outcomes Section in Educational Programs Assessment Handbook] For the purposes of IE reporting, educational programs are defined as "[a]n organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community", commonly assigned a unique Certification of Instructional Programs code and offering one or more majors/concentration tracks. [BOG Regulation 8.011, p.1] In IE assessment, support services units are defined as basic units of the university organizational tree that provide academic, student, and administrative services, usually with a director as the head of the unit and including at least one more employee. [List of IE Reporting Support Units] [List of IE Reporting Educational Programs]

All educational programs and support units define and set performance goals; the goals are periodically planned and evaluated to determine how well they are achieved. These unit-level goals are referred to as Program Outcomes (POs). [Academic and Student Support Services Assessment Handbook] [Administrative Support Services Assessment Handbook] [Program Outcomes Section in Educational Programs Assessment Handbook] When support services units plan which specific unit-level goals to pursue, they typically choose POs focused on the efficiency, breadth and/or quality of unit's services, or monetary targets. [Example PO Plans Employee Assistance Program] POs may also be focused on developing certain knowledge, skills, behaviors, values and attitudes among students, faculty and/or staff. [Example PO Plans Career Center] When appropriate and applicable to the unit's functions, POs may be aimed at fulfilling a specific aspect of university mission and/or Strategic Plan, such as research or public/community service. [Example PO Plans CLSC]

When educational programs plan which specific unit-level goals to establish and evaluate, they typically choose POs focused on improving indicators of the overall department and/or program success, such as student enrollment, generated credit hours, awarded degrees, application and admission rates, student diversity. [Example PO Plans Sport Management Doctorate] Many educational programs choose POs focused on a specific dimension of student success, such as student persistence/retention, degree completion/graduation, post-graduation success (securing employment and/or further studies), licensure/certification passage rates. [Example PO Plans Management Information Systems Masters] Some educational programs aim to improve faculty recruitment and retention, scholarly productivity, instructional output, faculty awards and accomplishments. [Example PO Plans Classics Bachelors] Programs also support a specific aspect of university mission and/or Strategic Plan, such as excellence in teaching or excellence in service. [Example PO Plans Public Safety and Security Bachelors Panama City Florida]

Importantly, all program- and unit-level POs must support institutional-level priorities as expressed in the FSU Strategic Plan. The alignment between program- and unit-level outcomes and university-level priorities is documented in the university's assessment portal. This portal visually links the institutional strategic priorities to the outcomes of individual programs and units. Each active PO must be aligned with a minimum of one and a maximum of three Strategic Plan Initiatives. [Example POs Alignment with FSU SP Initiatives] [Institutional Back Mapping in Nichols and Nichols 2005] Educational programs and support units' POs are also in alignment with their mission statements, strategic/operational plans of their home colleges/divisions, various state funding benchmarks, and other internal and external metrics; however, these connections are not required to be documented in the IE Portal.

Systematic Review

The primary university-wide approach to the assessment and review of institutional goals and outcomes is focused on the implementation of the formulated Strategic Plan (sub-)tactics, their annual reporting, and review by internal stakeholders.

The SPI Steering Committee members led the implementation of the Strategic Plan. Using allocated resources, the workgroups implemented their Initiative action plans and regularly evaluated if there was adequate amount of progress made at each planned time point. The support that the workgroups received from the university included financial resources, personnel, leadership support, and assistance with generating, analyzing, and storing data. [Example Strategic Plan Sub-Tactics Data Points Collection Email] [Example Master Data Points Collection 2019-2020 Cycle] [Strategic Plan Outcomes Data Points Collection Schedule] [Example IV-V C Data Points Collection 2019-2020 Cycle] [Student Success Budget Request and Allocation] [Engage 100 Budget Allocation] [Class Size Reduction Budget Allocation] [Learning Assistants and Course Redesign Budget Allocation]

Systematic assessment of strategic goals allowed the work groups to identify areas where institutional quality was being improved as planned and areas where progress was slower than expected and was therefore in need of corrective action. For example, in the 2019-2020 academic year, the number of Entrepreneurship and Innovation competitions and student participation in these events decreased due to the negative effects of the COVID-19 pandemic. The Goal I Initiative A work group noticed this decrease and decided to transition the competitions to virtual format, which next year led to increase in both the number of held events and the number of participating students. [SPI Minutes 10.14.20] [Example Evaluation and Corrective Action]

The primary means of documenting and sharing the Plan's implementation was the publicly available FSU Strategic Plan website; it featured annually updated outcomes dashboards that visualized multi-year planned and actual progress on each sub-tactic-level metric/outcome. [Example VI B SPI Outcomes Dashboard] [FSU Strategic Plan Implementation Website] As annual implementation progress data became available, the SPI Steering Committee work group leads provided updates to the rest of the committee members; during the presentations, they described how their work groups intended to sustain high performance or improve it for the outcomes whose progress was slower than planned. Committee members provided feedback and

when feasible, suggested strategies to enhance performance. [SPI Minutes 04.04.19] [SPI Minutes 05.23.19] [SPI Minutes 06.27.19] [SPI Minutes 12.10.20] [SPI Minutes 02.25.21]

SPI Committee members shared Plan's implementation progress with university academic leaders [Deans Council SP Presentation 11.27.17] [Deans and Chairs SP Presentation 03.26.19], with the President's Cabinet [Cabinet Update SPI 12.10.18] [Cabinet Update SPI Goal II 02.06.19] [Cabinet Update SPI Goal III 02.18.19] [Cabinet Update SPI Goal IV-V 04.04.19], with the Board of Trustees [BOT Meeting SPI 06.06.17] [BOT Meeting SPI 05.15.19] [BOT Workshop SPI 05.10.18] [BOT Workshop SPI 08.27.21], with local experts [SPI Minutes 03.07.19] [SPI Minutes 06.27.19], and with the general public. [FSU News Strategic Plan Diversity Talks 02.04.21] [FSU News Strategic Plan Roadmap to Success 02.15.21] [FSU News Strategic Plan Student Success 02.18.21] [FSU News Strategic Plan Career Readiness 03.08.21] [FSU News Strategic Plan Sustainability 01.06.22]

Through sustained multi-year effort on behalf of the workgroups, implementation of the Strategic Plan resulted in the improvement of most outcomes chosen to represent each of the 17 Initiatives. As detailed in the table below, the final numeric targets for 6 main/representative metrics were achieved, numeric targets for 6 metrics were above the planned trend, numeric targets for 4 metrics were below the planned trend, and 3 numeric targets were below the planned trend because they were negatively affected by the pandemic. [SP 2017-2022 Main-Representative Outcomes Graphs]

Goal & Initiative	Main/ Representative Metric	Baseline Value	Current Planned Value	Current Actual Value	Final Target Value	Change
I A	% of Bachelor's Graduates Who Took an Entrepreneurship Course	9.5%	13.8%	14.5%	16.8%	5% above trend
I B	# of Commercialized FSU Technologies	5	11	14	12	Exceeded final
II A	# of Faculty	1,787	1,907	1,963	1,966	3% above trend
II B	# of Faculty with High Scholarly Productivity	278	302	311	320	3% above trend
II C	# of Graduate Students Enrolled	7,863	8,850	11,143	9,389	Exceeded final
II D	% of Interdisciplinary Grant Proposals	26.0%	28.6%	31.3%	29.9%	Exceeded final

III A a	% of Minority Students	34.0%	36.0%	36.6%	37.4%	2% above trend
III A b	% of Minority Faculty	11.8%	13.9%	13.2%	15.4%	5% below trend
III B	# of Students in Global and Cultural Courses	536	965	861	1,072	12% below trend (COVID)
IV-V A	Freshman 4-Year Graduation Rate	68.4%	70.8%	72.7%	72.0%	Exceeded final
IV-V B	% of Bachelor's Graduates Employed or Enrolled	62.9%	64.5%	65.9%	67.0%	2% above trend
IV-V C	# of 'Live Well FSU"-Branded Programs	36	51	30	54	41% below trend (COVID)
IV-V D	Freshman Retention Rate with 2.0+ GPA	91.8%	92.6%	92.9%	93.0%	0.3% above trend
VI A	Peer Assessment Rank on US News	41	28	39	25	39% below trend
VI B	Commissions from Contracts	$7.5M	$9.0M	$10.6M	$9.3M	Exceeded final
VI C a	% of Major IT Projects Delivered on Time	47%	79%	68%	90%	14% below trend (COVID)
VI C b	Facilities Annual Capital Reinvestment Amount	49%	83%	43%	100%	48% below trend
VI D	% of FSU TaxWatch Awards to SUS Total	50%	58%	48%	60%	17% below trend
VI E	AASHE STARS Sustainability Rating	Silver	Gold	Gold	Gold	Met final

The unit-level IE process is a complementary university-wide approach to systematic review of institutional goals and outcomes. All program- and unit-level POs, each aligned with 1-3 Strategic Plan Initiatives, are annually assessed, analyzed, and considered for improvement. The

IE process is research-based: educational programs and support units use information and data collected and maintained internally (e.g., student event attendance rosters, satisfaction survey responses, number of publications and conference presentations) or retrieved from centrally-maintained sources (e.g., student enrollment or post-graduation outcomes provided by the Office of Institutional Research). [Academic and Student Support Services Assessment Handbook, pp.16-18] [Administrative Support Services Assessment Handbook, pp.16-18] [Program Outcomes Section in Educational Programs Assessment Handbook, pp.47-50] [Example IE Assessment Report Ringling Museum Sarasota Florida] [Example IE Assessment Report Counseling and Psychological Services] [Example IE Assessment Report (PO) Results Motion Picture Arts] [Example IE Assessment Report (PO) Republic of Panama]

Annually, university-wide, there are over 500 POs whose results are reported, reviewed and analyzed, and whose improvement plans are formulated. [Example 2020-2021 Results Submission Status Report] All university units provide direct and indirect support for institutional priorities expressed via the 17 Initiatives of the FSU's Strategic Plan. Based on the information from the most recent assessment cycle (2020-2021 Results and 2021-2022 Plans), units provide the most support to Goal IV-V Initiative A, Engaged Learning (225 PO x SP alignment instances) and to Goal II Initiative C Graduate Students and Postdocs (159 PO x SP alignment instances). [Example 2021 Results and 2022 Plans PO x SP Alignment] Furthermore, the number of POs supporting each Strategic Plan Initiative are broken out by whether their numeric targets were met, not met, inconclusive, or not yet assessed. The majority of units' PO numeric targets have been met (711 POs, or 56%), about one fifth of numeric targets haven't been met (264 POs, or 21%), about one tenth (131 POs, or 10%) have inconclusive results, which means the unit did not have sufficient information/data to draw definitive conclusions, and the remaining 13% (131 POs) of numeric targets belong to new POs and are to be assessed in the upcoming cycle. [Example 2021 Results and 2022 Plans PO Numeric Targets Status]

The Office of Institutional Performance and Assessment provides oversight, resources, training, feedback, and individual and small group support to support units and educational programs to help them properly engage in and complete various components of the annual PO reporting and review process. [IPA Website Training Tab May 2022] [IPA Website Resources Tab May 2022] [IPA Website Calendar Tab May 2022] [IE Assessment Seminar 08.20.21] [IE Assessment Training 08.27.21] [IE Assessment Seminars and Trainings Attendance 2020-2021] [Example Academic-Student Support Units PO Assessment Tracking] [Example Administrative Support Units PO Assessment Tracking] [Example Tech Review Status Tracking]

Institutional Budget Request and Allocation Process

Per Florida Board of Governors Regulation 9.007, "[e]ach university board of trustees may submit to the Chancellor's Office annually a Legislative Budget Request for operations. Such requests shall be made in accordance with the fiscal policy guidelines, formats, instructions and schedule provided by the Chancellor." [BOG Regulation 9.007] Legislative Budget Request (LBR) for the State University System must be submitted to the Governor and Legislature on or before October 15 of every calendar year. FSU leadership drafts the university LBR, presents it to the Board of Trustees and requests a vote to approve, and then submits the Board-approved

LBR to the Board of Governors. The university includes in its LBR the most critical needs and request for resources in line with the Strategic Plan and guidance from the Florida Board of Governors. [2022-2023 Legislative Budget Request] [BOT Minutes 08.27.21, p.7]

The annual budget process for each fiscal year begins approximately six months prior to the start of the year. The Senior Vice President for Finance and Administration sends a memo to the Division Vice Presidents and other members of the Cabinet highlighting important information relevant to budget planning and summarizing the exact timeline for that year. [1 Planning Memo from VP for F&A] The memo also calls for funding requests, including a template that gathers pertinent information, and allows units to tie each of their issues to one or more goals of the university's strategic plan. [2 Attachment to Planning Memo] After that, Division Vice Presidents solicit budget requests from their departments and have an option to aggregate the Division-wide budget priorities for submission to the President. [Academic Affairs Budget Request Process]

These funding requests are reviewed by university management including the President, Provost, and Vice President for Finance and Administration. [3a Enhanced Funding Request - AVP for F&A] [3b Enhanced Funding Request - Facilities] They allocate funds to various units for the issues that are the highest priority to the university as a whole, in support of the Strategic Plan, within resources available. These allocation decisions are communicated to units, who assist the Budget Office in budgeting them appropriately. [4a Allocation Emails - Procurement] [4b Allocation Emails - Facilities] [4c Allocation Emails - GA Health Insurance] Within Academic Affairs, funds are allocated based on enrollment considerations, addition of new programs, and pressing issues related to the realization of the Strategic Plan. [College of Education Budget Request] [College of Education Budget Allocation] Allocated funds are made available at the start of the new fiscal year, so they are included in the annual operating budget. The FSU Board of Trustees Finance and Business sub-committee reviews the budget, and once approved, it is submitted to the Board of Trustees for review and approval. [5a BOT Committee Meeting Agenda] [5b BOT Meeting Agenda] [5c BOT Meeting Materials] [5d BOT Meeting Minutes]

Extension and Modification of the Strategic Plan

The Strategic Plan 2017-2022 was a six-year plan that spanned from the 2017 calendar year up to and including the 2022 calendar year, with most outcomes' implementation assessment end points being set in the 2022-2023 academic or fiscal year. In August 2021, Richard McCullough became FSU's President, and in January 2022, Jim Clark became the university's Provost. As the new President's Cabinet was being filled, Provost Clark proposed to extend and update the Strategic Plan rather than embark on a new plan. [BOT Workshop Agenda 04.19.22] [BOT Workshop 04.19.22, p.23] [BOT Minutes 06.22.22, p.3] A strategic planning committee was convened in Summer 2022; most of the committee members were from the 2017-2022 SPI Committee. [2023-2027 SP Committee Members] [SP Agenda 05.20.22] The group worked on creating the Strategic Plan 2023-2027 and aligning it with the new President's goals, including FSU's readiness for membership in the Association of American Universities (AAU). [McCullough 2022 Goals 09.11.21] [McCullough 2023 Goals 10.18.22] [FSU SP Alignment with External-Internal Goals] [SP Minutes 05.20.22] [SP Minutes 07.27.22] [SP Minutes

08.30.22] [SP Minutes 09.27.22] [SP Minutes 10.24.22] [SP Minutes 11.29.22] [SP Minutes 02.02.23]

The broad Goals of the prior plan were retained, and two-to-three leads were assigned to update the Goal title, description, and associated Sub-Goals. In general, Strategic Plan 2017-2022 priorities that had been successfully realized (e.g., increasing percent of students who took an entrepreneurship course, raising university's environmental sustainability rating) were not retained in the updated plan. The previous plan's priorities that were extended represented those which the campus community identified as important, but where the desired amount of progress had not been achieved. For example, the committee decided to maintain emphasis on elevating university's reputation. Several areas were re-focused (e.g., pivoting from growing the number of graduate students to enhancing the quality of doctoral education). Finally, two situational strategic opportunities were added: FSU Health and AAU-Readiness. In all, 5 Goals and 15 Sub-Goals were identified by the planning committee. [FSU Strategic Plan 2023-2027]

Throughout the planning process, the drafts of the Strategic Plan were vetted by, and informed by the participation of, internal and external stakeholders, including the members of the President's Cabinet, Academic Deans Council, Faculty Senate Steering Committee, Academic Deans and Chairs, the Chair of the Board of Trustees, and the Chair of the Board's Academic Affairs committee, students, donors, alumni, and community partners. [BOT Agenda 11.18.22] [BOT Minutes 11.18.22, p.4] [SP Minutes 05.20.22] [Deans and Chairs Agenda Spring 2023] [FSSC Agenda 08.16.22] [Strategic Plan 2023-2027 Presentation] The Strategic Plan 2023-2027 was presented to the Board of Trustees during its general meeting on February 24, 2023, and was unanimously approved. [BOT Academic Affairs Committee Book 02.23.23] [BOT Agenda 02.24.23] [BOT Minutes 02.24.23] The plan was reviewed and approved by the Florida Board of Governors. [BOG Agenda 03.29.23] [BOG Agenda Item for Committee Action] [BOG 2025 and FSU 2027 SP Alignment] [FSU SP Presentation to BOG]

Conclusion

Florida State University engages in planning, evaluation, and improvement processes that are ongoing, integrated, data-based, and involve all programs, services, and constituencies. Outcomes are focused on institutional quality and effectiveness and are pursued systematically and continuously. Budget and resource allocation decisions are made in alignment with institutional Strategic Goals. The university's efforts to implement, assess and improve its activities are consistent with the institution's mission.

Evidentiary Documents

- FloridaStatutes1000.21.pdf
- StateOfFloridaConstitution.pdf
- FloridaStatutes1001.705.pdf
- BOGRegulation1.001.pdf
- FloridaStatutes1001.706.pdf

FloridaSUSStrategicPlan.pdf

FloridaSUSAccountabilityPlan2021.pdf

FloridaStatutes1008.46.pdf

FSUAccountabilityPlan2021.pdf

BOGRegulation2.002.pdf

FSUStrategicPlan.pdf

BOTMinutesOctober282016.pdf

FSUNewsStrategicPlanApprovedByBOTOctober2016.pdf

StrategicPlanningTimetable.pdf

BOGSubcommitteeApprovalOfFSUStrategicPlanAugust302.pdf

BOGApprovalOfFSUStrategicPlanAugust312017.pdf

CampusInputOnMissionVisionStrategicPrioritiesDecem.pdf

FacultySenateMinutesSeptember192007.pdf

FacultySenateMinutesDecember052007.pdf

RevisingMissionAndVisionStatementsOctober312007.pdf

StrategicPlanningCommitteeMinutesNovember022007.pdf

StrategicPlanningCommitteeMinutesNovember162007.pdf

PreliminaryFrameworkForFSUSPNovember302015.pdf

StrategicPlanningCommitteeAgendaDecember032015.pdf

AKAStrategyIntroduction.pdf

StrategicPlanningCommitteeMembershipFall2015.pdf

StrategicPlanningCommitteeAgendaAugust272015.pdf

StrategicPlanningCommitteeAgendaOctober302015.pdf

StrategicPlanningCommitteeAgendaJanuary262016.pdf

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StrategicPlanningCommitteeAgendaMarch312016.pdf

StrategicPlanningCommitteeAgendaApril222016.pdf

StrategicPlanningCommitteeAgendaMay162016.pdf

StrategicPlanningCommitteeAgendaSeptember202016.pdf

BOTsStrategicPlanningCommitteeAgendaOctober082015.pdf

BOTsStrategicPlanningCommitteeMeetingEmailDecember.pdf

BOTsStrategicPlanningCommitteeScheduleMarch032016.pdf

BOTMeetingTranscriptOctober092015.pdf

BOTAgendaJune252015.pdf

BOTAgendaOctober092015.pdf

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OverviewOfFSUStrategicPlanning20160708.pdf

DiagnosticAssessmentIntervieweesJanuary2015.pdf

PenultimateDraftOfFSUSPSeptember242016.pdf

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ProvostAnnouncementOfSPPreliminaryDraftFebruary201.pdf

QuestionsForSPPublicForumsEarlyOctober2015.pdf

QuestionsForSPPublicForumsLateOctober2015.pdf

CumulativeNotesFromPublicForumsEarlyOctober2015.pdf

NotesFromStaffPublicForum20151009.pdf

NotesFromDiscussionOfStrategicGoalITownHallMeeting.pdf

NotesFromDiscussionOfStrategicGoalIITownHallMeetin.pdf

NotesFromDiscussionOfStrategicGoalIIITownHallMeeti.pdf

NotesFromDiscussionOfStrategicGoalIVTownHallMeetin.pdf

DiscussionOfStrategicGoalsWithPanamaCityEmailFebru.pdf

IndividualFeedbackOnStrategicPlanPenultimateDraftS.pdf

PlanningFramework.pdf

BOGRegulation9.007.pdf

MasterPlanElement02AcademicPrograms.pdf

MasterPlanElement05AcademicFacilities.pdf

SPISteeringCommitteeMembers.pdf

SPIAgendaMarch062017.pdf

SPIMinutesMarch062017.pdf

SPISteeringCommitteeMeetingDates.pdf

StrategicPlanImplementationStructureMarch132017.pdf

ExampleGoalVISPIStatusReportDecember042017.pdf

SPIMinutesApril232018.pdf

IdentifyingCrossCuttingThemes.pdf

StrategicPlanGoalsThemesAndInitiatives.pdf

SPIMinutesMay102018.pdf

SPIMinutesJune212018.pdf

ExampleGoalIOutcomeAEandIEnrollment.pdf

ExampleGoalIVVOutcomeAGraduationRate.pdf

ExampleGoalIVVOutcomeBPostGraduationSuccess.pdf

2021PerformanceBasedFunding.pdf

PreeminenceMetrics.pdf

KeyPerformanceIndicatorsMetrics.pdf

USNewsAndWorldReportMetrics.pdf

SPIMinutesMarch052018.pdf

SPIMinutesMarch222018.pdf

SPIActionPlanElements.pdf

StudentSuccessBudgetRequestAndAllocation.pdf

Engage100BudgetAllocation.pdf

ClassSizeReductionBudgetAllocation.pdf

LearningAssistantsAndCourseRedesignBudgetAllocatio.pdf

ExampleActionPlanGoalIIInitiativeACadreOfFaculty.pdf

ExampleActionPlanGoalIVVInitiativeCHealthAndWellne.pdf

ExampleActionPlanGoalVIIInitiativeESustainability.pdf

AcademicAndStudentSupportServicesAssessmentHandboo.pdf

AdministrativeSupportServicesAssessmentHandbook.pdf

ProgramOutcomesSectionInEducationalProgramsAssessm.pdf

BOGRegulation8.011.pdf

ListOfIEReportingSupportUnits.pdf

ListOfIEReportingEducationalPrograms.pdf

ExamplePOPlansEmployeeAssistanceProgram.pdf

ExamplePOPlansCareerCenter.pdf

ExamplePOPlansCLSC.pdf

ExamplePOPlansSportManagementDoctorate.pdf

ExamplePOPlansManagementInformationSystemsMasters.pdf

ExamplePOPlansClassicsBachelors.pdf

ExamplePOPlansPublicSafetyAndSecurityBachelorsPana.pdf

ExamplePOsAlignmentWithFSU-SPInitiatives.pdf

InstitutionalBackMappingInNicholsAndNichols2005.pdf

ExampleStrategicPlan(Sub-)TacticsDataPointsCollect.pdf

ExampleMasterDataPointsCollection2019-20Cycle.pdf

StrategicPlanOutcomesDataPointsCollectionSchedule.pdf

ExampleIV-V-CDataPointsCollection2019-20Cycle.pdf

SPIMinutesOctober142020.pdf

ExampleEvaluationAndCorrectiveAction.pdf

ExampleVI-B-SPIOutcomesDashboard.pdf

FSUStrategicPlanImplementationWebsite.pdf

SPIMinutesApril042019.pdf

SPIMinutesMay232019.pdf

SPIMinutesJune272019.pdf

SPIMinutesDecember102020.pdf

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DeansCouncilSPPresentationNovember272017.pdf

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CabinetUpdateSPIDecember102018.pdf

CabinetUpdateSPIGoalIIFebruary062019.pdf

CabinetUpdateSPIGoalIIIFebruary182019.pdf

CabinetUpdateSPIGoalIVVApril042019.pdf

BOTMeetingSPIJune062017.pdf

BOTMeetingSPIMay152019.pdf

BOTWorkshopSPIMay102018.pdf

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FSUNewsStrategicPlanDiversityTalksFebruary042021.pdf

FSUNewsStrategicPlanRoadmapToSuccessFebruary152021.pdf

FSUNewsStrategicPlanStudentSuccessFebruary182021.pdf

FSUNewsStrategicPlanCareerReadinessMarch082021.pdf

FSUNewsStrategicPlanSustainabilityJanuary062022.pdf

SP2017-2022MainRepresentativeOutcomesGraphs.pdf

ExampleIEAssessmentReportRinglingMuseumSarasotaFlo.pdf

ExampleIEAssessmentReportCounselingAndPsychologica.pdf

ExampleIEAssessmentReport(PO)ResultsMotionPictureA.pdf

ExampleIEAssessmentReport(PO)RepublicOfPanama.pdf

Example2020-2021ResultsSubmissionStatusReport.pdf

Example2021ResultsAnd2022PlansPOxSPAlignment.pdf

Example2021ResultsAnd2022PlansPONumericTargetsStat.pdf

IPAWebsiteTrainingTabMay2022.pdf

IPAWebsiteResourcesTabMay2022.pdf

IPAWebsiteCalendarTabMay2022.pdf

IEAssessmentSeminarAugust202021.pdf

IEAssessmentTrainingAugust272021.pdf

IEAssessmentSeminarsAndTrainingsAttendance2020-202.pdf

ExampleAcademicStudentSupportUnitsPOAssessmentTrac.pdf

ExampleAdministrativeSupportUnitsPOAssessmentTrack.pdf

ExampleTechReviewStatusTracking.pdf

2022-2023LegislativeBudgetRequest.pdf

BOTMinutesAugust272021.pdf

PlanningMemoFromVPForFandA.pdf

2AttachmentToPlanningMemo.pdf

AcademicAffairsBudgetRequestProcess.pdf

3aEnhancedFundingRequestAVPForFandA.pdf

3bEnhancedFundingRequestFacilities.pdf

4aAllocationEmailsProcurement.pdf

4bAllocationEmailsFacilities.pdf

4cAllocationEmailsGAHealthInsurance.pdf

CollegeOfEducationBudgetRequest.pdf

CollegeOfEducationBudgetAllocation.pdf

5aBOTCommitteeMeetingAgenda.pdf

5bBOTMeetingAgenda.pdf

5cBOTMeetingMaterials.pdf

5dBOTMeetingMinutes.pdf

BOTWorkshopApril192022.pdf

BOTMinutesJune222022.pdf

2023-2027StrategicPlanningCommitteeMembers.pdf

SPAgendaMay202022.pdf

McCullough2022GoalsSeptember112021.pdf

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FSUStrategicPlan2023-2027.pdf

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BOTMinutesNovember182022.pdf

DeansAndChairsAgendaSpring2023.pdf

FSSCAgendaAugust162022.pdf

StrategicPlan2023-2027Presentation.pdf

BOTAcademicAffairsCommitteeBookFebruary232023.pdf

BOTAgendaFebruary242023.pdf

BOTMinutesFebruary242023.pdf

BOGAgendaMarch292023.pdf

- [BOGAgendaItemForCommitteeAction.pdf](#)
- [BOG2025AndFSU2027SPAlignment.pdf](#)
- [FSUSPPresentationToBOG.pdf](#)

7.2 *The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. (**Quality Enhancement Plan**)*

    __X__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) identifies expected outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results for administrative support services.

Planning of Program Outcomes

FSU's Institutional Effectiveness (IE) process is the university's approach to planning, evaluation, and improvement of outcomes. [Administrative Support Services Assessment Handbook] IE is assessed by all administrative support services units. Administrative units include the Division of Finance and Administration (21 reporting units), the Division of Research (9 reporting units), the Division of Athletics (24 reporting units), the Division of University Advancement (4 reporting units), the President's Office (6 reporting units), and the Division of Academic Affairs (1 reporting unit). [List of 43 IE Reporting Units] Organizational charts serve as a basis for determining which units are included in the IE/outcomes assessment process. [Athletics Organizational Chart] [Finance and Administration Organizational Chart] [President's Office and Direct Reports Organizational Chart] [Research Organizational Chart] [University Advancement Organizational Chart]

Administrative support services units identify program outcomes (POs). Most outcomes are selected because of their impact on operational efficiency, administrative effectiveness, and financial stability. [Administrative Support Services Assessment Handbook, p.10] Each unit formulates and actively advances at least two POs each year. [Example PO Plans Employee Assistance Program] [Example PO Plans Seminole Boosters] When appropriate, POs may also focus on supporting development of certain knowledge, skills, behaviors, values and attitudes among students, faculty and/or staff. [Example PO Plans Human Resources] Lastly, POs may focus on activities related to realizing specific aims of the university mission and/or the Strategic Plan, such as public/community service. [Example PO Plans Community Relations and Events] Administrative support units use official data and reports that come from the Office of Institutional Research and/or are produced by the units as a part of their compliance reporting to internal and external stakeholders. [Example PO Plans Office of Commercialization]

POs are assessed against targets set by the administrative support unit. These targets are intended to be multi-year and quantitative. [Example PO Plans Ringling at Sarasota] To be able to make informed, data-driven decisions regarding the levels at which targets are set, administrative units are asked to analyze the performance of similar support units at FSU and/or at peer universities and to review historical data. [Example PO Plans Clinical Research Advancement] The target

should be set at a level that is ambitious, yet achievable. [Administrative Support Services Assessment Handbook, p.15]

Support units are requested to identify an outcome and assess it for 3-6 years because "[a] longer implementation period allows for more thoughtful planning, consistent multi-year assessment, and data-based, sustained enhancement efforts. Reasons for 'retiring' a PO may include: the outcome that the department/program wanted to attain has been achieved, the outcome is no longer a priority or is no longer under the purview of the unit, the existing outcome has been modified and replaced by its much narrower or much broader version, etc." [Administrative Support Services Assessment Handbook, p.11] [Example Archived PO Budget Office] The FSU IE Portal houses the university's assessment plans. [IE Portal User Guide]

Connection to Strategic Plan and Budget

Administrative support units' POs may align with various state metrics, strategic/operational plans of the unit or its division, and/or the unit's mission, vision, and values. All institutional units' POs must directly or indirectly support the FSU Strategic Plan. Each active outcome must be aligned with a minimum of one and a maximum of three Strategic Plan Initiatives. [Administrative Support Services Assessment Handbook, pp.11-13] [Strategic Plan Goals, Themes, and Initiatives] The alignment between unit-level goals and university-level priorities is documented using corresponding functionality in the FSU IE Portal. [Example POs Alignment with FSU SP Initiatives]

Annually, there are approximately 100 POs that are planned and assessed by the administrative support units. The Office of Institutional Performance and Assessment collects information about the alignment between the POs and the 17 Initiatives of FSU's Strategic Plan and visually represents the areas where university units provide support for institutional priorities. Based on the information from the most recent assessment cycle (2020-2021 Results and 2021-2022 Plans), administrative units provide the most support to Goal VI Initiative B 'Strengthen the University's Financial Foundation' (40 PO x SP alignment instances in total), to Goal VI Initiative C 'Use Physical and IT Infrastructure to Facilitate Innovation and Excellence' (35 PO x SP alignment instances in total), and to Goal VI Initiative D 'Maximize the Impact of FSU's Human Capital' (35 PO x SP alignment instances in total). [Example 2021 Results and 2022 Plans PO x SP Alignment]

Administrative units' outcomes are connected to the institutional budget via the Strategic Plan implementation process. Approximately six months prior to the start of each fiscal year, the Senior Vice President for Finance and Administration sends a memo to the Division Vice Presidents and other members of the Cabinet highlighting important information relevant to budget planning and summarizing the exact timeline for that year. [Planning Memo from VP for F&A] The memo also calls for funding requests, including a template that gathers pertinent information, and allows units to tie each of their issues to one or more goals of the university's Strategic Plan. [Attachment to Planning Memo] These funding requests are reviewed by university management including the President, Provost, and Senior Vice President for Finance and Administration. [Enhanced Funding Request AVP for F&A] [Enhanced Funding Request Facilities] They allocate funds to units for the issues that are the highest priority to the

university, in support of the Strategic Plan, within resources available. These allocation decisions are communicated to units. [Allocation Emails Procurement] [Allocation Emails Facilities] [Allocation Emails GA Health Insurance] In March 2023, a similar process was used for funding requests which solicited budget proposals tied to the 2023-2027 Strategic Plan priorities. [Budget Request Memo]

Assessment and Improvement of Program Outcomes

Unit-level POs are annually assessed, analyzed, and considered for improvement. Most units that provide administrative support services use fiscal years (July 1 – June 30) to track and report their outcomes. At the end of their operational cycle, each administrative unit collects data maintained internally and/or retrieves data from university sources and reports overall results in the IE Portal. [Administrative Support Services Assessment Handbook, p.16] For each outcome, the unit must determine whether the standard was met or not met. [Example Criteria Met-Not Met OCI] In cases when there is insufficient information/data to draw definitive conclusions, the unit may designate results as inconclusive. [Example PO Results Inconclusive PC FL F&A]

Administrative support units analyze the results and examine the reasons for the attained PO levels. [Administrative Support Services Assessment Handbook, p.17] Support units determine factors that contributed to the levels of performance achieved in the past year. [Example Analysis of Results ORD] When applicable, the analysis of results can also include 'closing of the loop' on last year's changes and an evaluation of the assessment methodology. [Example CoM F&A]

As the final step in the annual unit-level outcomes review and improvement process, every reporting entity is required to formulate a plan to take action on the findings. Units are encouraged to describe enhancements to be implemented during the assessment cycle. In cases when PO's numeric target has been achieved, the improvement plan includes a description of activities aimed at sustaining high performance. [Administrative Support Services Assessment Handbook, pp.17-18] [Example Sustaining Performance WFSU]

Based on the information from the most recent fully completed assessment cycle (2020-2021 Results and 2021-2022 Plans), the majority of administrative units' PO numeric targets have been met (41 POs, or 40%), about one fifth of numeric targets have not been met (20 POs, or 19%), a few POs have inconclusive results (8 POs, or 8%), and the remaining one third (34 POs, or 33%) of numeric targets belong to new POs and are to be assessed in the next cycle. [2020-2021 Administrative POs Numeric Targets Status]

Institutional Oversight, Review, and Approval

For each administrative support unit, the IE assessment process is a shared responsibility between the Division's senior leadership, department heads/directors, unit assessment coordinators, IE representatives, and staff members. Typically, each administrative support department/office has an assessment coordinator who leads and manages the assessment process and implementation of improvements. [IE Assessment for Administrative Support Units]

Outcome planning, evaluation, improvement, reporting, and approval process include steps to be completed by certain due dates. [IE Assessment Calendar for Support Units] The Office of Institutional Performance and Assessment oversees the university's assessment process. [Example 2020-2021 Results Submission Status Report] The office also provides oversight, resources, training, feedback, and individual and small group support to administrative units to help them properly engage in and complete various components of the annual outcomes assessment process. [IPA Website Training Tab May 2022] [IPA Website Resources Tab May 2022] [IPA Website Calendar Tab May 2022] [IE Assessment for Administrative Units Training Slides] [Example Administrative Support Units PO Assessment Tracking]

IE assessment reports are reviewed and approved by the Office of Institutional Performance and Assessment, department heads/directors and division leadership. The Director of the Office of Institutional Performance and Assessment reviews all outcomes assessment reports submitted by the support units, provides written feedback, requests corrections when needed, and approves revised reports. [Example IE Assessment Report Feedback ERP] [Example IE Assessment Report Request for Revisions FSURF] [Example IE Assessment Report Approval from IPA OC] The administrative support unit's head/director reviews the outcomes assessment reports, requests revisions if necessary, and certifies in writing that the report accurately reflects the POs last year's results and next year's plans. [Example IE Assessment Report Director Approval EAP] Finally, support units' assessment reports are reviewed by the Division Vice President and/or designated representative(s); Vice President-level approval is also documented in writing. [Example IE Assessment Report (A)VP Approval FSUPD]

Administrative Units IE Reports

100% of the administrative units' IE reports are provided in this section. The reports include outcomes assessment plans, results, their analysis, and improvement actions from the three most recent cycles: 2019-2020, 2020-2021, and 2021-2022 academic/fiscal years.

Division of Advancement: [Alumni Association] [FSU Foundation] [Real Estate Foundation] [Seminole Boosters]

Division of Athletics: [Compliance] [Women's Athletics-Gender Equity]

Division of Finance and Administration: [Athletics F&A] [Budget Office] [Business Services] [College of Medicine F&A] [Controller's Office] [Emergency Management] [Employee Assistance Program] [Enterprise Resource Planning] [Environmental Health and Safety] [Facilities] [FSU Foundation Accounting] [FSU Police] [Human Resources] [Office of Continuous Improvement] [Panama City Florida F&A] [Procurement Services] [Ringling F&A] [Sustainable Campus] [Transportation and Parking Services] [University Business Administrator Program] [WFSU-TV FM Florida Center for Interactive Media]

Division of Research: [Clinical Research Advancement] [FSU Research Foundation] [Human Subjects-IRB] [Laboratory Animal Research] [Office of Commercialization] [Office of Research Development] [Office of the Vice President for Research] [Research Compliance] [Sponsored Research Administration]

President's Office and Direct Reports: [Office of Compliance and Ethics] [Office of Inspector General Services] [Office of the General Counsel] [Governmental Relations] [Community Relations and Events] [University Communications]

Provost's Office and Departments: [Panama City Republic of Panama F&A]

Conclusion

Florida State University engages in outcomes assessment processes that are ongoing and involve all units providing administrative support services. Support units identify expected outcomes, design assessment methodology, set standards for success, annually collect data and information to determine achievement levels, analyze evidence, and use it to inform improvement actions. Outcomes are focused on quality and effectiveness of provided administrative support services and are aligned with institutional strategic goals and budget allocation.

Evidentiary Documents

- AdministrativeSupportServicesAssessmentHandbook.pdf
- ListOf43IEReportingSupportUnits.pdf
- AthleticsOrgChart.pdf
- FinanceAndAdministrationOrgChart.pdf
- PresidentsOfficeAndDirectReportsOrgChart.pdf
- DivisionOfResearchOrgChart.pdf
- UniversityAdvancementOrgChart.pdf
- ExamplePOPlansEmployeeAssistanceProgram.pdf
- ExamplePOPlansSeminoleBoosters.pdf
- ExamplePOPlansHumanResources.pdf
- ExamplePOPlansCommunityRelationsAndEvents.pdf
- ExamplePOPlansOfficeOfCommercialization.pdf
- ExamplePOPlansRinglingAtSarasota.pdf
- ExamplePOPlansClinicalResearchAdvancement.pdf
- ExampleArchivedPOBudgetOffice.pdf
- IEPortalUserGuide.pdf
- StrategicPlanGoalsThemesAndInitiatives.pdf
- ExamplePOsAlignmentWithFSUSPInitiatives.pdf
- Example2021ResultsAnd2022PlansPOxSPAlignment.pdf
- PlanningMemoFromVPForFandA.pdf
- AttachmentToPlanningMemo.pdf

- EnhancedFundingRequestAVPForFandA.pdf
- EnhancedFundingRequestFacilities.pdf
- AllocationEmailsProcurement.pdf
- AllocationEmailsFacilities.pdf
- AllocationEmailsGAHealthInsurance.pdf
- BudgetPlanningMemo.pdf
- ExampleCriteriaMetNotMetOCI.pdf
- ExamplePOResultsInconclusivePCFLFandA.pdf
- ExampleAnalysisOfResultsORD.pdf
- ExampleChangingAssessmentCOMFandA.pdf
- ExampleSustainingPerformanceWFSU.pdf
- 2020-2021AdministrativePOsNumericTargetsStatus.pdf
- IEAssessmentOrgTreeForAdministrativeSupportUnits.pdf
- IEAssessmentCalendarForSupportUnits.pdf
- Example2020-2021ResultsSubmissionStatusReport.pdf
- IPAWebsiteTrainingTabMay2022.pdf
- IPAWebsiteResourcesTabMay2022.pdf
- IPAWebsiteCalendarTabMay2022.pdf
- IEAssessmentForAdministrativeUnitsTrainingSlides.pdf
- ExampleAdministrativeSupportUnitsPOAssessmentTrack.pdf
- ExampleIEAssessmentReportFeedbackERP.pdf
- ExampleIEAssessmentReportRequestForRevisionsFSURF.pdf
- ExampleIEAssessmentReportApprovalFromIPAOC.pdf
- ExampleIEAssessmentReportDirectorApprovalEAP.pdf
- ExampleIEAssessmentReportAVPApprovalFSUPD.pdf
- AlumniAssociation.pdf
- FSUFoundation.pdf
- RealEstateFoundation.pdf
- SeminoleBoosters.pdf
- Compliance.pdf
- WomensAthleticsGenderEquity.pdf
- AthleticsFandA.pdf
- BudgetOffice.pdf
- BusinessServices.pdf
- CollegeOfMedicineFandA.pdf
- ControllersOffice.pdf
- EmergencyManagement.pdf

- EmployeeAssistanceProgram.pdf
- EnterpriseResourcePlanning.pdf
- EnvironmentalHealthAndSafety.pdf
- Facilities.pdf
- FSUFoundationAccounting.pdf
- FSUPolice.pdf
- HumanResources.pdf
- OfficeOfContinuousImprovement.pdf
- PanamaCityFloridaFandA.pdf
- ProcurementServices.pdf
- RinglingFandA.pdf
- SustainableCampus.pdf
- TransportationAndParkingServices.pdf
- UniversityBusinessAdministratorProgram.pdf
- WFSU-TVFMFloridaCenterForInteractiveMedia.pdf
- ClinicalResearchAdvancement.pdf
- FSUResearchFoundation.pdf
- HumanSubjectsIRB.pdf
- LaboratoryAnimalResearch.pdf
- OfficeOfCommercialization.pdf
- OfficeOfResearchDevelopment.pdf
- OfficeOfTheVicePresidentForResearch.pdf
- ResearchCompliance.pdf
- SponsoredResearchAdministration.pdf
- OfficeOfComplianceAndEthics.pdf
- OfficeOfInspectorGeneralServices.pdf
- OfficeOfTheGeneralCounsel.pdf
- GovernmentalRelations.pdf
- CommunityRelationsAndEvents.pdf
- UniversityCommunications.pdf
- PanamaCityRepublicOfPanamaFandA.pdf

8 STUDENT ACHIEVEMENT

> **8.1** *The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (**Student Achievement**)*
>
>   *__X__ Compliance*   *____ Partial Compliance*   *____ Non-compliance*

Narrative

Florida State University (FSU) identifies, evaluates, and publishes goals and criteria for student achievement appropriate to the university's mission, the nature of the students it serves, and the kinds of programs offered. Measures used include retention rates, graduation rates for first time in college (FTIC) and transfer students, graduate degrees awarded, job placement and continuing education rates, and professional licensure examination passage rates. Florida State University includes data from off-campus instructional sites and distance learning into these measures and the assessment of these outcome measures. The institution uses this information in its ongoing assessment and planning activities that aim to improve student performance and success, and these criteria are published annually in the FSU Accountability Plan and used by the Florida Board of Governors in the state's performance funding and preeminence funding models. [FSU Accountability Plan 2022]

Performance Accountability and Establishing Criteria

The university's performance is closely monitored by the Florida Board of Governors (FBOG), the Florida Legislature, the FSU Board of Trustees (BOT), and university leadership primarily through the annual adoption of the FSU Accountability Plan. Once approved by the FSU BOT and the FBOG, this document is published online and publicly available on the Office of the Provost website [Office of the Provost Website] [Accountability Plan] and the Florida Board of Governors website. [Florida Board of Governors Website] [Accountability Plan] The metrics and indicators in the Accountability Plan are a direct reflection of the Florida Board of Governor's 2025 Strategic Plan. [Florida Board of Governors Strategic Plan]

The university's mission is a key element of the Accountability Plan, and the mission is not inconsistent with the Florida Board of Governor's Strategic Plan. The criteria established by the Legislature and FBOG in the performance and preeminence funding models are state priorities and, as a result, over $100 million in university funding account for these student achievement metrics. Therefore, the university considers these metrics to be appropriate measures of student achievement.

There are six goals that the university has set as criteria for student achievement based on the university's mission. These goals include the following: first-year retention rate, four-year and six-year FTIC graduation rates, two-year Florida College System Associate of Arts transfer student graduation rate, doctoral degrees awarded, career and continuing education rate, and

professional licensure exam passage rates. The table below provides a summary of goals and criteria along with their current levels, thresholds of acceptability, the university's own goals for each, and the location(s) in which the outcomes are published. The sources for this information are data files maintained by the FSU Office of Institutional Research and submitted to the Florida Board of Governors. In addition to providing current and historic trend data, the FSU Accountability Plan provides the university's established targets on each metric and indicator. These targets are set individually for each metric each year by university leadership through consultation with relevant stakeholders and a close examination of data. Ultimately, all of the targets are reviewed and approved by the FSU BOT and the FBOG. The latest information available for this report is from 2020-21, labeled as current throughout this section.

Table: Summary of Student Achievement Criteria

#	Goal/Outcome Criteria	Current Level (2020-21)	Threshold of Acceptability	University Target	Published Location
1	First-year Retention Rate (Academic Progress Rate)	92.9%	90%	93%	FSU Accountability Plan
2	FTIC Graduation Rates	Four-Year: 73% Six-Year: 83%	Four-Year: 65% Six-Year: 70%	Four-Year: 72% Six-Year: 84%	FSU Accountability Plan
3	Transfer Graduation Rate	53.9%	50%	56%	FSU Accountability Plan
4	Graduate Degrees Awarded (Doctoral)	529	400	550	FSU Accountability Plan
5	Career and Continued Education Rate	65.9%	65%	68%*	FSU Accountability Plan
6	Professional Licensure Exam Passage Rates	Nursing: 92% Law: 74% Med 2Yr: 95% Med 4Y-CK: 99%	Nursing: 86% Law: 71% Med 2Yr: 96% Med 4Y-CK: 99%	Nursing: 95% Law: 84% Med 2Yr: 97% Med 4Y-CK: 98%	FSU Accountability Plan

*The FBOG's calculation for Career and Continued Education Rate changed for 2022, resulting in no approved university goal for the current year; however, the university has established goals for out-years, and 68% is used here because it is the goal in the latest out-year (2024-2025).

Student Achievement Criteria #1: First-Year Retention Rate

In the late 1990s, when the first-year retention rate was 83%, the university established a goal of improving its freshman retention rate to 90% or better. Today, just as it was then, first-year retention is key to the university's mission of excellence in teaching, serving as an early marker in achieving the vision to transform the lives of our students.

The university measures first-year retention in two ways. The first measure is a more traditional calculation of first-year retention that documents the percent of first-time, full-time students entering the university in the fall term (or summer term and continuing into fall) who continue into the second year. The Office of Institutional Research has tracked this retention rate measure since 1975 and publishes retention rates annually in the FSU Factbook. [FSU Factbook, p.32, 2021-2022] There are nuanced differences in this calculation, which complies with Florida Board of Governors requirements and the nationally recognized IPEDS retention rate calculation. Both calculations are published in the Accountability Plan and make up a key metric in the Preeminent State Research University Program. [FSU Accountability Plan 2022, p.11] To be a preeminent state research university under Florida law, the threshold of acceptability for first-year retention is 90%. [s.1007.7065, Florida Statutes, p.1] As reported in the FSU Accountability Plan and FSU Factbook, the university has exceeded the 90% threshold for over 10 years, most recently achieving 94% FBOG retention rates in 2020-2021.

The second measure for first-year retention adds grade point average into the success calculation by stipulating a 2.0 GPA requirement along with retention into the second year. Often referred to as the "academic progress rate," this measure is used by the Florida Board of Governors in the state's Performance Funding model. The university set a target of 93% with long term targets increasing to 94% for retention with at least a 2.0 GPA. Although the university fell slightly short of this target goal with a 92.9% in 2020-2021, the university exceeded the threshold of acceptability of 90% set by the Florida Board of Governors. [Performance Funding Benchmarks, p.1] Several years of outcomes of this measure, along with the university's annual targets, are published in the Accountability Plan. [FSU Accountability Plan, p.9, 2022]

The university involves its personnel to sustain and improve its first-year retention rate. The Enrollment Management Committee is composed of faculty and administrators from academic and student support units and meets twice a month. The committee is charged with evaluating progress in the university's ongoing retention and graduation efforts through the review of detailed analytics and implementing recommended actions such as improvements to the advising system and academic maps as well as timely notification of faculty and students concerning grades or attendance issues. [Student Progression Institutional Effectiveness Improvement Efforts] [Enrollment Management Minutes 09.10.21] [Enrollment Management Minutes 02.04.22]

Student Achievement Criteria #2: FTIC Graduation Rates

The university has long monitored student achievement using two measures of FTIC graduation rates: the four-year and six-year graduation rates. Graduation rates, particularly the six-year

graduation rate, are a priority for student success efforts at the university. Recently, with the Legislature and Board of Governors prioritizing students completing college within four years, the university has increased its focus on the four-year graduation rate.

Although the state of Florida has shifted its focus toward the four-year graduation rate, the six-year graduation rate remains a key indicator of student success for the university. This measure is the "traditional" IPEDS overall graduation rate (graduating within 150% of time) and has been designated FSU's Key Student Completion Indicator for SACSCOC.

Four-Year Graduation Rates

The four-year graduation rate has become an important measure of undergraduate student achievement at the university, and it is in line with the university's mission. In addition to fulfilling the expectation of the university mission regarding excellence in teaching, the university's success at four-year graduation rates highlights the institutional value of "Responsible Stewardship" in which the university seeks to "transform the resources we are given and the public's trust in us into powerful impact that betters the lives of those around us, near and far." [FSU Core Values] The university leadership views high four-year graduation rates as a marker that we are providing a strong return on investment for students, their families, and the Florida taxpayers. The university measures the four-year graduation rate as the percent of first-time, full-time students entering the university in the fall term (or summer term and continuing into fall) who enroll full-time (12 hours or more) in their first fall and complete their bachelor's degree within four years of matriculation. This measure is used by the Florida Board of Governors in the Performance Funding Model as well as in the Preeminent State Research University Program.

As reported in the FSU Accountability Plan, the university's four-year graduation rate has improved, increasing over four percentage points in four years. The latest four-year rate is 72.7% for 2017-2021. [FSU Accountability Plan, p.9, 2022] This rate ranks among the top 10 public institutions in the United States. The rate also exceeds the university's own target of 72% for 2017-2021. The current four-year rate, along with the most recent prior year rates, exceed the thresholds of acceptability set by the Board of Governors and the Legislature. The university has exceeded the threshold of acceptability of 65%, which is the benchmark rate required in order to receive the maximum points for the metric [Performance Funding Benchmarks, p.1], and also has exceeded the 60% threshold set in statute for the Preeminent State Research Universities Program. [s.1007.7065, Florida Statutes, p.1]

Six-Year Graduation Rates

Unlike the four-year graduation rate, this is as much a measure of time-to-degree as it is overall success. The six-year rate provides a picture of overall student completion because it is inclusive of students completing programs longer than four years, such as Engineering. From this perspective, and like the four-year rate, the six-year graduation rate is indicative of the university's mission as well as the institutional value of "Responsible Stewardship;" it is a clear indicator of how efficiently students are completing their bachelor's degrees. As mentioned, the

university measures the six-year graduation rate using the "traditional" IPEDS calculation, which is the percent of first-time, full-time and part-time students entering the university in the fall term (or summer term and continuing into fall) who complete their bachelor's degree within 150% of time (equivalent to six years after matriculation). This measure is used by the Florida Board of Governors as a Key Performance Indicator for the university.

As reported in the FSU Accountability Plan, which includes part-time students, the university's six-year graduation rate has risen over the last four years from 80% to 83% for the period of 2015-21. [FSU Accountability Plan, p.15, 2022] Although the university has met or exceeded its goal on this measure for the last four years, it fell just one percentage point short of the 84% goal established by the university this year; however, the university continues to be well above the state-established threshold of acceptability.

Peer and Aspirational Comparisons

As part of the university's efforts to improve graduation rates, the university regularly compares itself to peer institutions. These comparisons along with state-mandated standards aid in the establishment of baselines and goals for graduation rates but also to evaluate the university's own progress over time. Though there are a number of peer groups the university examines on an ongoing basis (Carnegie R1: Doctoral Universities – Very High Research Activity, State University System of Florida, U.S. News Top 20 Public National Universities), the most frequently referenced group of peers is the official set of comparative and aspirations peers established by the Office of Institutional Research. The table below provides six-year graduation rates for FSU as well as the full set of comparative and aspirational peers. The data illustrate the progression in the university's efforts to improve graduation rates, and the university's current rates have moved closer to those of the aspirational peers.

Table: Six-Year Graduation Rates by Cohort: Florida State University and Selected Peers

Institution	Peer Type	2015-21	2014-20	2013-19	2012-18	2011-17
Florida State University	--	83%	84%	83%	83%	80%
Indiana University	Comparative	81%	80%	78%	78%	77%
Michigan State University	Comparative	82%	81%	81%	80%	79%
University of Iowa	Comparative	74%	72%	72%	73%	74%
University of Kansas	Comparative	66%	63%	67%	65%	63%
University of Missouri	Comparative	73%	73%	71%	69%	68%

Ohio State University	Aspirational	88%	87%	86%	84%	83%
University of Georgia	Aspirational	87%	87%	87%	85%	85%
University of Maryland-College Park	Aspirational	88%	87%	87%	86%	85%

Key Student Sub-Populations

The university regularly works to improve the graduation rates of all students. The university monitors select student sub-populations. The university has been engaged in efforts aimed at student success for over 25 years, and the analysis of data has been integral to this effort. These efforts are in keeping with the university's mission. The university regularly examines data on student sub-populations. Specifically, the university has paid careful attention to the graduation rates of African American students, Hispanic students, students receiving a Federal Pell Grant, and students admitted through the Center for Academic Retention and Enhancement's (CARE) Summer Bridge Program (a pathway for low socioeconomic status and first-generation students).

The Florida Legislature added Pell recipient graduation rates to the state's Performance Funding Model beginning in 2021. The university has worked diligently to close gaps in retention and graduation for all groups of students. As evidenced by the table below, six-year rates for select sub-populations have moved closer to the overall six-year graduation rate of 83% and well beyond the 70% threshold established by the university for the overall six-year rate. These data have been helpful in guiding the university to analyze barriers for time-to-degree that delay student degree completion past year four.

Table: Graduation Rates for Key Sub-Populations

Subpopulation	2015-2021		2014-2020		2013-2019	
	Cohort Size	% Graduated	Cohort Size	% Graduated	Cohort Size	% Graduated
Black	440	83%	418	81%	408	80%
Hispanic	1270	84%	1135	83%	1216	84%
Pell Recipients	1606	81%	1478	80%	1657	80%
CARE Program	389	85%	299	77%	331	79%

FSU's strategy to seek improvement is focused on three areas:

1. A Success Team Behind Every Student: For many students, particularly first-generation students, navigating higher education, selecting majors and courses, and understanding the opportunities available at a major research university can be challenging. The university continues to focus on building the success teams that help guide and support

students along their academic journey. The university's student success teams include combinations of professional academic advisors, career advisors, college life coaches, peer mentors, faculty mentors, alumni, and others. Using data and predictive analytics, these teams work proactively to guide students. [Enrollment Management Minutes 02.04.22]

2. Foundation Communities: The university has a number of targeted programs to support and engage students, starting in their first year. These programs provide a peer-community for students to help them transition, navigate, and succeed over their four years. Examples include:

    (a) The Center for Academic Retention and Enhancement (CARE), which provides transition, support, and engagement for first-generation and low-socioeconomic students; [CARE Summer Bridge Program]

    (b) Unconquered Scholars Program, which supports students previously classified as foster care, homeless, or ward of the state; and [Unconquered Scholars Program]

    (c) Living-Learning Communities, which provide students with similar academic interests a supportive network of students and faculty when they arrive at the university. [Living Learning Communities]

3. Eliminate Curricular Obstacles: Guided by efforts from the Center for the Advancement of Teaching, faculty have redesigned gateway courses. The university has worked to ensure there are sufficient course and seat availability. At the same time, the university has reduced class sizes and has increased supplemental instruction and academic support, such as peer tutoring and learning assistance. [Gateway Course Success Meeting Minutes 10.31.22] [Fill Rates Dashboard]

Student Achievement Criteria #3: Transfer Student Graduation Rate

In addition to graduation rates for FTIC students, the university also monitors transfer student graduation rates. Because the FTIC measures are limited only to undergraduate students entering the university out of high school, it is important to use additional measures of student achievement that include students transferring to the university from other postsecondary institutions. To that end, the university includes the Florida College System Associate of Arts (FCS-AA) transfer student two-year graduation rate as a measure of student achievement. Like the FTIC cohorts, the FCS-AA cohorts are set based on fall matriculation (or summer continuing into fall). However, the key distinction with the FCS-AA cohorts is the cohort members must matriculate at the university immediately after completing an Associate of Arts degree at a Florida College System institution. As evidenced by the Accountability Plan, the current FCS-AA two-year rate is 53.9%. [FSU Accountability Plan, p.10, 2022] Although this rate falls two percentage points below the university's goal of 56%, the rate is above the state-established threshold of acceptability of 50%. [Performance Funding Benchmarks, p.2]

To better support transfer students and in an ongoing effort to improve in the FCS-AA graduation rate, the Office of Transfer Student Services in the Division of Undergraduate Studies uses structured outreach efforts to connect transfer students to academic advising and other academic and student support services. The university offers an academic strategies course specifically designed for transfer students, SLS 3140. [Transfer Student Success Institutional Effectiveness Improvement Efforts]

Student Achievement Criteria #4: Graduate Degrees Awarded

The university measures the achievement of doctoral students by monitoring and setting targets for degree completion. Graduate student success is integral to the university fulfilling its mission. Graduate students play a critical role in the research enterprise of the university. They also are engaged in teaching undergraduate courses. Given the wide range of graduate student activities at the university, it is vital to ensure that graduate students are able to progress through their programs of study and complete their degrees.

The university measures graduate degrees awarded using two distinct, but related, measures. The first looks specifically at doctoral degrees awarded annually. For the purposes of this calculation, doctoral degrees include both research and professional doctorates. This measure serves as a metric in the Preeminent State Research University Program. As evidenced by the Accountability Plan, the university's current doctoral degrees awarded is 529. [FSU Accountability Plan, p.13, 2022] Although this value falls below the university's goal of 565, the university anticipates meaningful growth in doctoral degrees awarded over the next 3-5 years. Additionally, this number exceeds the threshold of acceptability of 400 degrees awarded annually, which is established by statute. [s.1007.7065, Florida Statutes, p.1]

The second measure for graduate degrees awarded looks more broadly across all levels and programs to include all graduate degrees. This measure is published annually as a "Teaching and Learning" metric in the Key Performance Indicators in the Accountability Plan, and in 2020-21 the university awarded 3,207 graduate degrees. [FSU Accountability Plan, p.15, 2022] This number is above the goal set by the university of 3,100. Because this measure is a Key Performance Indicator and not a Performance Funding or Preeminent State Research University metric, it does not have a state-mandated threshold of acceptability. The university has worked diligently to improve on this metric in recent years, and 2020-2021 is the first year in the last five in which the university has exceeded its own goal of 3,100 on this measure. The university has increased staff support for graduate student recruiting and services and expects to see continued progress on this measure over time. [FSU Graduate Enrollment Team]

Student Achievement Criteria #5: Career and Continued Education Rate

In addition to setting and evaluating goals and outcomes for student achievement that measure completion-oriented indicators, it is also important for the university to evaluate itself on students' success after college. In order to fulfill the mission statement's commitment to "lifelong learning, personal responsibility, and sustained achievement," the university monitors student achievement in career outcomes and continued education.

The university measures a career and continued education rate. This measure is calculated as the percentage of bachelor's graduates enrolled in continued education or employed with an annual salary of at least $30,000 two years after completion. This threshold was established by the state. The graduates must be employed somewhere in the United States to be included in the calculation, which uses data from the State Wage Interchange System (SWIS) that includes all 50 states, the District of Columbia, and Puerto Rico. Continued education data are taken from the National Student Clearinghouse as well as the Florida Board of Governors' State University Database System. The rates are calculated two years after baccalaureate completion. This measure serves as a metric in the state Performance Funding Model. The FBOG previously calculated this metric using a salary value of $25,000 or more; however, in 2022 the FBOG increased the threshold to $30,000. As evidenced by the Accountability Plan, the percentage of graduates who meet the performance metric is 65.9%. [FSU Accountability Plan, p.9, 2022] Because of the change in the metric calculation made by the Florida Board of Governors, the university does not have a state-established target for 2020-21; however, the university has set a goal of 68% by 2024-25. The university has exceeded the threshold of acceptability of 65%. [Performance Funding Benchmarks, p.1]

In an ongoing effort to improve its career outcomes metric, the university has increased the emphasis on the role of its career center. The Career Center trains students in interviewing and resume building and provides expanded experiential learning opportunities for students such as job shadowing and internships. The Career Center also sponsors employment fairs and provides students with information on salary prospects in various fields. [Career Center Institutional Effectiveness Improvement Efforts]

Student Achievement Criteria #6: Professional Licensure Exam Passage Rates

The final metric the university uses to evaluate student achievement is state licensure examination passage rates. Much like the career and continuing education rate, this measure is important for the university because it addresses the "sustained achievement" portion of the university mission. For professional programs like Law, Medicine, and Nursing, one critical measure of student achievement is the rates at which graduates pass the licensure or certification examinations required in order for them to secure employment in their field.

The university measures professional licensure exam passage rates using a comparison of FSU first-time pass rates with a state or national average. Specifically, the university documents rates in the FSU Accountability Plan for Nursing, Law, and Medicine (2 subtests). These rates, along with their state/national benchmarks and university goals, are published in the Accountability Report. The benchmark scores serve as the thresholds of acceptability for each rate. As documented in the Accountability Plan, Nursing's pass rate is 92%, exceeding the state threshold of acceptability (US average) of 86%. This rate falls just below the university's multi-year goal of 95%. Law's pass rate is 74%, exceeding the state threshold of acceptability (Florida average) of 71% and is below the university's upcoming year goal of 84%. The pass rates for the medical subtests are all high but vary slightly in whether they meet the state thresholds of acceptability and/or university goals. The 2-Year pass rate is 95%, which is one point below the state

threshold of acceptability (U.S. average) of 96% and just below the university's multi-year goal of 97%. The 4th-Year-CK rate is 99%, matching the threshold of acceptability (U.S. Average) of 99% and exceeding the university's multi-year goal of 98%. [FSU Accountability Plan, p.17, 2022] Despite the 2-Year pass rate falling just below the threshold of acceptability, the rate is still very high, and the university views all of these rates as positive evidence of the impact of its professional programs on graduates receiving licensure and/or certification.

To meet the university goal, the College of Law has taken steps to prepare students for the difficulties in passing the state bar exam and facilitated student participation in an independent preparation program. [Juris Doctor Institutional Effectiveness Improvement Efforts] Similarly, the College of Medicine has worked to ensure the transparency of the Step Four Examination Process and encouraged students to conduct their preparation for the exam on a more timely and focused basis. [MD Institutional Effectiveness Improvement Efforts] The College of Nursing also regularly assesses the BSN curriculum to ensure it aligns with national standards and embeds standardized national examinations into the curriculum. [Nursing Institutional Effectiveness Improvement Efforts]

Conclusion

The criteria outlined in this narrative demonstrate the university's commitment to evaluating and publishing goals and outcomes for student achievement. These criteria are also integral to the entire university's operations and taken together include all students at all campuses and instructional sites.

Evidentiary Documents

- FSU2022AccountabilityPlanBOGApproved.pdf
- OfficeOfTheProvostWebsite.pdf
- FBOGWebsite.pdf
- FBOGStrategicPlan.pdf
- FSUFactBook2021-2022.pdf
- FloridaStatutesTitleXLVIII1001.7065PreeminentState.pdf
- PerformanceFundingBenchmarks.pdf
- StudentProgressionInstitutionalEffectivenessImprov.pdf
- EnrollmentManagementMinutesSeptember102021.pdf
- EnrollmentManagementMinutesFebruary042022.pdf
- FSUCoreValues.pdf
- CARESummerBridgeProgram.pdf
- UnconqueredScholarsProgram.pdf
- LivingLearningCommunities.pdf
- GatewayCourseSuccesMeetingMinutesOctober312022.pdf

[FillRatesDashboard.pdf](#)

[TransferStudentSuccessInstitutionalEffectivenessIm.pdf](#)

[FSUGraduateEnrollmentTeam.pdf](#)

[CareerCenterInstitutionalEffectivenessImprovementE.pdf](#)

[JurisDoctorInstitutionalEffectivenessImprovementEf.pdf](#)

[MDInstitutionalEffectivenessImprovementEfforts.pdf](#)

[NursingInstitutionalEffectivenessImprovementEffort.pdf](#)

<table>
<tr><td>***8.2.a***</td><td>*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the student learning outcomes for each of its educational programs.* **(Student Outcomes: Educational Programs)**</td></tr>
</table>

   __X__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

Overview of the Outcomes Assessment Process

Institutional Effectiveness (IE) is a critical component to improving the educational programs at the university. [Educational Programs Assessment Handbook] It establishes an important way in which the university measures performance against its mission. [FSU Mission Statement] Student outcomes are assessed for each of the university's educational programs, which are defined as "(a)n organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community," assigned a unique Certification of Instructional Programs (CIP) code and offering one or more majors/concentration tracks. [BOG Regulation 8.011] Student outcomes assessment is conducted for educational programs including certificate and degree programs offered at the university. The degree and certificate program inventory is maintained by the Office of Institutional Research and is publicly available. [Educational Program Inventory Fall 2022]

Annually, educational programs engage in student outcomes planning, assessment, and improvement. [List of IE Reporting Educational Programs] Assessment reports for undergraduate and graduate degree and certificate programs are contained within the university's IE Portal. [IE Portal Homepage] 335 faculty and staff members have access to the portal and contribute to the submission of the annual outcomes assessment reports. [IE Portal Users] In total, over 1,600 student outcomes are assessed and reported every year; about 1,300 of the outcomes are student learning outcomes (SLOs) and about 350 outcomes are Program Outcomes. [Educational Program Outcomes]

The Florida Board of Governors (FBOG) requires the development, assessment, and improvement of SLOs for all undergraduate degree programs offered by the public universities in the State University System. [BOG Regulation 8.016] The programs' SLOs, areas of learning, and methods of assessment are listed in the university's interactive visualization report posted on the Office of the Provost website. [Academic Learning Compacts Homepage] [Academic Learning Compact Example] In addition, the FBOG requires universities to submit a status report on SLO assessments for each baccalaureate program every year by December 15th. [SLO Assessment Data Request Memo] [Example SLO Assessment Status Report to BOG]

At FSU, each educational program identifies at least one program outcome and at least two student learning outcomes for graduate programs. Bachelor's programs have at least five SLOs. [Number of Outcomes Table] All new educational programs, at the proposal stage, are required to identify SLOs; these elements of the proposal receive review and approval from the Director of Institutional Performance and Assessment (IPA). [New Degree Proposal Form, p.6] [New Certificate Proposal Form, p.3] [Approved Proposal Example, pp.9,16-19]

Identification of Student Learning Outcomes and Assessment

At FSU, for each educational program, faculty identify the knowledge, skills, and values that students are expected to attain in a specific program and/or course along with the method of assessment. At the end of each year, instructional faculty assess whether students achieved the learning goals. Depending on the analysis of results, program faculty establish an action plan aimed at maintaining or improving learning in the next academic year(s). [Outcomes Assessment Process Visual]

The IPA staff provide training in the design of outcomes. Specifically, units are instructed to follow the S.M.A.R.T. guidelines – SLOs should be Specific (express a single idea), Measurable (use concrete action verbs from the Bloom's Taxonomy), Attainable/Appropriate (be achievable by a typical student as a result of learning experiences in the program), Results-Oriented (reflect what students will have learned rather than what content will be taught or what teaching activities will take place), and Time-Bound (be attainable by a specific milestone in the program). In their outcomes assessment plans, units provide the outcomes, standards, and the assessment method, and a standard that defines success in achieving learning goals. [Example Assessment Plans Accounting Bachelors] [Example Assessment Plans MVMH Certificate]

For each outcome, faculty identify at least one assessment method. Because each educational program has multiple student learning outcomes, faculty are provided with indicators of performance. [Example Assessment Plans Mechanical Engineering Bachelors] The IE Portal provides assessment methods for units. [Assessment Instruments List]

Achievement of the SLO is evaluated using a measurable, quantifiable standard that defines success in attainment of an educational outcome. Faculty determine what constitutes the acceptable level of mastery and the threshold of acceptability. [Example Assessment Plans Entrepreneurship Bachelors] [Example Assessment Plans Data Science Masters] Academic units may develop rubrics and curriculum maps as part of the program's assessment plans. [Example Curriculum Map Art Education Masters] [Example Rubric Special Events Certificate] Educational programs that are offered at off-campus instructional sites and/or via distance learning have the same SLOs and learning standards as the main campus programs.

Assessment, Analysis, and Improvement of Student Learning Outcomes

Educational programs' learning outcomes are annually assessed, analyzed, and considered for improvement. At the end of the academic year, educational programs aggregate outcomes assessment information/data and provide results summaries. The results statement for each SLO

is largely quantitative and includes such details as the number of students, counts of correct answers, overall percentages, and dates/semesters. For each learning outcome, instructors must determine whether the SLO standard was achieved. In cases when there is insufficient information/data to draw definitive conclusions, the unit may designate their results as inconclusive. [Example Assessment Results Actuarial Science Bachelors] [Example Assessment Results URP Masters]

Academic units analyze the assessment results. This analysis can include: (1) a statement comparing most recent SLO levels to past year(s), (2) take-aways from internal discussions or investigations regarding the demonstrated learning outcomes, (3) logical links between the levels of learning shown by the students and the needed improvement action(s), (4) identification of areas of success in addition to areas needing enhancements, and (5) an evaluation of the assessment methodology if program faculty conclude that the way an SLO is assessed needs to be changed. [Example Assessment Results Computer Science Masters] When applicable, the analysis of results can also include 'closing of the loop' on prior year'(s') improvement action(s); faculty can explicitly state whether the changes were indeed implemented as planned and whether they had the intended positive effect on student learning [Example Assessment Results Sociology Bachelors]

As the final step in the annual learning outcomes review and improvement process, every reporting academic unit is required to formulate a plan to take action to improve student learning or program performance. [SLOs Improvement Actions Guide] In cases when SLOs are being consistently achieved at a high level, programs are advised to either increase the standard for success or to consider more advanced learning outcomes. If these changes are not feasible, academic programs describe how they expect to maintain high level of student learning. [Example Assessment Results ILM Certificate]

Educational programs offered on multiple campuses and/or via distance learning report results separately. Academic units are encouraged to engage in comparative assessment noting differences. [Example Assessment Results ISS Bachelors] The university's IE Portal permits the documentation of SLO results for each separate location/modality under the same learning outcome assessment plan. [Example IE Portal Layout]

Institutional Oversight, Review, and Approval

At the level of educational programs, the outcomes assessment process is a responsibility shared by the program faculty. Typically, each educational program has one assessment coordinator responsible for the assessment process. This individual can also function as the unit's IE representative who is responsible for documenting outcomes assessment in the university's IE Portal. [IE Representatives List] In consultation with each dean's office, the Office of IPA created, annually updates, and makes publicly available the timeline for submission of assessment plans and results. [Colleges Assessment Calendars]

Depending on the size, governance structure, and assessment practices of the college, assessment reports are reviewed, revised, and approved by department chairperson, the department and/or college-level curriculum committees, and/or a college-level representative. They can request

changes, receive notifications from program faculty when reports have been revised, and issue college-level approval of outcomes assessment narratives. [Example IE Assessment Internal Review and Approval Arts and Sciences] [Example IE Assessment Internal Review and Approval Social Sciences]

After the outcomes assessment reports are approved at the college level, the Office of IPA is notified by the college representative that the reports are ready for the technical review. [Example IE Assessment Approval at College Level Education] The technical review includes checking that all outcomes' next year's assessment plans and past year's results have been submitted for all active program's locations/modalities and that improvement actions reflect genuine acts of educational betterment. Each educational program either receives a written confirmation that their assessment report meets university expectations or receives a written request for revisions. After revisions are made, IPA issues a written technical review approval. [Example IE Assessment Tech Review and Approval Hospitality] [Example IE Assessment Tech Review and Approval Fine Arts]

In addition to the technical review, IPA provides resources, training, feedback, and individual and small group assistance to help units with outcomes assessment, reporting, and review. [IPA Website Training Tab May 2022] [IPA Website Resources Tab May 2022] [Educational Programs Assessment Handbook] [Outcomes Assessment Seminar Slides] [Assessment Seminars and Trainings Attendance] [IE Portal User Guide] [IE Portal Training Slides] IPA also provides oversight for the assessment reporting process university-wide, including tracking and documenting its completion status and communicating progress to stakeholders, and conducting meetings with college representatives to coordinate assessment efforts. [Example Outcomes Results Submission Status Report] [Learning Outcomes Update for Deans and Chairs Fall 2022] [Meeting with Provost]

In addition to improvements in educational outcomes, the university also seeks to improve the quality of the outcomes assessment and reporting process. The Office of Institutional Performance and Assessment (IPA) was established in Spring 2020 with the goal of strengthening institutional culture of continuous improvement and supporting best practices in outcomes assessment. [IPA Website About Page] In addition to the administrative oversight and support, the office has provided leadership in creating and maintaining institutional structures and programming to support assessment. In Spring 2021, the IPA Director convened an academic assessment workgroup whose main purpose was to help coordinate university assessment efforts. [IE Assessment Advisory Group Members] [IE Assessment Advisory Group Agendas] [IE Assessment Advisory Group Notes] In Spring 2023, the advisory group was formalized and became the Committee for Assessment of Student Learning (CASL). [CASL Service Invitation from Provost] [CASL Members] [CASL Agenda 20230216] [CASL Meeting Notes 20230216] The Office of IPA is in the process of establishing leadership buy-in and securing funding for new programs, including Summer Assessment Institute and a peer (faculty-to-faculty) review program. [Assessment Program Proposal]

Sample of Student Learning Outcomes Assessment Reports

A 22% sample of outcome reports is provided below. The sample is representative of all types of degree and certificate programs offered on the main campus, branch campuses, off-campus instructional site, and distance learning. It includes assessment plans from large and small colleges. [Fall 2022 Student Enrollment by College] The sample includes bachelors, masters, specialist, doctoral, and professional degrees as well as graduate and undergraduate certificates. At least 20% of educational programs from each degree level and location/modality group is represented in the sample. [2022 Representative Sample Table] The sample includes established and newer educational programs; with large, medium, and small student enrollment; with and without specialized accreditation; and across CIP codes when sampled from large colleges.

The reports include outcomes assessment plans, results, their analysis, and improvement actions from the three most recent reporting cycles: 2019-2020, 2020-2021, and 2021-2022 academic years.

Academic Program	Level	College	Location/Modality
Anthropology	Bachelors	Arts & Sciences	Tallahassee
Application of Unmanned Aircraft Systems	Graduate Certificate	Social Sciences & Public Policy	Tallahassee
Applied Economics	Masters	Social Sciences & Public Policy	Tallahassee
Art Therapy	Masters	Fine Arts	Tallahassee
Athletic Coaching	Masters	Education	Distance Learning
Athletic Training	Bachelors	Health and Human Sciences	Tallahassee
Biological Sciences	Bachelors	Arts & Sciences	Tallahassee
Biostatistics	Masters	Arts & Sciences	Tallahassee
Business Administration	Masters	Business	Tallahassee
Chemistry	Doctorate	Arts & Sciences	Tallahassee
Civil Engineering	Doctorate	Engineering	Tallahassee

Classics	Masters	Arts & Sciences	Tallahassee
College Teaching	Graduate Certificate	Education	Distance Learning
Communication Science and Disorders	Doctorate	Communication and Information	Tallahassee
Computer Engineering	Bachelors	Engineering	Tallahassee
Computer Science	Bachelors	Arts & Sciences	Tallahassee
Computer Science	Masters	Arts & Sciences	Tallahassee
Counseling and Human Systems	Specialist	Education	Tallahassee
Criminology	Bachelors	Criminology	Distance Learning
Curriculum and Instruction	Doctorate	Education	Tallahassee
Dance	Bachelors	Fine Arts	Tallahassee
Educational Leadership and Administration	Graduate Certificate	Education	Distance Learning
Educational Leadership and Policy	Specialist	Education	Distance Learning
Educational Leadership and Policy	Doctorate	Education	Distance Learning
Educational Psychology	Doctorate	Education	Tallahassee
Electrical Engineering	Bachelors	Engineering	Panama City, Florida
Elementary Education	Bachelors	Education	Tallahassee
Emergency Management	Graduate Certificate	Social Sciences and Public Policy	Distance Learning
Emergency Management	Undergraduate Certificate	Social Sciences and Public Policy	Distance Learning
English	Bachelors	Arts & Sciences	Tallahassee

French	Bachelors	Arts & Sciences	Tallahassee
Geography	Doctorate	Social Sciences and Public Policy	Tallahassee
Global Citizenship	Undergraduate Certificate	Social Sciences and Public Policy	Tallahassee
Health Information Technology	Undergraduate Certificate	Communication and Information	Tallahassee
Higher Education	Masters	Education	Tallahassee
History	Doctorate	Arts & Sciences	Tallahassee
History and Criticism of Art	Doctorate	Fine Arts	Tallahassee
Hospitality Management	Bachelors	Hospitality	Tallahassee
Industrial Engineering	Masters	Engineering	Tallahassee
Information	Masters	Communication and Information	Distance Learning
Information Architecture	Graduate Certificate	Communication and Information	Distance Learning
Information Technology	Masters	Communication and Information	Tallahassee
Instructional Systems and Learning Technologies	Masters	Education	Distance Learning
Interdisciplinary Humanities	Bachelors	Arts & Sciences	Tallahassee
Interdisciplinary Social Science	Bachelors	Social Sciences and Public Policy	Tallahassee
International Affairs	Bachelors	Social Sciences and Public Policy	Republic of Panama
International Affairs	Masters	Social Sciences and Public Policy	Republic of Panama

Italian Studies	Masters	Arts & Sciences	Tallahassee
Juris Master	Masters	Law	Distance Learning
Leadership in Exec and Admin Development	Graduate Certificate	Social Work	Distance Learning
Leadership Studies	Undergraduate Certificate	Education	Tallahassee
Management Information Systems	Masters	Business	Distance Learning
Marketing	Bachelors	Business	Tallahassee
Marriage and Family Therapy	Doctorate	Health and Human Sciences	Tallahassee
Mathematics	Bachelors	Arts and Sciences	Tallahassee
Measurement and Statistics	Graduate Certificate	Education	Tallahassee
Medicine	Professional	Medicine	Tallahassee
Meteorology	Masters	Arts & Sciences	Tallahassee
Motion Picture Arts	Bachelors	Motion Picture Arts	Tallahassee
Music Education	Bachelors	Music	Tallahassee
Music Theory and Composition	Doctorate	Music	Tallahassee
Music Therapy	Masters	Music	Tallahassee
National Intelligence Studies	Graduate Certificate	Social Sciences and Public Policy	Tallahassee
National Intelligence Studies	Graduate Certificate	Social Sciences and Public Policy	Distance Learning
Neuroscience	Doctorate	Arts & Sciences	Tallahassee
Nursing	Bachelors	Nursing	Tallahassee
Nursing Practice	Professional	Nursing	Distance Learning

Oceanography	Doctorate	Arts & Sciences	Tallahassee
Physician Assistant Practice	Masters	Medicine	Tallahassee
Political Science	Undergraduate Certificate	Social Sciences and Public Policy	Tallahassee
Preparing Future Faculty	Graduate Certificate	The Graduate School	Tallahassee
Professional Communication	Bachelors	Applied Studies	Panama City, Florida
Professional Communication	Masters	Applied Studies	Panama City, Florida
Psychiatric Mental Health	Graduate Certificate	Nursing	Distance Learning
Psychology	Bachelors	Arts & Sciences	Panama City, Florida
Psychology	Doctorate	Arts & Sciences	Tallahassee
Public Administration	Masters	Social Sciences and Public Policy	Tallahassee
Public Safety and Security	Bachelors	Applied Studies	Panama City, Florida
Real Estate	Bachelors	Business	Tallahassee
Religion	Masters	Arts & Sciences	Tallahassee
Retail Entrepreneurship	Masters	Entrepreneurship	Tallahassee
SAS Programming and Data Analysis	Graduate Certificate	Arts & Sciences	Tallahassee
Slavic	Masters	Arts & Sciences	Tallahassee
Social Work	Masters	Social Work	Tallahassee
Sociology	Bachelors	Social Sciences and Public Policy	Tallahassee
Special Events	Undergraduate Certificate	Hospitality	Distance Learning
Sport Management	Masters	Education	Tallahassee

|			
Statistics	Bachelors	Arts & Sciences	Tallahassee
Systems Engineering	Masters	Engineering	Panama City, Florida
Theatre	Masters	Fine Arts	Sarasota, Florida
Underwater Crime Scene Investigation	Undergraduate Certificate	Applied Studies	Panama City, Florida
Underwater Crime Scene Investigation	Graduate Certificate	Applied Studies	Panama City, Florida
Urban and Regional Planning	Masters	Social Sciences and Public Policy	Tallahassee

Program Outcomes

In addition to student learning outcomes, all educational programs identify and evaluate performance goals related to the overall program and student success. These broader, non-curricular priorities of academic units are called Program Outcomes (POs). Most POs for educational programs are focused on various program and student success metrics, such as application and admission rates, student persistence/retention, degree completion/graduation, post-graduation success (securing employment and/or further studies), licensure/certification passage rates, etc. [Example PO Plans MIS Masters] [Example PO Plans Sport Management Doctorate] For educational programs, planning, assessment, analysis, and improvement of their POs is conducted in the same manner as for their SLOs. [Example PO Results Motion Picture Arts] [Example PO Results Republic of Panama] [Example PO Internal Review and Approval Arts and Sciences] [Example PO Internal Review and Approval Social Sciences]

Conclusion

Florida State University's institutional commitment to improving its student learning is demonstrated through processes aimed to assess outcomes in its many educational programs. Both its programs and processes are subject to continuous improvement. These processes are documented in the university's institutional effectiveness portal.

Evidentiary Documents
EducationalProgramsAssessmentHandbook.pdf
FSUMissionStatement.pdf
BOGRegulation8.011.pdf
EducationalProgramInventory.pdf
ListOfIEReportingEducationalPrograms.pdf

IEPortalHomepage.pdf

IEPortalUsers.pdf

EducationalProgramsAndTheirOutcomes.pdf

BOGRegulation8.016.pdf

AcademicLearningCompactsHomepage.pdf

AcademicLearningCompactExample.pdf

SLOAssessmentDataRequestMemo.pdf

ExampleSLOAssessmentStatusReportToBOG.pdf

NumberOfOutcomesTable.pdf

NewDegreeProposalForm.pdf

NewCertificateProposalForm.pdf

ApprovedProposalExample.pdf

OutcomesAssessmentProcessVisual.pdf

ExampleAssessmentPlansAccountingBachelors.pdf

ExampleAssessmentPlansMVMHCertificate.pdf

ExampleAssessmentPlansMechanicalEngineeringBachelo.pdf

AssessmentInstrumentsList.pdf

ExampleAssessmentPlansEntrepreneurshipBachelors.pdf

ExampleAssessmentPlansDataScienceMasters.pdf

ExampleCurriculumMapArtEducationMasters.pdf

ExampleRubricSpecialEventsCertificate.pdf

ExampleAssessmentResultsActuarialScienceBachelors.pdf

ExampleAssessmentResultsURPMasters.pdf

ExampleAssessmentResultsComputerScienceMasters.pdf

ExampleAssessmentResultsSociologyBachelors.pdf

SLOsImprovementActionsGuide.pdf

ExampleAssessmentResultsILMCertificate.pdf

ExampleAssessmentResultsISSBachelors.pdf

ExampleIEPortalLayout.pdf

IERepresentativesList.pdf

CollegesAssessmentCalendars.pdf

ExampleIEAssessmentInternalReviewAndApprovalArtsAn.pdf

ExampleIEAssessmentInternalReviewAndApprovalSocial.pdf

ExampleIEAssessmentApprovalAtCollegeLevelEducation.pdf

ExampleIEAssessmentTechReviewAndApprovalHospitalit.pdf

ExampleIEAssessmentTechReviewAndApprovalFineArts.pdf

IPAWebsiteTrainingTabMay2022.pdf

IPAWebsiteResourcesTabMay2022.pdf

OutcomesAssessmentSeminarSlides.pdf

AssessmentSeminarsAndTrainingsAttendance.pdf

IEPortalUserGuide.pdf

IEPortalTrainingSlides.pdf

ExampleOutcomesResultsSubmissionStatusReport.pdf

LearningOutcomesUpdateForDeansAndChairsFall2022.pdf

MeetingWithProvost.pdf

IPAWebsiteAboutPage.pdf

IEAssessmentAdvisoryGroupMembers.pdf

IEAssessmentAdvisoryGroupAgendas.pdf

IEAssessmentAdvisoryGroupNotes.pdf

CASLServiceInvitationFromProvost.pdf

CASLMembers.pdf

CASLAgendaFebruary162023.pdf

CASLMeetingNotesFebruary162023.pdf

AssessmentProgramProposal.pdf

Fall2022StudentEnrollmentByCollege.pdf

2022RepresentativeSampleTable.pdf

TLHBAnthropology.pdf

TLHGCApplicationOfUnmannedAircraftSystems.pdf

TLHMAppliedEconomics.pdf

TLHMArtTherapy.pdf

DLMastersAthleticCoaching.pdf

TLHBAthleticTraining.pdf

TLHBBiologicalSciences.pdf

TLHMBiostatistics.pdf

TLHMBusinessAdministration.pdf

TLHDChemistry.pdf

TLHDCivilEngineering.pdf

TLHMClassics.pdf

DLGraduateCertificateCollegeTeaching.pdf

TLHDCommunicationScienceAndDisorders.pdf

TLHBComputerEngineering.pdf

TLHBComputerScience.pdf

TLHMComputerScience.pdf

TLHSCounselingAndHumanSystems.pdf

DLBachelorsCriminology.pdf

TLHDCurriculumAndInstruction.pdf

TLHBDance.pdf

DLGraduateCertificateEducationLeadershipAndAdminis.pdf

DLSEducationalLeadershipAndPolicy.pdf

DLDoctorateEducationalLeadershipAndPolicy.pdf

TLHDEducationalPsychology.pdf

PCFLBElectricalEngineering.pdf

TLHBElementaryEducation.pdf

DLGraduateCertificateEmergencyManagement.pdf

DLUCEmergencyManagement.pdf

TLHBEnglish.pdf

TLHBFrench.pdf

TLHDGeography.pdf

TLHUCGlobalCitizenship.pdf

TLHUCHealthInformationTechnology.pdf

TLHMHigherEducation.pdf

TLHDHistory.pdf

TLHDHistoryAndCriticismOfArt.pdf

TLHBHospitalityManagement.pdf

TLHMIndustrialEngineering.pdf

DLMastersInformation.pdf

DLGraduateCertificateInformationArchitecture.pdf

TLHMInformationTechnology.pdf

DLMastersInstructionalSystemsAndLearningTechnologi.pdf

TLHBInterdisciplinaryHumanities.pdf

TLHBInterdisciplinarySocialScience.pdf

ROPBInternationalAffairs.pdf

ROPMInternationalAffairs.pdf

TLHMItalianStudies.pdf

[DLMastersJuris Master.pdf](DLMastersJurisMaster.pdf)

DLGraduateCertificateLeadershipInExecutiveAndAdmin.pdf

TLHUCLeadershipStudies.pdf

DLMastersManagementInformationSystems.pdf

TLHBMarketing.pdf

TLHDMarriageAndFamilyTherapy.pdf

TLHBMathematics.pdf

TLHGCMeasurementAndStatistics.pdf

TLHProfMedicine.pdf

TLHMMeteorology.pdf

TLHBMotionPictureArts.pdf

TLHBMusicEducation.pdf

TLHDMusicTheoryAndComposition.pdf

TLHMMusicTherapy.pdf

TLHGCNationalIntelligenceStudies.pdf

DLGraduateCertificateNationalIntelligenceStudies.pdf

TLHDNeuroscience.pdf

TLHBNursing.pdf

DLProfNursingPractice.pdf

TLHDOceanography.pdf

TLHMPhysicianAssistantPractice.pdf

TLHUCPoliticalScience.pdf

TLHGCPreparingFutureFaculty.pdf

PCFLBProfessionalCommunication.pdf

PCFLMProfessionalCommunication.pdf

DLGraduateCertificatePsychiatricMentalHealth.pdf

PCFLBPsychology.pdf

TLHDPsychology.pdf

TLHMPublicAdministration.pdf

PCFLBPublicSafetyAndSecurity.pdf

TLHBRealEstate.pdf

TLHMReligion.pdf

TLHMRetailEntrepreneurship.pdf

TLHGCSASProgrammingAndDataAnalysis.pdf

TLHMSlavic.pdf

TLHMSocialWork.pdf

TLHBSociology.pdf

DLUCSpecialEvents.pdf

TLHMSportManagement.pdf

TLHBStatistics.pdf

PCFLMSystemsEngineering.pdf

SRSMTheatre.pdf

PCFLUCUnderwaterCrimeSceneInvestigation.pdf

PCFLGCUnderwaterCrimeSceneInvestigation.pdf

- TLHMUrbanAndRegionalPlanning.pdf
- ExamplePOPlansMISMasters.pdf
- ExamplePOPlansSportManagementDoctorate.pdf
- ExamplePOResultsMotionPictureArts.pdf
- ExamplePOResultsRepublicOfPanama.pdf
- ExamplePOInternalReviewAndApprovalArtsAndSciences.pdf
- ExamplePOInternalReviewAndApprovalSocialSciences.pdf

Narrative

Florida State University has an articulated and publicized set of student learning outcomes (SLOs) for its general education curriculum. [FSU Undergraduate Bulletin, p.121, 2022-2023] It operates an assessment protocol incorporating data collection, analysis, and development of improvement plans that involves all campuses offering the curriculum (Tallahassee, Online, Panama City, Florida, and Panama, Republic of Panama). The university, colleges, and departments use results of this assessment protocol to maintain its standards and drive continuous improvement of the general education curriculum.

General Education and Student Learning Outcome Structure

The general education curriculum is included within the Liberal Studies requirements for undergraduates. Both general education and Liberal Studies are overseen by the Faculty Senate Liberal Studies Coordinating and Policy Committee (LSCPC). [FSU General Bulletin, p.120, 2022-2023] The general education curriculum consists of seven areas: English Composition, Quantitative and Logical Thinking, History, Social Sciences, Humanities and Cultural Practice, Ethics, and Natural Sciences. Liberal Studies, more generally, has required courses beyond those offered in general education. They are intended to build and extend student's educational foundation. The Liberal Studies graduation requirements include: Writing and Upper Division Writing, Scholarship in Practice (application of scholarship to an original project), Formative Experiences (hands-on, high impact practices), Oral Communication, Natural Sciences Laboratory, Civic Literacy and Diversity (cross cultural studies and western experience).

General education courses are central to undergraduate education. Each of the required seven areas has defined SLOs approved by the Faculty Senate Committee. They apply to all courses approved within an area, regardless of the academic department offering the course. The number of SLOs for each area are as follows in Table 1:

Table 1. Student Learning Outcomes Count by General Education Area

General Education Area	Number of Student Learning Outcomes
English Composition	4

Quantitative and Logical Thinking	2
History	2
Social Sciences	2
Humanities and Cultural Practice	2
Ethics	2
Natural Sciences	3

There are 17 SLOs across the seven general education areas. The specific SLOs for each area are listed on the General Education SLO Crosswalk in Figure 1 included later in this narrative. The SLOs are used to measure and assess the three general education competencies fostered by the general education curriculum – Analysis, Communication and Problem Solving.

Courses ultimately included in the general education curriculum are evaluated by faculty reviewers and the Office of Liberal Studies as part of the approval process. A component of the course submission and faculty review protocol is a requirement that a proposed course articulate how each student learning outcome is incorporated into course content and assessed. To demonstrate the assessment element, course submitters include sample assignments and related performance evaluation documents/rubrics for each general education SLO. Faculty reviewers, in addition to staff in the Office of Liberal Studies, read each assessment and related rubric to verify that the sample assignment addresses the identified SLO and that the proposed rubric includes benchmarks appropriate to the SLO. This construction ensures that SLO assessment has been included in the design for the course and that the submitting department has identified assessment methods appropriate for the general education course. For example, a department submitting a course for consideration for inclusion in the History general education area includes examples of assignments and related rubrics for the assessment and benchmarks/standards of at least two SLOs designated for History:

1. Discuss the role of historical factors in contemporary problems or personal experiences.

2. Analyze claims about historical phenomena.

Departments must ensure that all SLOs are assessed each rotation when the course is taught. Complete information about the Liberal Studies course approval process can be found here. [Liberal Studies Operations Manual] Documentation for two successful general education course proposals and accompanying evaluation rubrics and benchmarks is included. [Curriculum Examples]

General Education Assessment – Evaluated and Restructured

Both the General Education curriculum and its assessment have undergone a number of changes in the last five years. Some changes were dictated by state policy; the others have emerged from campus discussions. The most recent steps, both substantive and procedural, were implemented in 2022. A detailed timeline and supporting documents related to the ongoing reconfiguration can be found here. [Timeline] The Liberal Studies Coordinating and Policy Committee has guided the changes and overall design. (Notes from the most recent timeline discussed [January23LSCPCNotes])

A note on context is important. Florida State University's general education assessment process is conceived considering two important factors: size and scope. First, FSU's general education enrollments are substantial. Table 2 shows the volume of general education enrollment by Tallahassee and Online and Branch Campuses in a single semester - Fall 2022, approximately 48,000. The total more than doubles when adding spring and summer terms.

Second, the extent of curriculum is large. Overall, it includes 443 courses (including state-mandated courses) offered by 53 academic units. [FSU Undergraduate Bulletin, p.121, 2022-2023] Annually, Florida State University offers around 3,300 general education sections across its four campuses – Tallahassee, Online, Panama City, FL (PC) and Panama City, Republic of Panama (ROP). No general education courses are offered on the Sarasota campus. Table 3 below provides a summary of the annual general education course sections by originating campus and with totals for the five years.

The scale of the university's offerings presents its own challenges. Its content is managed at the college and department level. The current process of assessment was developed as part of an ongoing effort to create a sustainable and meaningful assessment environment. It grew out of the revision of *SACSCOC The Principles of Accreditation: Foundations for Quality Enhancement* (3rd Edition) 2018. In late summer 2019, an ad hoc faculty committee was established by the Provost to address the changes. The committee members included representatives from the Faculty Senate Liberal Studies Coordinating and Policy Committee (LSCPC), the Faculty Senate, departments participating in the general education curriculum, and the Office of Liberal Studies. These representatives convened and reviewed FSU's general education assessment practices in light of the new requirement for an assessment process with demonstrated impacts.

Over the course of the semester, the committee discussed the campus climate as it related to assessment (overall and general education specifically), considered the number and alignment of the institution's general education student learning outcomes, and reviewed assessment models compiled by the Office of Liberal Studies in Fall 2018. Minutes and related documents from the ad hoc committee meetings can be found here. [AdHoc2018Notes]

Table 2. General Education Headcount (Duplicated) Enrollment Data – Fall 2022

Tallahassee and Online Campuses			
Area	**# of Courses**	**Sections**	**Total Enrollment by Area or Campus**
Quantitative/Logical Thinking	14	388	11,332
English Composition	2	297	4,393
Social Sciences	15	96	5,884
History	17	43	1,823
Humanities and Cultural Practices	51	127	4,305
Ethics	12	53	2,132
Natural Sciences	37	504	17,454
Total	148	1,508	47,323*
Branch Campus	**# of Courses**	**Sections**	**Enrollment**
Panama City, FL	21	30	365*
Republic of Panama	32	41	702*
University Totals	201	1,579	48,390*

*These totals are a duplicated student count as a student may take more than one general education course in a semester.

Table 3. General Education Course Sections Offered by Academic Year and Campus Location

Year	Tallahassee	Online	Panama City, FL	Republic of Panama	Total
2017-2018	2,730	303	47	170	3,250
2018-2019	2,853	297	65	178	3,393
2019-2020	2,978	343	60	174	3,555
2020-2021	349	2,782	51	0*	3,182
2021-2022	2,337	798	79	32+	3,246

* Because of governmental restrictions, all courses offered on the Republic of Panama campus were online for 2020-2021.
+Remote learning continued at the Republic of Panama in Fall 2021, thus, the lower number of courses.

Following its review and deliberations, the ad hoc committee recommended the following:

1. SLO Clustering: Cluster the 17 student learning outcomes into a smaller number of overarching competencies (2-4) for assessment and improvement plan purposes.

2. High Enrollment Courses: Develop a course sampling process that results in a representative set of courses that minimizes logistical intrusion and faculty fatigue while allowing meaningful assessment of the curriculum. A stratified approach was recommended that allowed for the rotation of courses, capturing all areas of the curriculum and centered on high enrollment courses, so departments could plan for assessment as well as conduct thorough results analysis to construct and implement viable improvement plans.

3. Assessment Mapping and Protocol: Map a multi-year cycle for assessment planning that incorporates analyzing SLO data from assessed courses, creating improvement plans, and reviewing the impact of those improvement plans.

4. Encourage Faculty Participation: Formulate ways to expand active faculty participation in the analysis and improvement plan development.

SLO Clustering

The faculty ad hoc committee proposed a scheme for grouping the 17 SLOs that allowed for the curricular competencies to be identified and assessed. This resulted in the identification of three broad Competencies (Figure 1) that serve as program-level outcomes (Competency Student Learning Outcomes - CSLO) for FSU's general education curriculum. These clusters are currently labeled Analysis, Problem Solving, and Communication. (The titles and SLO alignment for the clusters have shifted over time as part of planned improvements, as is reflected in early Institutional Effectiveness (IE) entries and supporting documents to this narrative.   Institutional effectiveness entries are included in a university portal.)

Beyond creating a cohesive formulation for the SLOs, the identification of overarching competency outcomes provides programmatic level of review of student learning in general education at Florida State University. Under the plan of the ad hoc committee, the LSCPC addresses the broader Competency Student Learning Outcomes (CSLO) (university level) while the departments focus on the course level SLOs and unit level implications. With this approach, FSU developed a two-pronged system of analysis and planning methods to improve student learning in its general education curriculum. Examples of unit and LSCPC reviews are presented later in this narrative. The clustering of the SLOs into the CSLOs, or Competencies, is presented in Figure 1.

High Enrollment Courses and Assessment Map

The ad hoc committee proposed a two-pronged approach to general education assessment that encourages faculty engagement and consistency. The sampling methodology supports this approach. For Tallahassee and online offerings, the first strata of the sampling method selects the courses whose enrollment constitutes the largest 66% of all general education courses enrollment in the fall semester when ranked from largest to smallest. The second strata is a sample of the remaining courses that fall in general education areas not captured in the first strata. The two strata of courses are designated as "high enrollment" courses for the purposes of description. A three-year course rotation cycle was proposed for these high enrollment courses. These courses are designated high enrollment courses for descriptive purposes. A third strata, inclusive of all sections, was subsequently developed to handle sample sizes at the Panama City, Florida, and Republic of Panama campus that would have been too small otherwise. [1 Fall 2021 Methodology] This sampling method – high enrollment courses assessed on a rotating basis – was developed to address three concerns identified by the ad hoc committee:

1. Assessment Fatigue. Continually requesting data and the subsequent analysis and improvement plans eroded meaningful faculty participation in the formal assessment process. In previous assessment iterations involving random sampling of all courses offered in a term, faculty expressed frustration with the frequency of and methodology for data collection particularly when asked to supply information for

more than one section of a course across multiple terms. By focusing faculty attention on specific semesters and courses, we sought to and did improve the response rate and the quality of the analysis and the related improvement plans. (Results from prior years assessment can be found here [1718 GEA Reports].)

2. Turnaround Time. An all-inclusive, continuous data collection and assessment process involving thousands of sections has the potential to overwhelm those involved and diminish the emphasis on analyzing and developing meaningful improvement plans by consuming faculty and administrative time in continuous data collection. The adopted three-year cycle allows faculty to thoughtfully identify concerns, develop improvement plans, train instructors (including graduate assistants), implement the plan, assess the impact, and make further modifications before the next assessment cycle. The new protocol refocuses faculty involvement and emphasis on the primary goal of improving student learning. [2 General Education Assessment Schematic with Sample]

3. Planning Time for Departments. Previous general education assessment processes did not allow units to plan for data collection and submission. By establishing a three-year cycle, FSU can provide significant organization and training to units in preparation for the upcoming cycle. For example, beginning with the Fall 2022 cycle, the Office of Liberal Studies and the Office of Institutional Performance and Assessment (IPA) notified units in February 2022 of the classes included in the Fall 2022 sample. As part of the notification process, the two offices held meetings with related associate deans and department chairs at which the timeline and expectations for the assessment process were outlined in detail. (Agendas for these meetings can be found here. [2022-2023 General Education Assessment Orientation Agendas]) Additionally, IPA hosted training webinars for the departments. These sessions focused on best practices and were designed to support faculty as they develop and deploy assessment instruments. The PowerPoint presentation for these training webinars is included with this response. [General Education Assessment Best Practices 2022]

Figure 1. General Education Student Learning Outcomes Grouped by Competencies – Fall 2022

	Analysis *	Comm-unication	Problem Solving
Quantitative/Logical Thinking			
Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.			X

Use a variety of forms to represent problems and their solutions.			X
English Composition			
Compose for a specific purpose, occasion, and audience.		X	
Compose in a process, including drafts, revision, and editing.		X	
Incorporate sources from a variety of text types.		X	
Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.		X	
Social Sciences			
Discuss the role of social factors in contemporary problems or personal experiences.	X		
Analyze claims about social phenomena.	X		
History			
Discuss the role of historical factors in contemporary problems or personal experiences.	X		
Analyze claims about historical phenomena.	X		
Humanities/Cultural Practice			
Interpret intellectual or artistic works within a cultural context.	X		
Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.	X		
Ethics			
Evaluate various ethical positions.	X		
Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.	X		
Natural Sciences			
Pose questions or hypotheses based on scientific principles.			X

Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.			**X**
Analyze and interpret research results using appropriate methods.			**X**

* In the 2021-2022 general education assessment cycle, this competency was entitled Higher Order Thinking. While the SLOs covered remained the same, the competency was relabeled Analysis in 2022-2023.

During the development of the new rotation model, the ad-hoc committee wrestled with representativeness of the sample. Would the rotation among high enrollment courses significantly bias a student's chance of being included in the sample population? The high enrollment course rotation model including identified courses is presented in Table 4.

Table 4. High Enrollment Course Rotation– Tallahassee and Online

University-Level Gen Ed SLO	Gen Ed Area	Fall 2020, 2023, 2026	Fall 2021, 2024, 2027	Fall 2022, 2025, 2028
Written Communication	English Composition	ENC1101	ENC2135	
Problem Solving	Quantitative and Logical Thinking	PHI2100	STA2122, STA1013, STA2171, STA2023	MAC2233 MAC1114 MAC2311 MGF1106 (MAC 1105 & MAC 1140)
Problem Solving	Natural Science	BSC2010 BSC1005 BSC2011 BSC2085 PSB2000	CHM1045/1046 CHM1020C PHY2053C PHY2048C/2049C PHY1020	EVR1001 HUN 1201, AST1002 OCE1001 MET 1010 ESC1000 GLY2010C
Analysis	Ethics	PHI2010 PHI2630 PHI2635	PAD3003 CIS3250	REL3170 REL3171 REL3152
Analysis	History	AMH2097 AMH2020 HIS3464	CL2123 CLA2110 CLT 2049	REL2121
		ARH2000 MUL2010	CLT 3378 CLT 3370	REL1300 REL2240

Analysis	Humanities and Cultural Practices	MUH2019 MUH2015	THE 2000 FIL 2001	REL 2210 HUM3321 HUM 2020
Analysis	Social Science	PSY2012 POS1041 CPO2002 ANT2416 ANT2000 ANT2410	ECO2023/2013 ECO 2000 SYG 1000 SYG 2010 SYO 3100	FAD2230 GEA1000 GEO 1400 GEO 1330 CCJ 3011 CCJ 2020

After considerable analysis, the committee, which included a professor from the Department of Statistics, concluded that the representativeness of the sample was not a major concern. Because students register for courses and FSU does not assign them to courses or course sections, the potential for a student to be enrolled in a course included in an assessment data collection process is, for the most part, random. Additionally, the committee concluded that the idea that assessing courses that represent more than 66% students enrolled in general education would provide a reliable and accurate picture of student performance.

Further analysis buttressed this view. The ad hoc committee examined enrollment in the proposed courses by the two FTIC cohorts who had completed their first two years at FSU. The data the committee used is found in Table 5. Overall, 99.7% of FTIC students enroll in one or more of the identified high enrollment courses. This means that the proposed high enrollment course rotation directly assesses the learning environment for nearly every undergraduate student at Florida State University.

Table 5. Number of High Enrollment General Education Courses Taken in the First Two Years of FSU Career by Percentage for the 2016 and 2017 FTIC Cohorts

	Number of High Enrollment General Education Courses Taken in the First 2 Years of FSU Career by Percentage						
FTIC Cohort	0	1-3	4-9	10-14	14-19	20+	Total
2016	0.3%	3.5%	41.9%	43.1%	11%	0.1%	100%
2017	0.3%	4.2%	39.8%	44.5%	11.1%	0.2%	100%

Another question the committee addressed in its deliberations revolved around collecting data in the fall semester alone. The underlying assumption is that student performance does not vary substantially across any given semester and that fall semester would be representative of student performance. The previous assessment protocol collected data in the spring semester, so the institution had a history of single semester data collection.

Logistically, spring semester collections presented a major challenge. Responses to surveys about outcomes in general education courses were due following the end of the term when faculty and graduate students were not on contract. In some instances, response rates were as low as 30%. Given the assumption that student performance was consistent across semesters and that the instructor participation rate was poor in previous spring terms, the committee recommended that data collection occur in fall semester. Most instructors would return to campus in spring semester and, thus, the timing would allow for greater follow up. This placement had the bonus of allowing departments to conduct analyses and construct improvement plans in spring semester with the opportunity to implement any changes as early as the following fall term.

Overall, the committee was satisfied with the character of the proposed sampling methodology. It decided that efforts at improving student learning in those courses would have a significant positive impact on general education student learning outcomes overall.

The Liberal Studies Coordinating and Policy Committee approved both the SLO/Competency structure and the course sampling protocol in Fall 2020. (Meeting summaries can be found here. [Liberal Studies Coordinating and Policy Committee Fall 2020 Notes])

General Education Student Learning Outcome Assessment Mapping and Protocol

The university collects general education assessment data at the course level through embedded, instructor-designed mechanisms. While some courses within a department have standardized assessment activities, there is no university-imposed standardization. Assessment of student fulfillment of general education student learning outcomes rests with the instructor. Because the faculty establish the SLOs, Florida State University believes instructors are best suited to determine how to assess student learning. Course instructors are not evaluated on results of general education assessments, and these data are not included in faculty evaluation protocols.

The annual 20-month General Education Cycle is as follows:

February/March
- Meeting with Associate Deans
- Meeting with Department Chairs

Spring – Summer
- Training for units participating in fall assessment

Early September
- Canvas assessment assignment identification information is due

September – December
- Office of Institutional Performance and Assessment (IPA) verifies department and campus information and prepares programming for collection of data

December (Week after finals)
- Assessment data collected via Canvas

January
- Office of Institutional Performance and Assessment compiles data and generates data visualizations that facilitate further analysis

February
- Data visualizations and analysis/improvement plan development instructions returned to the departments by the Office of Liberal Studies

February – August
- Departments analyze data and develop improvement plans – due to the Office of Liberal Studies in early September

September/October
- Liberal Studies Coordinating and Policy Committee subcommittees review departmental reports and generate competency (CSLO) findings and recommendations

October
- LSCPC adopts departmental reports and issues its own report

IPA works closely with departments participating in the assessment protocol to collect data via the Canvas learning management system (introduced in the most recent improvement of the assessment process). Units provide the name of the instructor-identified Canvas entries assessing the required SLOs. (A sample assessment information collection instrument [Fall 2021 Sociology Information Request] and related email [Fall 2021 Assignment Info Request Chair] are included.) Following the end of the semester, IPA collects and compiles the results and prepares visualizations. The Office of Liberal Studies sends these visualizations [Fall 2021 Sample Visualization Sociology Department F2F] and detailed instructions [General Education Assessment 2021 Analysis Improvement Plan Template] for the departmental analysis of data and development of related improvement plans to the units, as well as a guide to improvement plan development for general education SLOs. [General Education SLOs Improvement Actions Guide] Examples of responses from the various units are included in the next sections of this narrative.

Other Protocol Issues

While individual faculty establish the assessment criteria and methodology, the LSCPC determines the performance benchmark/standards for the SLOs and the Competency Student Learning Outcomes. For both the SLO and CSLO in the 2021 and 2022 cycles, the established threshold required that 80% of students or more would perform at 70% or higher on course embedded, faculty-designed assignments. (Meeting notes [Liberal Studies Coordinating and Policy Committee Notes October 2022 Notes]) The 70% level parallels the course score required for a student to earn general education credit for a course. The LSCPC evaluates this threshold annually to determine if it is appropriate or if it should be adjusted.

LSCPC Analysis and Improvement Plan Development

While the academic units analyze results and construct improvement plans based upon the SLOs for individual courses, the LSCPC uses the unit responses and improvement plans along with course-level data to understand student learning overall and especially at Competencies level (CSLOs). The committee uses this process to understand what is occurring across the university's general education curriculum and to identify issues that might need attention. Its analyses build upon the department and course level analyses while also providing a basis for evaluating performance on the competencies. These guide the LSCPC as it considers whether there are institutional structure, policies, or administrative changes are needed to improve student learning and/or related assessment. Both the department and LSCPC reviews are discussed by the LSCPC annually. [Liberal Studies Coordinating and Policy Committee Notes October 2022 Notes]

General Education Assessment Implementation

Complete details of the 2020-2021 and 2021-2022 results and improvement plans are recorded in the university IE System along with a comment on the situation in 2019-2020. The following highlights these cycles drawn to demonstrate the university's practice of using data to drive continuous improvement in its general education curriculum.

2019-2020

In 2019-2020, general education assessment was slated to occur in Spring 2020. Following spring break in March 2020, Florida State University converted all classes to remote due of the COVID-19 outbreak and the subsequent institutional suspension of face-to-face instruction. Due to the rapid change in course delivery and the associated impacts on faculty and students, the decision was made to suspend general education assessment data collection for this cycle. [Hogan Spring 2020 Memo] There are no analysis or improvement plan examples to cite for 2019-2020.

2020-21

Florida State University used the 2020-2021 assessment cycle to implement a planned improvement to the assessment protocol. Additionally, efforts were made to limit instructor

participation to a single course section in fall semester to allow faculty to focus on a single process and to encourage feedback on the overall process. Data were collected utilizing a Qualtrics survey template created and disseminated by the Office of Liberal Studies. An objective for this assessment cycle was to test the high-enrollment model before implementing it more fully. Additionally, the Office of Liberal Studies used this cycle to evaluate the appropriateness of the Competency configuration.

The courses included in the assessment cycle are found in the third column of Table 4. From this list, 79 sections in total were included from the Tallahassee and online campuses. (Regardless of the originating campus, all online courses were classified as Online for assessment purposes.) The original plan was to apply the high-enrollment strategy to courses offered at the Panama City, Florida, and Republic of Panama campuses. However, to achieve a more robust sample size (as noted earlier), the campus course population were expanded to include all general education courses offered at the site. Like the Tallahassee campus and online, efforts were made to limit instructor participation to a single course in Fall semester. In the end, 16 courses on each campus – ROP and PC – were assessed.

Figure 2. General Education Student Learning Outcomes/Competency Crosswalk – Fall 2020

	Comprehension	*Application*	*Analysis*
Quantitative/Logical Thinking			
Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.	X		
Use a variety of forms to represent problems and their solutions.		X	
English Composition			
Compose for a specific purpose, occasion, and audience.	X		
Compose in a process, including drafts, revision, and editing.	X		
Incorporate sources from a variety of text types.		*X*	
Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.		X	
Social Science			
Discuss the role of social factors in contemporary problems or personal experiences.		X	
Analyze claims about social phenomena.			X

History			
Discuss the role of historical factors in contemporary problems or personal experiences.		X	
Analyze claims about historical phenomena.			X
Humanities/Cultural Practice			
Interpret intellectual or artistic works within a cultural context	X		
Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.			X
Ethics			
Evaluate various ethical positions.			X
Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.		X	
Natural Sciences			
Pose questions or hypotheses based on scientific principles.	X		
Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.		X	
Analyze and interpret research results using appropriate methods.			X

Chairs, including those at ROP and PC, were contacted via an email that contained introductory instructions. [F20 Chair Sample Request Email Text Final] They were given a minimum number of students to include in the sample and asked to identify instructors to be included in the sample. (Sample spreadsheets for Art History [F20 Course Sample Information Art History] and Biology [F20 Course Sample Information Biology] are included as examples.) The Office of Liberal Studies then contacted instructors prior to the beginning of the fall term providing them with an advanced copy of the Qualtrics survey and related instructions they would receive toward the end of the semester. (Samples of the Art History [F20 AH Qualtrics Instructions] and Biology [F20 BIO Assessment Qualtrics Instructions] Qualtrics surveys are included.)

Ultimately, the response rate of instructors completing the Qualtrics surveys for the Tallahassee and Online campus was 98%. The rates for the Panama City, Florida, and Republic of Panama campuses were 100% and 69%, respectively. These rates were achieved after nearly 600 email communications were sent by the staff in the Office of Liberal Studies.

As explained earlier, SLOs were assessed constituting the Comprehension Competency. The overall competency aimed to ensure students will comprehend the basic theories and concepts underlying the discipline associated with the course. Data collection was limited to 16 sections general education offered at the Panama City, Florida, campus. This figure represents 31% of all general education course offerings on that campus. Adherence to the initial high enrollment sampling model resulted in limited and in some cases no assessable student work. Still, 88% of the students achieved the published benchmark. A similar result occurred in the Republic of Panama where 87% exceeded the standard. On the main campus, data collection was limited to 38 sections of general education courses offered on the Tallahassee campus with 3,600 students assessed of whose 3,348 achieved the published benchmark (93%). This figure represents 3% of all general education course offerings on the Tallahassee campus. And while most students (93%) met the threshold of performance, several logistical and conceptual issues were encountered in the process. Over 1,275 students were assessed in online courses regarding their student learning outcome. Of these 98% met or exceeded the standard. In the subsequent analysis, most faculty concerns were directed not to the performance of the students, but to the reliability and problems encountered in the assessment process.

With respect to the competency in Application, it is intended that students will be able to actively employ disciplinary foundations to develop a solution to a problem or response to a question. 5,674 students were assessed on the main campus in Tallahassee. Of those, 92% met the published standard. The percentage was higher on the competency Application SLOs for online student at 98%. 93% of student met the standard on the Panama City, Florida, campus, although the results were marred by collection and other difficulties. On the Republic of Panama campus, 226 student assessments were completed. Of that number, 199 (88%) met the published threshold of 70% or better performance on faculty-designed assessments.

At the completion of their designated courses aimed at the Analysis Competency, students were assessed to determine if they were able to use elements of disciplinary foundations to build more advance understanding of the meaning of a text, situation or question. With regard to the analysis competency related SLOs, on the Tallahassee campus, 5,177 student assessment points were recorded. 4,556 (88%) of the assessment points met or exceeded the 70% threshold. As a result, the threshold was met for the Tallahassee campus. On the online campus, 1,602 student assessment points were recorded. 1,538 (96%) of the assessment points met or exceeded the 70% threshold. The threshold was also met for the online campus. On the Panama City, Florida, campus, 86 student assessment points were recorded. Of the assessment points, 95% (82) met or exceeded the 70% threshold. Data collection included 16 sections of general education offered at the Republic of Panama campus. This figure represents 23% of all general education course offerings on that campus and ultimately, the results were of such poor quality that the results were discarded. (11/08/2021) [1 Unit Assessment Four Column]

As part of the Qualtrics survey, instructors were asked to share their view about the factors that contributed to students meeting the published outcomes and what changes they were going to make as a result of the data analysis. Overall, the competency outcomes met the LSCPC standards, but instructors still had refinements to share. [5 Universal Improvement Action 2020] That information is presented here as evidence of the analysis and review process. [F20 Comments]

Upon analysis, the Office of Liberal Studies competencies improvement plan focused on refining the assessment protocol in order to better deal with the Competency outcome groupings. Four major modifications were made to the assessment process as a result of the 2020-2021 general education assessment cycle: [5 Universal Improvement Action 2020]

1. Realignment of the 17 student learning outcomes to better facilitate analysis and improvement plan development. The mapping of the SLOs to the Competencies used for 2020-21 as shown in figure 2. The change to the configuration proposed in 2021-22 is presented in Figure 1. (Refer to Figure 1 note regarding competency title changes.)

2. A more efficient method for collecting data was needed. Data collection would now be accomplished through the Canvas Learning Management System.

3. Additional university resources were added to supplement the Office of Liberal Studies in their work to support general education assessment. The Office of Institutional Performance and Assessment would handle the data collection and collation part of the process.

4. Communication efforts were to be enhanced in 2021-2022. As noted previously, the general education assessment protocol now includes introductory meetings with associate deans and department chairs as well as training material for instructors. Additionally, guiding documents for analysis and improvement plans [GEA21 Analysis IP Template] were developed and distributed to departments beginning 2021-2022. (As noted previously, the Institutional Effective Competency entries for 2020-21 can be found here [IEEntries].)

The above changes were implemented prior to the Fall 2021 assessment cycle and greatly enhanced the effectiveness of general education assessment in 2021-2022.

2021-22
Table 6 as follows presents descriptive statistics regarding the sampling implemented for the 2021-22 general education assessment cycle.

Table 6. Number of Courses, Sampled Sections, Assessment, Assignments and Enrollment for Courses Included in the 2021-22 General Education Assessment Cycle by Campus

Campus	Courses	Sampled Sections	Assessment Assignments	Enrollment
Tallahassee	23	183	265	9,631
Online	12	16	50	2,358
Panama City, FL	31	40	295	710
Republic of Panama	43	55	178	814
Totals	109	294	788	13,513*+

* This total an unduplicated student count as students may take more than one general education course in a semester. The actual number of unique students assessed was 10,310.

\+ This figure represents 28% of Fall 2021 enrollment in general education courses across all four campuses.

One note about the 2021-2022 assessment cycle is in order because the Office of Liberal Studies and the Office of Institutional Performance and Accountability were implementing a planned improvement involving a new data collection model using the Canvas Learning Management System, efforts were made to limit any a faculty member's participation to a single course section, where possible (A template was used only to gather instructor observations and proposed improvement plans). This resulted in fewer sections being assessed in this cycle than would otherwise be the case. However, as demonstrated in Table 6, a significant number of course sections were included in the protocol, and the enrollment figure was substantial.

The following results are based upon 61,850 assessment opportunities (e.g., exams, quizzes, papers, text questions) involving 10,310 unique students. Given the scope of the sample and the fact that every assessment instance was included in the analysis process, the LSCPC is confident that the results are valid and representative of the student experience in the general education curriculum.

Competency Results Overview

Based on analysis of the results for 2020-2021, a major change in the alignment of the individual SLOs and the competencies was planned and implemented for 2021-2022. In recognition of the underlying arrangements the competencies were renamed, moving from Comprehension, Application, and Analysis to Problem Solving, Written Communication, and Higher Order Thinking, respectively. The change in their name was determined to be a better reflection of the underlying constellations of SLOs and more indicative of the direction of the LSCPC for general education. [Competencies Over Time] As was expected given the newness of this assessment protocol, most improvement plans resulting from the 2021-22 assessment cycle centered on improvement in assessment practices and communication. Specifically, there was a desire for the following:

1. More targeted alignment between the assessment activity and the related student learning outcome;

2. Enhanced communication among instructors of the same course; and;

3. Revised assessment activities (exams, questions, papers) that more accurately evaluate student learning.

The LSCPC noted that the bundles of SLOs associated with the measurement of the three competencies showed committee benchmarks/standards were met but, on closer inspection, raised questions about the usefulness of the current measurement process. Detail was lacking that could inform its decision making and recommendations to the faculty. [21 LSCPC Summary_Oct_2022]

Individual SLO Review

While many individual course improvement plans focused on adjusting the assessment process, there were many instances where faculty and departments identified measures that would improve student learning. This is illustrated in the entries for Theatre (Online) [54 Theatre - Assessment Analysis and Improvement Plan] [61 Theatre - Assessment Analysis and Improvement Plan], History (Panama City, FL) [14 AMH2020] and English (Republic of Panama). [69 GEA21 Analysis—ROP—English] Theatre, for example in one entry, commented on two SLOs: one concerning students' ability to interpret intellectual or artistic works within a cultural context and the other focused on their ability to use a cultural, artistic or philosophical approach to analyze some aspect of human experience. Faculty noted that setting clear expectations in the online sections was especially important and that the impact of ambiguity was amplified by the absence of in-person sessions. To improve learning, faculty suggested that additional opportunities be added to connect student through special office hour blocks. They also suggested improving performance expectations through scaffolding assignments and feedback to ensure performance built upon another. Additionally, visualizations and the Analysis and Improvement Plan for Motion Picture Arts [F21 MPA Packet] and Sociology [F21 Sociology Packet] are also included as further evidence. Two examples of departments using

SLO data and analysis to plan improvements in student learning are included below for each campus and on-line courses. The analysis below, and the thoughtfulness with which representatives from the various units have designed improved plans for future assessment processes, reflects the commitment across campuses, departments, and colleges to strengthen general education student learning within undergraduate degree programs at FSU. [Diagram of General Education Elements]

Tallahassee Campus

As part of the 2021-22, general education assessment, the Department of English developed and implemented a planned improvement for a common SLO rubric for its electronic portfolio project – the assignment used to assess the English Composition SLOs in ENC2135. Analysis of course results and the subsequent discussion revealed that there was not a shared approach to assessing students across the 200 sections of the course offered in fall semester. To address this observation, the department created a common rubric. In its analysis and improvement plan report, the unit wrote:

"Since the Fall 2021 assessment strategy was implemented, the CCP (College Composition Program) has enlisted the help of the Office of Distance Learning (ODL) to create a default Canvas layout for all ENC 2135 sections. The creation of a default, or 'blueprint,' Canvas site allows for the standardization of the assessment process in so far as all instructors will now have an embedded general education assessment rubric [ENC 2135 ePortfolio Rubric for Liberal Studies Assessment] linked to the final major writing project in the course.

The CCP started using the blueprint Canvas sites for the course in the Summer 2022 term. Instructors were informed on the use of the general education assessment rubric, so as not to confuse it with their individualized grading rubrics. That distinction should help mitigate discrepancies between instructor-designed rubrics or the inclusion of unsanctioned elements in the calculation of grades for the final writing assignment selected for general education assessment purposes. The CCP's close working relationship with (the) ODL Canvas developer, has allowed for continuous and immediate adjustments to the course blueprint to ensure that it serves CCP and instructor needs without compromising the integrity of the general education assessment procedure for the course. The same model will be implemented for ENC 1101 in the 2023-2024 academic year."

The deliberations in Sociology (Multiple Courses) about the Social Sciences Area SLOs are also telling. Sociology reported results for several SLOs. [46 Sociology Dept_All] [47 Sociology][60 Sociology Dept_Online] Overall, results for the Department of Sociology assessment efforts were favorable. Students generally performed above expectations. The units' analysis provided a thorough review of the results along with insight into difference between online and face-to-face student performance.

Their report noted:

"These findings also are fairly consistent across both face-to-face and online sections of these classes, though there is a higher percentage of students who received a '0' on the assessment in the online section of Introduction to Sociology than in face-to-face sections. It may be that the online nature of the course, combined with the greater percentage of lower-level non-majors, makes it more likely that students will fail to complete all of their assignments. In addition, the particular assignment used for the online version of the course was different in nature than the assignments used for the face-to-face versions of the course."

Though the results were positive and above the benchmark/standard, the department submitted an extensive plan for improving student learning through enhanced communication and resource sharing:

1. Each fall and spring semester, all instructors who are scheduled to teach the same general education course during the subsequent semester will meet together to discuss best practices for assessing the SLOs for their course. While we do not believe that everyone should be required to use the same assessments, we believe that sharing ideas and examples with one another will help us to remain more consistent in our measurement of SLOs and help us to avoid outlier situations where one section of the course is very different than all of the others in the design of its assessments. [53 Sociology - Assessment Analysis and Improvement Plan]

2. Instructors for these courses will be encouraged to use targeted assessments (e.g., an essay, paper, specific exam question or a specific, small set of exam questions) to assess student mastery of general education SLOs. The use of entire exams and/or non-traditional assessment measures appear to produce less valid and/or reliable measures of student performance and should be discouraged. Most of our instructors already use targeted assessments. [53 Sociology – Assessment Analysis and Improvement Plan]

3. The department will build a repository of reliable assessments that can be used to measure the SLOs for each of the general education courses. This could be stored on a Canvas organizational site that is accessible by all instructors in the department. We believe that this will help us to remain more consistent in our measurement of SLOs, even as the particular instructors who teach the courses shift over time. [53, Sociology – Assessment Analysis and Improvement Plan]

Online

Motion Picture Arts (FIL 2001 Introduction to Cinema Studies) and Humanities and Cultural Practices area SLOs assessed an online contribution to the general education curriculum in two SLOs. [58 Motion Picture Arts_Online] as well as in other aspects of their program. [42 Motion Picture Arts_All] [43 Motion Picture Arts_F2F]

The College of Motion Picture Arts noted differences in the performance between face-to-face and online sections although overall performance exceeded the benchmark/standard.   The faculty attributed the discrepancy to the weight the particular assessment activity carried within the overall course structure. Students in the face-to-face offerings completed the assignment to a lesser extent. Perhaps not surprisingly, the department wrote: "It's also worth noting that a greater number of students taking the F2F version of the course failed to submit the assignment in the first place. (Specifically, 19% of the F2F students never submitted the assignment, whereas only 12% of the online students failed to submit.)" To address this lack of engagement, the College plans to implement the following when the course is offered next:

> "The assignments used in the university's SLO assessment process need to have a higher point value and/or other course mechanism (e.g., allowing late submissions) to help ensure that more students complete the assignments. This will be adjusted in the course syllabus…."

However, faculty also noted that students often show a lack of depth of understanding of the cultural context of the films being analyzed. They also struggled with the more technical aspect of a formal film analysis. To improve, faculty recommended more explicit practice identifying and discussing cultural context and more explicit focus on specific concepts focused on each week i.e., lighting, cinematography and the like. The faculty also planned further changes assessment practices. They noted that a single assignment had been used to assess two separate, related SLOs. Upon reflection, the College proposed the following:

> "Two distinct assignments are needed to assess the SLOs, one for each SLO. We can keep the current assignment we used to assess SLO #8. However, as mentioned above, a new (or reworked) assignment is needed to assess SLO #5. By Fall 2023, Dr. Tripp will develop a new (or modified) assignment to assess SLO#5." [51 Motion Picture Arts – assessment Analysis and Improvement Plan (1)]

Faculty teaching Theatre (THE 2000 Introduction to Theatre) addressed two SLOS in online offerings in Humanities and Cultural Practices area. Faculty, in its analysis of 2144 assessments of student performance in THE 2000 Introduction to Theatre, recognized two themes that needed to be addressed. [61 Theatre_Online] First, students who did not regularly engage with the online course also did not perform on the SLO assessment as well as students who were more engaged in the forum. Second, the assignment prompts lacked specificity and, as a result, did not properly address student learning. To address these concerns, the unit presented the following improvement actions. The improvements plan said:

1. "Although an online asynchronous course, we will add additional opportunities to connect with students through special office hour blocks related to the SLOs. We will use Canvas notifications to encourage students to attend.

2. To improve SLOs, the instructor will adjust the assignment descriptions and rubrics to tighten language and enhance clarity about performance expectations. For the final performance project dress rehearsal and the final performance project, instruction between assignments will use a constructivist lens to promote students' internally

building knowledge from one assignment to the next with instructor feedback to scaffold their learning."

Faculty offered a number of areas in which assignments may affect student performance. For example, students are asked to "interpret intellectual or artistic works within a cultural context." two assignments are used to assess the SLO. First, in creative application 4, students watch components of Taylor Mac's A 24-Hour History of Popular Music. The piece addresses issues of gender and sexuality through music. Students interpret Taylor Mac's work and respond by creating a playlist that expresses key elements from their life relative to Mac's piece of theatre. The students' express their interpretation through their own artistic work as a response to Taylor Mac. In another creative application, students analyze the film Shakespeare Behind Bars, a documentary about a prison theatre program. Students use their interpretation of the documentary to form three probing and distinct questions designed to generate thoughtful and engaging answers as if they were to interview the leader of the prison theatre program. In both assignments, students interpret artistic work created in a cultural context and respond to the art with their own work that both expresses their interpretation and builds upon the artistic work of others. Both of these assignments are equally positioned to measure the SLO, but some students may find one method closer to their learning style. Students that are drawn to create artistic work may be more inclined to learn from the Taylor Mac assignment, while students that express themselves more easily through written word may be more inclined to learn from the Shakespeare Behind Bars assignment. The course is designed to allow students to express themselves through varied approaches while serving students with many different learning styles. These differences should be accounted for in the analysis of student performance. [54 Theatre-Assessment and Improvement Plan]

Panama City, Florida

Several mathematics (Multiple Courses) courses delivered at the Panama City Florida campus had Quantitative and Logical Thinking area SLOs. In its analysis, the mathematics faculty at Panama City found that while students exceeded the institutional benchmark/standard for satisfactorily meeting the student learning outcomes, performance was uneven across courses as well as on different SLOs. They noted:

1. "Students performed well across each course on the SLO of "select and apply appropriate methods to solve real world problems."

2. MAC 1140 and MAC 1114 both had more students struggle with SLO of "use a variety of forms to represent problems and their solutions."

3. MAC 2233 students struggled with both SLOs, which seems to be an outlier due to the SLO assessment technique."

Upon further review, the unit identified two potential contributors to these differences. First, these courses included many FTIC students, who tend to have weaker subject backgrounds and may require adjustments to instruction/assessment. Second, the assessment items were not

refined or sensitive enough to detect specific issues with student performance on the outcomes. To address these observations, the unit noted the following: [89 MAC1140 – Improvement Plan] [90 MAC2311 – Improvement Plan] [91 MAC92 – Improvement Plan] [92 MAC2312 – Improvement Plan] [93 MAC2313 – Improvement Plan]

1. "The department will deploy student peer tutors for mathematics to aid in student learning outcome enhancement and has partnered with the Academic Center for Excellence to allow students to request Zoom sessions.

2. The use of total assignments and tests did not adequately measure the SLOs. In the future, selection of specific problems must be used in order to measure the SLOs in consideration."

Faculty reflected on their results with History (AMH2020) and History area SLOs. While all students enrolled in the course met or exceeded the individual course threshold of 70% or higher, the faculty identified contributors impacting the assessment process, as well as areas where support mechanisms were needed to improve student learning. Their analysis suggested several changes. Measures proposed included: focusing prompts to better assess student learning; developing and implementing alternative methods to deliver instruction in recognition of student learning differences; maximizing collaboration among instructors to increase consistency across sections; and enhance availability of tutoring services. These proposals were suggested for implementation in the coming terms. [14 AMH2020]

Republic of Panama

A matter of note: it is important to recognized that the campus continued remote learning in Fall 2021 because of governmental restrictions. This factor likely impacted student learning. Throughout its analysis and improvement plans, the campus expressed confidence that student learning would improve starting Fall 2022 as a result of a return to regular, in-person engagement with faculty.

The faculty assessed Biological Science (Multiple Courses) within the Natural Sciences area SLOs. Their analysis of the assessment results revealed a discrepancy in student learning between BSC1005 (Non-Majors) and BSC2010 (Majors). Students in BSC2010 performed at lower levels than did students in BSC1005. The material covered in the course for majors is more advanced and traditionally involves more interactive pedagogy than in the non-majors course.   Faculty attributed the difference in demonstrated student learning between the two courses to remote learning fatigue and, perhaps more significantly, to the inability of faculty to provide sufficiently impactful class interactions in the majors course. To confirm this contention, with the return to face-to-face learning in Fall 2022, the faculty plans to strengthen small group collaborations through group reports and presentations during the course with results reported in October 2023 as part of the assessment cycle. [101 ROP_NAT_Analysis]

There was an assessment of student performance in English (ENC1101 and ENC2135) as part of the English Composition area SLOs. Many of the students entering FSU at the Republic of

Panama campus come from Spanish-speaking schools and, as a result, are not always prepared for collegiate English coursework. While reviewing the Fall 2021 general education assessment outcomes, Republic of Panama faculty were struck by the consistency of the challenges students faced when working on the English SLO "Incorporate sources from a variety of text types." Representatives from the campus wrote:

> "Results for SLO#16 are significantly low (76%). We can attribute this to the background knowledge that students lacked when they entered FSU ROP. The majority of them come from Spanish speaking schools that do not incorporate any research strategies. One term of instruction on finding, incorporating, and citing sources was not sufficient to reverse the knowledge gaps, especially during remote school."

This lack of preparation was exacerbated by the extended period of remote learning. The faculty noted: "Return to the classroom becomes a priority for these classes because it provides the structure and continuous rapport that becomes crucial for success. For example, peer review among individuals who have hardly met in person lacks the elements of community and closeness that the small campus provides." [69 GEA21 Analysis—ROP—English]

To address these learning challenges, the Republic of Panama faculty will revive the intensive peer review process when the students return to campus in Fall 2022. Additionally, they plan the following:

> "Probably out of all academic units at ROP, the ENC one requires additional collaborations to achieve student success. Such collaborations begin from the moment students attend orientation, take the English diagnostic test, or seek academic advising from the Admissions and Records office. So far, the diagnostic test (which determines if students are ENC-level ready or require remediation) has been implemented consistently and has helped steer students to initial support. Additional actions need to follow:
>
>> "A college success course that can help new students attain time management skills—systematically, ENC faculty report this important element in student groups. This is planned for Summer 2022 as a pilot semester for a college success course.
>>
>> Partnership with the FSU English program at ROP (a professional development program for ESL students) with additional seminars on specific language or writing topics. These seminars or workshops can provide additional support while students continue with ENC. Summer 2022 is also a target term to initiate this support mechanism." [69 GEA21 Analysis - ROP - English]

Further Examples

The results of assessment along with a portion of the analysis conducted in general education courses related to Ethics are available for all courses, courses offered on the main campus, those delivered online, at the Panama City, Florida, and at the Republic of Panama branch campuses. [6 Ethics_All] [7 Ethics F2F] [8 Ethics_Online] [32 GEA21 Analysis—ROP—Ethics][23

Ethics_All] [24 Ethics_F2F] [25 Ethics_Online] A similar exposition is available for Social Science related SLOS. [11Social Science_All] [12 Social Science_F2F] [13 Social Science_Online] [26 Social Science_All] [27 Social Science-F2F] [28 Social Science_Online] [35 ROP_SOC_Analysis]

LSCPC - Competency Review Details

During the 2021-2022 assessment cycle, the LSCPC was directly involved in the general education assessment process. However, only the Tallahassee and online campus competency results were reviewed. The committee felt that a discussion about branch campuses had the potential to overwhelm it and result in confusion given the number of planned improvements implemented during the year and envisioned within individual courses for the next cycle. The LSCPC scheduled their review of competency results and plans from Panama City, Florida, and the Republic of Panama in the 2022-23 cycle.

To understand institution-wide student learning, the members of the LSCPC broke into three groups corresponding with the three 2021-22 Competencies (Higher Order Thinking, Problem-Solving and Communication). Each subcommittee reviewed corresponding unit analyses and improvement plans with the objective of identifying patterns even as the benchmark/standards for constituent SLOs were exceeded.

Following a review of the individual unit analyses and improvement plans from the Tallahassee and Online campuses, the LSCPC proposed and adopted the following recommendation. Specifically:

1. "Revised data visualizations so that "0" grades are not included in the outcomes as a result. Continue to provide the information regarding "0" but treat it as missing data, which will result in a more accurate presentation of SLOs among participating students. (This adjustment was adopted for the Fall 2022 data visuals.)

2. Charged the Office of Liberal Studies with conceptualizing and ultimately implementing an Assessment Resources Toolkit to include sample assessments for SLOs, rubrics and other elements.

3. Charged the Office of Liberal Studies with developing a mechanism to encourage units to regularly update syllabus language.

4. The LSCPC reviewed the instructions for Unit Analysis and Improvement Plan development in early Spring 2023 with the aim of refining instructions and encouraging more meticulous and detailed responses and plans. (The revised instructions can be found here [F22 GEA Unit Report Template].

As part of its review process, the LSCPC requested an examination of its evaluation process to judge its effectiveness, efficiency, impact, and to identify methods for enhancing the committees impacts on student learning. The committee adopted the recommendations from a campus

consultant. They are scheduled for implementation in the 2022-23 assessment cycle. (Meeting notes along with the reviewers PowerPoint presentation can be found here [Jan23 LSCPC Meeting Notes with Slides].)

2022-2023

The 2021-22 assessment cycle implemented a new improvement process and utilized a section sampling method that precluded, in most instances, any single instructor from having to submit data for more than one section. Based upon the success and reported ease of the data collection process in Fall 2021 and upon technological advances, all section of high enrollment classes in the rotation cycle were included in the Tallahassee and Online campuses beginning with the Fall 2022 data collection. Table 7 presents related statistics for the 2022-23 sample.

Table 7. Number of Courses, Sections and Enrollment for High - Enrollment Courses Included in the 2022-23 General Education Assessment Cycle for Tallahassee and Online Campuses

Campus	Courses	Sections	Enrollment
Tallahassee	29	317	13,060
Online	10	13	1,804
Panama City, FL	47	67	409
Republic of Panama	57	84	1,191
Totals	109	481	16,764 *+

* This total is an unduplicated student count as students may take more than one general education course in a semester.
+ This figure is 30% of the 56,085 general education enrollment total for Fall 2022.

The most recent assessment cycle (2022-23) involves an additional 187 course sections and 3,251 enrolled students. The Tallahassee, Panama City, Florida, and Republic of Panama campuses all had increases in assessment inputs. As noted earlier, results and improvement plan are due to the Office of Liberal Studies in September 2023. The LSCPC reviews competency (CSLO) findings and recommendations September 2023. It adopts departmental reports and issues its own report in October outside the timeline of this report.

Conclusion

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for collegiate-level general education competencies for its undergraduate degree programs.

Evidentiary Documents

FSUGeneralBulletin2022-2023.pdf

LiberalStudiesOperationsManual.pdf

CurrExamples.pdf

TimelineTOC.pdf

January23LSCPCNotes.pdf

AdHoc2018Notes.pdf

1Fall2021Methodology.pdf

1718GEAReports.pdf

2GEAssessmentSchematicWithSample.pdf

2223GEAOrientationAgendas.pdf

GenEdAssessmentBestPractices2022.pdf

LSCPCF20Notes.pdf

F21SociologyInformationRequest.pdf

F21AssignmentInfoRequestChair.pdf

F21SampleVisualizationSociologyDeptF2F.pdf

GEA21AnalysisIPTemplate.pdf

GenEdSLOsImprovementActionsGuide.pdf

Oct22LSCPCNotes.pdf

HoganSp20Memo.pdf

F20ChairSampleRequestEmailTextFinal.pdf

F20CourseSampleInformationArtHistory.pdf

F20CourseSampleInformationBiology.pdf

Fa20AHQualtricsInstructions.pdf

Fa20BIOAssessmentQualtricsInstructions.pdf

Unit Assessment _ Four Column.pdf

5UniversalImprovementAction2020.pdf

F20Comments.pdf

IEEntries.pdf

CompetenciesOverTime.pdf

21LSCPCSummaryOct2022.pdf

54TheatreAssessmentAnalysisAndImprovementPlan.pdf

61TheatreOnline.pdf

14AMH2020.pdf

69GEA21AnalysisROPEnglish.pdf

F21MPAPacket.pdf

F21SociologyPacket.pdf

DiagramOfGenEdProcess.pdf

ENC2135ePortfolioRubricForLiberalStudiesAssessment.pdf

46SociologyDeptAll.pdf

47SociologyDeptF2F.pdf

60SociologyDeptOnline.pdf

53SociologyAssessmentAnalysisAndImprovementPlan.pdf

58MotionPictureArtsOnline.pdf

42MotionPictureArtsAll.pdf

43MotionPictureArtsF2F.pdf

51MotionPictureArtsAssessmentAnalysisAndImprovemen.pdf

89MAC1140ImprovementPlan2022.pdf

90MAC2233ImprovementPlan2022.pdf

91MAC2311ImprovementPlan2022.pdf

92MAC2312ImprovementPlan2022.pdf

93MAC2313ImprovementPlan2022.pdf

101ROPNATAnalysis.pdf

6EthicsAll.pdf

7 EthicsF2F.pdf

8EthicsOnline.pdf

32GEA21AnalysisROPETHICS.pdf

23EthicsAll.pdf

24EthicsF2F.pdf

25EthicsOnline.pdf

11SocialScienceAll.pdf

12SocialScienceF2F.pdf

13SocialScienceOnline.pdf

26SocialScienceAll.pdf

27SocialScienceF2F.pdf

28SocialScienceOnline.pdf

35ROPSOCAnalysis.pdf

F22GEAUnitReportTemplate.pdf

Jan23LSCPCMeetingNotesWithSlides.pdf

8.2.c   *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success. (**Student Outcomes: Academic and Student Services**)*

    <u>X</u> *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

Florida State University (FSU) identifies expected outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student support services.

Planning of Program Outcomes

FSU's Institutional Effectiveness (IE) process is the primary university-wide approach to planning, evaluation, and improvement of outcomes. [Academic and Student Support Services Assessment Handbook] IE is assessed by academic and student support services (A&SSS) units, which are defined as the core units of the university involved in administrative support for educational programs, activities ancillary to educational efforts, and the engagement of students at all levels. These units are housed in the Division of Student Affairs (12 reporting units), the Division of Undergraduate Studies (9 reporting units), the Graduate School (5 reporting units), the Provost's Office/Division of Academic Affairs (17 reporting units), and the President's Office (1 reporting unit). [List of 44 IE Reporting Support Units] Organizational charts serve as a basis for determining the units included in the IE/outcomes assessment process. [University Organizational Chart Overview 2023]

A&SSS units identify program outcomes; these outcomes are planned and evaluated on an annual basis. POs are focused on "improving direct support to faculty and students, enhancing indirect support for student learning, or serving a specific co-curricular mission that supports the college experience. Most outcomes for (academic and student support services) units are chosen because of their assumed or proven positive impact on faculty and student success." [Academic and Student Support Services Assessment Handbook, p.10] A&SSS units identify program outcomes primarily focused on efficiency and effectiveness of services. [Example PO Plans Financial Aid] [Example PO Plans Career Center] Each unit formulates and advances at least two POs a year.

Support units are instructed to use consistent and reliable methodology when they design PO assessment approaches by following the S.M.A.R.T. guidelines – unit-level outcomes must be Specific, Measurable, Achievable/Appropriate, Results-Oriented, and Time-Bound. When applicable, support units are encouraged to utilize official data and reports that come from the Office of Institutional Research and/or are produced by the units as a part of their compliance reporting to internal and external stakeholders. [Example PO Plans Office of Undergraduate Studies]

Success in achieving the PO is evaluated against standards that support units set for themselves. These targets are intended to be multi-year and quantitative. [Example PO Goal-Benchmark Student Conduct and Community Standards] To set targets, A&SSS units are requested to study performance of similar support units at FSU and/or at peer universities and to also review the unit's historical data. [Example PO Goal-Benchmark Transfer Student Success] The standard should be set at a level that is ambitious, yet achievable. [Academic and Student Support Services Assessment Handbook, pp.15-16]

The A&SSS Assessment Handbook recommends that support units be asked to pursue an outcome for 3-6 years because "[a] longer implementation period allows for more thoughtful planning, consistent multi-year assessment, and data-based, sustained enhancement efforts. Reasons for 'retiring' a PO may include: the outcome that the department/program wanted to attain has been achieved, the outcome is no longer a priority or is no longer under the purview of the unit, the existing outcome has been modified and replaced by its much narrower or much broader version, etc." [Academic and Student Support Services Assessment Handbook, p.11] [Example Archived PO Student Athlete Academic Services] The university's IE Portal houses unit assessment plans. [IE Portal User Guide]

Assessment and Improvement of Program Outcomes

Unit-level POs are annually assessed. An A&SSS unit collects data and/or retrieves data from university data sources and reports overall results in the university's IE Portal. [Academic and Student Support Services Assessment Handbook, pp.16-17] For each outcome, the unit determines whether the result meets the standard. [Example PO Criteria Met-Not Met Information Technology Services] In cases when there is insufficient information/data to draw definitive conclusions, the unit may designate their results as inconclusive. [Example PO Results Inconclusive International Programs]

Support units analyze results and examine the reasons for the attained PO levels using insights gleaned from the data. [Academic and Student Support Services Assessment Handbook, pp.17-18] Support units are asked to determine factors that both negatively and positively contributed to the levels of performance achieved in the past year. The units are encouraged to both highlight their continued or new successes and identify areas needing improvements. [Example Analysis of Results Academic Center for Excellence] When applicable, the analysis of results can also include 'closing of the loop' on last year's changes and an evaluation of the assessment methodology. [Example Closing of the Loop and Methodology Evaluation IPA]

As the final step in the annual unit-level outcomes review and improvement process, every reporting entity is required to formulate a plan to take action on the findings. Units are encouraged to describe enhancements to be implemented during the new academic year. Below are some specific examples of improvements:

Center for Academic Retention and Enhancement: The Center had a goal to increase the retention rate in the Unconquered Scholars program designed for students who experienced foster care and homelessness. Analysis of data revealed that non-returner students had academic

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difficulty. To address this issue, staff began conducting a check-in at the end of fall semester with all first-year students to identify any barriers that might prevent them from persisting and to develop an Academic Improvement Plan with strategies to mitigate barriers. The plans were evaluated at the end of spring to ensure students were prepared to re-enroll for the next fall. Along with other changes, this enhancement helped increase the program's retention. [Example PO Unconquered Scholars Retention]

Admissions and Enrollment: FSU Office of Admissions reported that First-Time-in-College enrollment for the Summer and Fall 2021 terms was 19% higher than the enrollment target. The unit analyzed the applications, admissions, and yield data. They found no yield rates difference among student population groups; instead, the rates differed from historic norms making accurate prediction. In order to better predict the yield rate and eliminate swings in enrollment, the office made changes related to summer admission, deferral decisions, and spring decision options. [Example PO Enrollment Quantity]

In cases in which the standard has been achieved, the improvement plan includes a description of activities aimed at sustaining high performance. [Academic and Student Support Services Assessment Handbook, p.18] [Example Sustaining Performance Office of Institutional Research]

Annually, there are over 120 A&SSS POs that are reported, analyzed, and provided with improvement plans. Based on the information from the most recent IE Portal entries, the majority of A&SSS units' targets have been met (137 POs, or 52%), about a quarter of numeric targets have not been met (61 POs, or 23%), about one fifth (44 POs, or 17%) have inconclusive results, and the remaining 9% (23 POs) are new program outcomes with upcoming data collection and reporting. [2020-2021 A&SSS POs Numeric Targets Status]

Institutional Oversight, Review, and Approval

At the level of individual A&SSS units, the IE assessment process is a shared responsibility between the division's senior leadership, department heads/directors, unit assessment coordinators, IE representatives, and staff members. Typically, each A&SSS department/office has one assessment coordinator who leads and manages the assessment process. This individual can also function as the unit's IE representative, who is responsible for documenting the unit's IE assessment in the university IE Portal. Each unit creates an assessment governance structure most suitable to its size and functions. In units with few employees, the head/director of the department can assume all three roles: function as the unit's assessment coordinator, IE representative, and the unit's head/director who approves final IE assessment report. Regardless of the unit's size, units are encouraged to have all employees of the unit understand, provide input for, agree with, and participate in the IE assessment and improvement process. [IE Support Units]

Outcomes planning, evaluation, improvement, reporting, and approval process include steps that are recommended to be completed and their due dates. [IE Assessment Calendar for Support Units] The Office of Institutional Performance and Assessment oversees the assessment process, including documenting its completion status and sharing it with internal stakeholders. [Example

2020-2021 Results Submission Status Report] The Office also provides oversight, resources, training, feedback, and individual and small group support to A&SSS units to help them properly engage in and complete various components of the annual outcomes assessment process. [IPA Website Training Tab May 2022] [IPA Website Resources Tab May 2022] [IPA Website Calendar Tab May 2022] [Full IE Assessment for A&SSS 20220629] [Example Academic-Student Support Units PO Assessment Tracking]

IE assessment reports are reviewed and approved at multiple levels: the Office of Institutional Performance and Assessment, department heads/directors, and by division leadership. The Director of the Office of Institutional Performance and Assessment reviews all outcomes assessment reports submitted by the support units, provides written feedback, requests corrections when needed, and approves revised reports. [Example IE Assessment Report Feedback Career Center] [Example IE Assessment Report Request for Revisions CRE] [Example IE Assessment Report Approval from IPA CIES]

A&SSS Units IE Reports

100% of the A&SSS IE reports are provided in this section. The reports include outcomes assessment plans, results, their analysis, and improvement actions from the three most recent cycles: 2019-2020, 2020-2021, and 2021-2022 academic years.

Division of Student Affairs: [Campus Recreation] [Career Center] [Center for Global Engagement] [Center for Leadership and Social Change] [Counseling and Psychological Services] [Fraternity and Sorority Life] [Housing] [Student Conduct and Community Standards] [Student Engagement] [Student Support and Transitions] [Union] [University Health Services]

Division of Undergraduate Studies: [Academic Center for Excellence] [Advising First] [Center for Academic Retention and Enhancement] [Center for Undergraduate Research and Academic Engagement] [Honors] [Office of National Fellowships] [Office of Undergraduate Studies] [Student Athlete Academic Services] [Transfer Student Success]

Graduate School: [Center for Intensive English Studies] [Graduate School Dean's Office] [Office of Graduate Fellowships and Awards] [Office of Postdoctoral Affairs] [Program for Instructional Excellence]

Provost's Office/Division of Academic Affairs: [Admissions and Enrollment] [Center for Academic and Professional Development] [Center for the Advancement of Teaching] [Financial Aid] [Graduation Planning and Strategies] [Information Technology Services] [Innovation Hub] [Institutional Performance and Assessment] [Institutional Research] [International Programs] [Libraries] [Office of Distance Learning] [Office of Faculty Development and Advancement] [Panama City Florida Academic and Student Support] [Registrar] [Republic of Panama Academic and Student Support] [Visitor Services]

President's Office: [Student Veterans Center]

Conclusion

Florida State University engages in outcomes assessment processes that are ongoing and involve the units providing academic and student support services. Support units identify expected outcomes, design assessment methodology, set standards, collect and analyze data to determine achievement levels, and use it to make improvements. Outcomes are focused on efficiency and effectiveness and are improved continuously.

Evidentiary Documents
AcademicAndStudentSupportServicesAssessmentHandboo.pdf
ListOf44IEReportingSupportUnits.pdf
UniversityOverview.pdf
ExamplePOPlansFinancialAid.pdf
ExamplePOPlansCareerCenter.pdf
ExamplePOPlansOfficeOfUndergraduateStudies.pdf
ExamplePOGoalBenchmarkStudentConductAndCommunitySt.pdf
ExamplePOGoalBenchmarkTransferStudentSuccess.pdf
ExampleArchivedPOStudentAthleteAcademicServices.pdf
IEPortalUserGuide.pdf
ExamplePOCriteriaMetNotMetInformationTechnologySer.pdf
ExamplePOResultsInconclusiveInternationalPrograms.pdf
ExampleAnalysisofResultsAcademicCenterForExcellenc.pdf
ExampleClosingOfTheLoopAndMethodologyEvaluationIPA.pdf
ExamplePOUnconqueredScholarsRetention.pdf
ExamplePOEnrollmentQuantity.pdf
ExampleSustainingPerformanceOfficeOfInstitutionalR.pdf
2020-2021AandSSSPOsNumericTargetsStatus.pdf
IEAssessmentOrgTreeForSupportUnits.pdf
IEAssessmentCalendarForSupportUnits.pdf
Example2020-2021ResultsSubmissionStatusReport.pdf
IPAWebsiteTrainingTabMay2022.pdf
IPAWebsiteResourcesTabMay2022.pdf
IPAWebsiteCalendarTabMay2022.pdf
FullIEAssessmentForAandSSSJune292022.pdf
ExampleAcademicStudentSupportUnitsPOAssessmentTrac.pdf
ExampleIEAssessmentReportFeedbackCareerCenter.pdf
ExampleIEAssessmentReportRequestForRevisionsCRE.pdf
ExampleIEAssessmentReportApprovalFromIPACIES.pdf

CampusRecreation.pdf

CareerCenter.pdf

CenterForGlobalEngagement.pdf

CenterForLeadershipAndSocialChange.pdf

CounselingAndPsychologicalServices.pdf

FraternityAndSororityLife.pdf

Housing.pdf

StudentConductAndCommunityStandards.pdf

StudentEngagement.pdf

StudentSupportAndTransitions.pdf

Union.pdf

UniversityHealthServices.pdf

AcademicCenterForExcellence.pdf

AdvisingFirst.pdf

CenterForAcademicRetentionAndEnhancement.pdf

CenterForUndergraduateResearchAndAcademicEngagemen.pdf

Honors.pdf

OfficeOfNationalFellowships.pdf

OfficeOfUndergraduateStudies.pdf

StudentAthleteAcademicServices.pdf

TransferStudentSuccess.pdf

CenterForIntensiveEnglishStudies.pdf

GraduateSchoolDeansOffice.pdf

OfficeOfGraduateFellowshipsAndAwards.pdf

OfficeOfPostdoctoralAffairs.pdf

ProgramForInstructionalExcellence.pdf

AdmissionsAndEnrollment.pdf

CenterForAcademicAndProfessionalDevelopment.pdf

CenterForTheAdvancementOfTeaching.pdf

FinancialAid.pdf

GraduationPlanningAndStrategies.pdf

InformationTechnologyServices.pdf

InnovationHub.pdf

InstitutionalPerformanceAndAssessment.pdf

InstitutionalResearch.pdf

InternationalPrograms.pdf

Libraries.pdf

- OfficeOfDistanceLearning.pdf
- OfficeOfFacultyDevelopmentAndAdvancement.pdf
- PanamaCityFloridaAcademicAndStudentSupport.pdf
- Registrar.pdf
- RepublicOfPanamaAcademicAndStudentSupport.pdf
- VisitorServices.pdf
- StudentVeteransCenter.pdf

9 EDUCATIONAL PROGRAM STRUCTURE AND CONTENT

9.1   *Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. (**Program Content**)*

     _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative
_____

The university's educational programs are consistent with its stated mission and goals, embody coherent courses of study, and are based on fields of study appropriate to higher education.

Consistency with Florida State University's Mission and Goals

Florida State University (FSU) is a public research institution with a broad liberal arts education and diversity of degree programs. [FSU Graduate Bulletin, p.21, 2022-2023] [FSU Undergraduate Bulletin, p.21, 2022-2023] Degree programs offered at the undergraduate level reflect the breadth expected at a major comprehensive research university and include studies in the creative and performing arts, humanities, natural, physical, and social sciences, engineering, technology, and health-related fields.

The university offers degree programs on the main campus in Tallahassee as well as off- campus instructional sites in Panama, Republic of Panama; Sarasota, Florida; and Panama City, Florida; and via distance learning. These programs embody a coherent course of study which is compatible with the university's mission as one that,

> "preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity." [FSU Undergraduate Bulletin, p.57, 2022-2023]

The degree programs offered by the institution are grouped according to the Classification of Instructional Programs taxonomy developed by the United States Department of Education's National Center for Education Statistics. [Degree Program Inventory] These programs have been determined to be appropriate to higher education by the faculty of the university through its program development, approval, and review process as described below.

Undergraduate Degree Programs and Certificates

The university confers degrees at the bachelor's level: the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Music, Bachelor of Music Education,

Bachelor of Social Work, and the Bachelor of Science. [FSU Undergraduate Bulletin, p.119, 2022-2023] Students pursuing baccalaureate degrees must meet state and university-wide degree requirements as they progress through their course of studies. Freshmen and sophomore students emphasize work in a broad-based liberal arts curriculum primarily through completion of courses within liberal studies. Liberal studies embodies the university's commitment to the traditions of the liberal arts in seeking "… an educational foundation that enables FSU students to thrive in and beyond the classroom. " [FSU Undergraduate Bulletin, p.120, 2022-2023]

Program coherence is reflected in the options provided to first-and second-year students who explore an array of course topics while completing prerequisite and basic coursework related to their chosen areas of study. [FSU Undergraduate Bulletin, p.121, 2022-2023] These options are in keeping with the mission statement's emphasis on liberal studies. Students are strongly encouraged to select Liberal Studies coursework that will enhance other required coursework and support their intended degree program. In some programs, this work includes common course prerequisites mandated by the State of Florida. Common prerequisite courses and substitutions apply to all students and are required components of the degree program with the State University System. [Purpose of the Common Prerequisite Manual] In most cases, these program prerequisites must be completed prior to certification to the upper division which typically occurs in the junior year. Prerequisites reinforce increasing complexity and linkages among varies program components. The state requires common prerequisites to be the same at all institutions to facilitate efficient transfer among public Florida postsecondary institutions. [Common Program Prerequisites Manuals] [Common Program Prerequisites- Athletic Training] [Common Program Prerequisites-Math] [Common Program Prerequisites- Philosophy]

Students at the junior and senior level complete the requirements of their chosen major. Certain degree programs may require a minor while other programs allow minors as an option. Students must also fulfill additional requirements specific to their college and/or any professional certification requirements for which their undergraduate major is preparatory. [FSU Undergraduate Bulletin, p.119, 2022-2023]

Undergraduate students may also choose to pursue a certificate program. [Undergraduate Certificate Programs] [FSU Undergraduate Bulletin, p.21-25, 2022-2023] Undergraduate certificates differ from minors in that minors are organized to support a larger, complete degree program, rather than serve as a stand-alone credential that is narrowly focused. Minors are only offered at the undergraduate level, whereas certificate may be designed as available for undergraduate, graduate, or both. [FSU Policy for Certificates, Specialized Studies, Minors, p.3, Section 1.D] Undergraduate certificates require 12-21 hours, representing organized areas of study focused on a specific content area. The different content areas are typically structured to provide a foundational grounding in a specific concept or discipline. Undergraduate certificates are organized around core courses and a defined, select list of electives that are in keeping with the overall focus of the certificate. [Gerontology Certificate- Undergraduate Program of Study] [Undergraduate Certificate in Emergency Management and Homeland Security]

Overviews of each degree program and certificate program offered by the university are published annually in the Undergraduate Bulletin for students, staff, and the campus. The

Bulletin provides a description of each academic college [FSU Undergraduate Bulletin, pp.169-232, 2022-2023], as well as sections for each department. [FSU Undergraduate Bulletin, pp.233-562, 2022-2023] Course listings offered by academic departments are available in the department sections. In addition, each academic program has academic maps available to undergraduate students that describe the sequencing, increasing complexity, and linkages among the various program components. [Academic Map Math] [Academic Map Accounting] [Academic Map Classics] The academic maps are available to students on the university's website.

Undergraduate Academic Advising and Program Structure

The Academic Program Guide is available to students online and provides detailed information about degree and major requirements. Major prerequisites and degree core courses are listed in a coherent and sequential manner, and satisfactory progression of all degree-seeking students is monitored on a term-by-term basis. Academic maps are available on the same webpage as the Academic Program Guide and provide a recommended Fall/Spring course schedule with critical courses identified as "milestone" courses that must be completed by a specific term to stay on track for degree completion. [Academic Map-Athletic Training] [Academic Map-Math] [Academic Map-Philosophy]

Graduate Degree, Certificates, and Professional Programs

Graduate studies emphasize advanced degree programs that entail extensive research activities and preparation for careers in science, the arts, the humanities, as well as professional and technological fields. Specialist degrees in information, education, and art education are also offered. The university's diverse curricula lead to graduate degrees with flexible options that allow students to form the program most suited to their academic and career goals. Most academic colleges offer graduate degrees via distance technologies. The university offers professional degrees in Law, Medicine, Nursing Anesthesia Practice, and Nursing Practice. Academic degree requirements are delineated in the Graduate Bulletin, including the courses, course descriptions, prerequisites, course level, research, and other requirements. [Master of Public Administration] [Biomedical Sciences PhD] [Statistics MS] [Education Psychology PhD] [Law JD] The programs reflect coherence in their sequencing and increasing complexity in their course offerings in addition to linkages among the various program elements conforming to the policies described below.

Students may also choose to pursue a limited number of graduate certificate programs that provide a focused study of the trends, topics, application, and research in specific discipline areas. [Graduate School Certificate Information] Certificate programs range between 12-21 credit hours. [FSU Policy for Certificates, Specialized Studies, Minors, p.1-2 Section I. A] They are designed to expand graduate work in a focused manner that would support future professional or research goals. Certificate programs, by the nature of the limited course requirements, typically include core courses and a limited, specific list of elective courses. The curriculum provides a coherent introduction to specific topics and builds upon the required core courses. Students must apply for admission into a certificate program. Information about the

certificate offerings is published on the appropriate Graduate School or departmental website detailing the hours, criteria, course requirements, and completion requirements [Human Performance Technology-Graduate Certificate] [Child Welfare Certificate Program] as well as in the Graduate Bulletin. [FSU Graduate Bulletin, pp.21-25, 2022-2023]

Policies and Procedures to Ensure Program Appropriateness and Program Coherence

The university has clearly delineated policies and procedures that departments and colleges follow to establish, modify, or terminate programs. All courses and programs follow institutional policies and processes regardless of where they are offered or the mode of instruction. These policies and procedures ensure, among other things, the focus, coherence, and increasing levels of rigor and integration of knowledge in programs offered by the university.

Program faculty also develop and review all educational programs using a program development template available through the Office of Faculty Development and Advancement. Programs incorporate courses reviewed for compliance with departmental, college, and university policies; sound instructional practices; appropriate amount of course credit based on statutory/contact hours requirement; and collegiate-level standards. Degree and certificate program proposals originate from the academic units. Faculty committees review program proposals to ensure there is a need, a rationale for offering the program or degree, and that the courses are appropriately sequenced and the curriculum structured in a coherent fashion. Multiple review and approvals are required, depending on the level of the degree in question. [BA-BS Linguistics, pp.18-27] [BS Financial Planning] [MS Interdisciplinary Data Science] [DNAP New Degree 02.21.20] [Certificate Proposal ECSE] The university's Undergraduate Policy Committee and Graduate Policy Committees, subcommittees of the Faculty Senate and comprised of faculty, review the program proposal, regardless of mode of delivery or location. [Degree Approval Process Flowchart] Requests to convert existing face-to-face graduate programs to distance learning must be submitted to the Graduate Policy Committee for review and approval by the Dean of the Graduate School. [Approval Of Existing DNP Degree For Online Format] [Approval of Existing Measurement and Statistics Degree Program in Online Format] The Undergraduate Policy Committee reviews proposals for new degrees, including both face-to-face and distance technologies. [Financial Planning Degree Proposal] [UPC 03.31.21 Minutes, III New Business, pp.2-3]

Requests for new degree programs follow a similar process through department, college, and university administration for review to ensure that the proposal is consistent with the mission of the university as well as compliant with state and institutional requirements. This process includes departmental and college curriculum committees, as well as the Graduate Policy Committee if the program is at the graduate level. As part of the process, majors and degrees are reviewed to ensure that appropriate types and number of course offerings are available to students. [Final-Interdisciplinary Data Science, pp.13-14] [BA-BS Linguistics, pp.11-12] The approval process includes a review of the faculty assigned to teach these courses to ensure that they have the necessary credentials and experience. [Final-Interdisciplinary Data Science, pp.18-19] University-approved additions, changes or deletions of majors or degrees are forwarded to one or both governing bodies, the University Board of Trustees (BOT), and/or the Florida Board

of Governors (FBOG). Bachelor's and master's degrees are approved by the university BOT, while specialist, doctoral, and professional degrees are approved first by the university BOT and then the FBOG. [Degree Approval Process Flowchart] [Proposal to Implement BS in Financial Planning BOT Agenda Item] [Final Proposal to Implement for BOG 09.21.21 with Signature Sheets]

Approved courses and programs are forwarded to the Office of the University Registrar for publication in the FSU Bulletins, website, diplomas, and other means of communication. Changes, additions or deletions to courses, majors and degrees are subject to compliance with state mandates and statutes.

Evidentiary Documents

- FSUGraduateBulletin2022-2023.pdf
- FSUGeneralBulletin2022-2023.pdf
- DegreeProgramInventory.pdf
- PurposeOfTheCommonPrerequisiteManual.pdf
- CommonProgramPrerequisitesManuals.pdf
- CommonProgramPrerequisitesAthleticTraining.pdf
- CommonProgramPrerequisitesMath.pdf
- CommonProgramPrerequisitesPhilosophy.pdf
- UndergraduateCertificatePrograms.pdf
- FSUPolicyForCertificatesSpecializedStudiesMinors.pdf
- GerontologyCertificateUndergraduateProgramOfStudyA.pdf
- EmergencyManagementCertificateUndergraduateProgram.pdf
- AcademicMapMath.pdf
- AcademicMapAccounting.pdf
- AcademicMapClassics.pdf
- AcademicMapAthleticTraining.pdf
- AcademicMapPhilosophy.pdf
- GraduateSchoolCertificateInformation.pdf
- HumanPerformanceTechGraduateCertificate.pdf
- ChildWelfareCertificateProgram.pdf
- BABSLinguistics.pdf
- BSFinancialPlanning.pdf
- MSInterdisciplinaryDataScience.pdf
- DNAPNewDegreeFebruary212020.pdf
- CertificateProposalECSE.pdf
- DegreeApprovalProcessFlowchart.pdf

- ApprovalOfExistingDNPProgramInOnlineFormat.pdf
- ApprovalOfExistingMastersMeasurementAndStatsProgra.pdf
- FinancialPlanningDegreeProposal.pdf
- UPCMarch312021MinutesIIINewBusiness.pdf
- FinalInterdisciplinaryDataScienceMS.pdf
- ProposalToImplementBSInFinancialPlanningBOTAgendaI.pdf
- FinalProposalToImplementForBOGSeptember212021WithS.pdf

<table>
<tr>
<td>9.2</td>
<td>The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)</td>
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 <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University (FSU) is one of 12 public universities in the State University System of Florida, and one of three preeminent, flagship schools within the system. In the state of Florida, preeminent designated institutions are required to meet all standards of excellence and accountability as set forth by the Florida Legislature. [s.1001.7065 (3)(a), Florida Statutes]

The FSU Board of Trustees (FSU BOT) provides oversight of the general operations of the university. [Board of Trustees Website] [SUS Board of Trustees Duties] The FSU BOT reports to a state-level unit called the Florida Board of Governors (FBOG). [s.1001.70, Florida Statutes] [SUS Board of Governors Members]

Academic degrees, depending on degree level, require different approval levels, either by the university BOT for undergraduate degrees or by the state-level FBOG for graduate and professional programs. This approval ensures that the university fulfills a primary goal of the state to support the public needs of its citizens through access to quality educational programs and reflected in the breadth and depth of the programs offered at FSU. Controls established by the Florida Legislature, Florida Board of Governors, and FSU Board of Trustees are reflected in the academic requirements, program requirements, program length, and approval processes that determine the program offerings and length.

FSU is a shared governance institution. The Faculty Senate serves as the legislative body of the faculty. [Faculty Senate Website] Faculty play key roles in all aspects of degree program proposals, academic policy creation around degree completion, and the diversity of the program offerings at all levels. At its core, FSU is a liberal arts institution with a strong research mission which is reflected in the university mission statement. The mission statement is published in the Undergraduate and Graduate Bulletins:

> "Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that

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fosters free inquiry and embraces diversity. [FSU Undergraduate Bulletin, p.57, 2022-2023]

Unit of Measure for Degrees

FSU determines program progress and completion based on the semester credit hour. This applies to all undergraduate, graduate, and professional degree programs. The university credit hour definition follows the commonly accepted definition as well as the SACSCOC credit hour policy. [FSU Credit Hour Definition Policy] The university policy and application of the policy are the same for all courses, regardless of location or mode of delivery.

The university does not use competency-based assessment or clock hours to substitute or equate to semester credit hours. All reference to "credit hours" in the narrative below are in reference to semester credit hours.

Programs Offerings by Level

The degree program offerings of the institution are a direct reflection of its liberal arts foundation, mission, and research emphasis.   Florida State University publishes information for all degree programs annually. [FSU Graduate Bulletin, pp.21-25, 2022-2023] [FSU Undergraduate Bulletin, pp.21-25, 2022-2023] [DPI List Reference] The requirements for program offerings and length listed below are applied consistently to all off-campus instructional sites operated by the university (Panama City, Republic of Panama; FSU Ringling Center for Cultural Arts, Sarasota; Panama City, Florida), regardless of delivery mode.

Articulation within the State of Florida

As a public institution, FSU operates within an integrated and structured public education system with mandated and specified articulation rules. State law sets forth the minimum requirements: [s.1007.01, Articulation and Access, Florida Statutes]

> "(2) To improve and facilitate articulation system-wide, the State Board of Education and the Board of Governors shall collaboratively establish and adopt policies with input from statewide K-20 advisory groups established by the Commissioner of Education and the Chancellor of the State University System and shall recommend the policies to the Legislature. The policies shall relate to:
> a) The alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer.
> b) The identification of common courses, the level of courses, institutional participation in a statewide course numbering system, and the transferability of credits among such institutions.

c) Identification of courses that meet general education or common degree program prerequisite requirements at public postsecondary educational institutions.
d) Dual enrollment course equivalencies.
e) Articulation agreements."

State articulation requirements determine the transfer of credits and link with requirements regarding program length.

Associate of Arts Degree

The Associate of Arts degree (AA) is organized for seamless articulation into a bachelor's degree program at public institutions in Florida. [s.1007.01, Florida Statutes] FSU confers the AA degree upon students who complete all general education core requirements with a minimum 2.0 GPA, which includes general education coursework (36 hours) and general elective courses (24 hours) for a total of 60 semester hours. [FSU Undergraduate Bulletin, p.139, 2022-2023] [s.1007.25 (7, 8, 10), Florida Statutes, p.2]   The university awards the AA degree to students with the required 60 hours and specific degree requirements upon request.

Baccalaureate Degrees

FSU offers the following baccalaureate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Music, Bachelor of Music Education, Bachelor of Social Work, and the Bachelor of Science. [FSU Undergraduate Bulletin, p.119, 2022-2023]

A total minimum of 120 semester hours is required for all bachelor's degrees as specified by FBOG Regulation 6.017. [Florida Board of Governors Regulation 6.017 (1)(c)] The Undergraduate Bulletin includes the program length for undergraduate programs. [BA Computer Science, Undergraduate Bulletin] [BS Interior Design, Undergraduate Bulletin]   In addition, under "Minimum Requirements" in the Academic Program Guide, the academic program length for each program is provided. [Academic Program Guide, BS Computer Science] [Academic Program Guide, BS Statistics][Academic Program Guide, BS Communication Science and Disorders] [Academic Program Guide, BS Chemistry] [Academic Program Guide, BS Asian Studies] [Academic Program Guide, BS African American Studies] [Academic Program Guide, BS Accounting]

Students pursuing a baccalaureate degree meet the same general education requirements as those pursuing an AA. In addition to this requirement, students must take courses designed to expose them to different perspectives, concepts, and approaches that are outside their intended major and degree. Many of these courses are designed to encourage and facilitate critical thinking and analytic approaches. All references in the bulleted list below are included as undergraduate degree requirements provided in the FSU Undergraduate Bulletin. [FSU Undergraduate Bulletin, pp.119-142, 2022-2023] These requirements illustrate an increasing level of complexity beyond those of the minimum general education requirements or the requirements of the AA degree.

- At least 45 hours at the upper division course level of 3000/4000, 30 hours of which must be FSU courses [p.119]

- Completion of the last 30 semester hours and completion of a residency requirement at the university [p.119]

- Completion of the civic literacy requirement [p.121]

- Completion of one Scholarship in Practice (SIP) course and one Formative Experience course [p.122]

- Oral communication competency course (3 hours) courses (unless otherwise exempted) [p.122]

- A computer competency course [p.138]

- A minimum of an additional 60 semester hours of course work specific to their major area(s) of study.

A limited number of undergraduate degree programs require more than 120 hours including various degree programs in music, engineering, and dance.[FSU Undergraduate Bulletin, pp.215-220, 2022-2023] [FSU Undergraduate Bulletin, pp.275-282, 2022-2023] [FSU Undergraduate Bulletin, pp.320-323, 2022-2023]

The total hours required for a baccalaureate degree in any field is 120 semester credit hours as specified in the General Bulletin Undergraduate Edition and may vary by discipline. This minimum requirement is verified when any new degree proposal is submitted. Degree proposals with total hours less than 120 credit hours are sent back to the department for review and revision.

In addition, the state has adopted, at the undergraduate level, a set of common course prerequisites that must be met either as a condition for admission to a degree program or prior to graduating from a degree program. These prerequisites are incorporated as part of the core curriculum for all institutions offering the same designated degree and major. Courses taken at a university or community college that participates in the Statewide Common Course Numbering system may be transferred to another institution and are deemed sufficient to meet these common course prerequisites. In effect, the common course prerequisites establish a mandated set of equivalencies that must be accepted. [s.1007.25 (7) Degree Requirements, Florida Statutes]

Common course prerequisites for each identified major and degree are listed by department in the department section of the Undergraduate Bulletin. [FSU Undergraduate Bulletin, pp.233-562, 2022-2023]   For example, see Art, State of Florida Common Program Prerequisites for a description of prerequisites to the Art Program. [FSU General Bulletin, p.244, 2022-2023]

The university currently offers these bachelor's degrees in a completely online format: Computer Science, Criminology, Interdisciplinary Social Science, and Public Safety and Security. [Online Undergraduate Programs] All online bachelor degrees are subject to the same statutory requirements, FBOG regulations, and institutional policy as the traditional face to face degrees for the purpose of determining program length.

The university does not offer or award any baccalaureate degree below the 120-semester hour minimum set by the state.   A comprehensive list of all baccalaureate degrees is provided in the Undergraduate Bulletin. [FSU Undergraduate Bulletin, pp.21-25, 2022-2023]

Post-Baccalaureate, Graduate, and Professional Degrees

The university confers master's, doctoral, and professional degrees. Graduate and professional degrees require a minimum of 30 or more unique hours per degree, with one exception, the LL.M offered through Law.   The elements of the LL.M are discussed in a subsequent section.

Graduate work in any program must be preceded by sufficient undergraduate work in the field or a related one to satisfy program requirements.   Program length is determined by the program faculty such that the student can successfully master graduate work in the chosen field. Master and specialist degrees offered through all colleges, except the College of Law LL.M degrees, require a minimum of at least 30 credit hours to complete a specific degree program. [FSU Graduate Bulletin, pp.98, 2022-2023] [FSU Graduate Bulletin, pp.171-173, 2022-2023] [FSU Graduate Bulletin, pp.240-243, 2022-2023] [FSU Graduate Bulletin, pp.377-379, 2022-2023]

Through distance learning, the university currently offers a total of twenty-five master's programs [FSU Master's Online Degrees], three specialists [FSU Specialists Online Degrees], and three doctoral [FSU Doctoral Online Degrees] online graduate programs. All online graduate degrees are subject to the same statutory, Florida Board of Governors regulations, and institutional policies as the traditional face-to-face degree programs for the purposes of determining program length.

At the master's level, the university confers the Juris Master, Master of Law Letters, Master of Arts, Master of Science, Master of Accounting, Master of Business Administration, Master of Engineering, Master of Fine Arts, Master of Music, Master of Music Education, Master of Public Administration, Master of Public Health, Master of Science in Planning, Master of Social Work, Specialist in Education, Professional Science Master, and Specialist degrees. [FSU Graduate Bulletin, p.98, 2022-2023]

At the doctoral level, the university has the Doctor of Philosophy, Doctor of Education, and Doctor of Music. [FSU Graduate Bulletin, p.102, 2022-2023] Beyond the coursework, all doctoral programs have a scholarly engagement requirement that states that, "…doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university." [FSU Graduate Bulletin, p.103, 2022-2023]

In addition, most programs require additional course work in research and analysis methods, or demonstration of performance and creative talent appropriate to the field beyond the initial 30 hours for the core mastery courses and the dissertation hours. The total credit hours usually result in the student completing anywhere from 60 to 90 hours for the doctorate.

Four colleges, the College of Law, the College of Medicine, the College of Nursing, and the College of Applied Studies award professional degrees: Juris Doctor, Doctor of Medicine, Doctor of Nursing Practice, and Doctor of Nurse Anesthesia Practice. [Professional Degrees The Graduate School]   Their program length varies by degree. [Juris Doctor Program][JD Transcript] [M.D. Program] [MD Transcript] [Doctor of Nursing Practice] [DNP Transcript] [Doctor of Nurse Anesthesia]

Master in Law Letters (LL.M) Degree

The College of Law offers three LL.M degrees (American Law for Foreign Lawyers, Business Law, and Environmental Law and Policy), each of which require a minimum of 24 hours. [FSU Graduate Bulletin, p.171, 2022-2023] Per the SACSCOC Resource Manual for the Principles of Accreditation, "In the case of graduate programs, the expectation is that the first graduate degree (usually the master) requires a minimum of 30 semester credit hours." [SACSCOC Resource Manual for the Principles of Accreditation, p.78, 2020] The LL.M degree as offered by Florida State University is not the first graduate degree earned by students. It is often considered a "stackable" degree to expand on legal theory, tenets, and application in a specific domain area. It is not intended, represented, or used as a practitioner degree, in-and-of-itself.

Students applying for admission to the LL.M do so in a competitive, selective environment. Students who apply and are accepted already have earned a master's degree in an associated discipline, juris doctorate, or equivalent graduate degree from an accredited institution. Students must have a minimum of six hours in the content area, e.g., business law. [LL.M. Admission Procedure] [American Law for Foreign Lawyers] [Business Law LL.M] [Environmental Law and Policy LL.M]

As mentioned, the rationale for the program length for the LL.M of 24 semester credit hours is that students have already satisfied the requirement of having at least six hours in basic tenets, theory, and application of the discipline area. The institution formally notified SACSCOC of the program length for the LL.M and was included in the previous reaffirmation as well as the Fifth Year Interim Report. [SACSCOC Acceptance of Notification LL.M August 2016]

Combined Bachelor/Master and Joint Pathways

Combined bachelor/master pathways and joint pathways provide opportunities for select students to "double count" (or share) hours between two academic degree programs within Florida State University.   Pathways are described in the university bulletins and on university websites. [FSU Undergraduate Bulletin, pp.177-179, 2022-2023] [FSU Undergraduate Bulletin, pp.223-225, 2022-2023] [FSU Undergraduate Bulletin, pp.372-373, 2022-2023] [FSU Graduate

Bulletin, pp.135-136, 2022-2023] [FSU Graduate Bulletin, pp.353, 2022-2023] [FSU Graduate Bulletin, pp.304, 2022-2023] [FSU Graduate Bulletin, pp.445, 2022-2023]

All pathways involve extensive review by program faculty as well as curriculum committees and Faculty Senate committees. Advisors flag students who are admitted to pathways in the student registration system for tracking purposes. The proposal for each pathway includes admissions requirements and the justification for shared hours. FSU does not offer a combined or joint pathway program with other institutions. A description of the combined bachelor-master pathways and the joint graduate pathways is provided below.

Combined Bachelor-Master Pathways

Combined bachelor-master pathways allow a limited number of academically talented students to complete up to 12 semester hours of graduate coursework while completing their undergraduate degree. Admission into a combined pathway is selective, requiring an application, review, and approval process established by the college or department. [FSU Combined Bachelor/Master and Joint Pathways] [Combined Pathways Spreadsheet]

To apply to a combined bachelor-master pathway, a student must already be admitted to the university as an undergraduate, either as a freshman or transfer student. The earliest that a student can apply to participate in a combined pathway is their sophomore year, however, most do not do so until their junior or senior years. Enrollment in graduate courses is only allowed if a student has earned a grade point average (GPA) of a 3.0, "B" or better, carries a coarse load of no more than fifteen semester hours, has attained a minimum of 60 undergraduate hours and has received advance approval from the college dean, the department chair, and the instructor offering the course prior to registration. Combined pathways are structured such that undergraduate students begin with the core or recommended classes for a first-year graduate student. [FSU Graduate Bulletin, p.97, 2022-2023]

The program length for the degree programs for combined bachelor/master pathways remains the same as the regular bachelor's and master's degrees in terms of the total number of credit hours, a minimum of 120 hours for the bachelor and a minimum of 30 hours for the master's degrees. "Double Counting" (i.e., "shared credits" or "double counted") is allowed by using up to a maximum of 12 graduate hours of more rigorous graduate coursework toward the undergraduate degree. Graduate courses that are double counted toward the undergraduate degree program are only at the 5000-level or above. Directed Individual Study, internship courses, or courses given credit-by-examination are not eligible. The credits to be double counted are designated as applicable to the graduate program after the student receives the bachelor's degree and matriculates into the graduate degree. Graduate courses designated as "shared credits" are specifically coded and tracked in the student registration system by academic advisors. Each student's transcript and record display the graduate courses that are double-counted and the total number of credit hours for both the undergraduate (120 or more hours) and graduate degree programs (30 or more hours). The graduate courses taken at the undergraduate lever are noted with "C" in the repeat column. The same courses are notated in

the Graduate Record of the transcript as "internal credit transfers" so it is clear what and how many courses are counted for which degree. [Combined Pathways Transcript]

No undergraduate credit may count toward a graduate degree. All combined bachelor/master pathways require explicit justification of the shared credits and admissions criteria by the program faculty and approvals by the college curriculum committee, academic dean, faculty senate committees, graduate dean, Vice President for Faculty Development, and the Provost.

Admission to combined pathways is available to only academically talented students through a competitive admissions process. Program faculty determine the students who are accepted into combined bachelor-master pathways. Examples of approved pathways are provided below that explain the rationale for the combined pathway, the justification for shared hours, the admissions requirements, and the approvals, including approvals by several faculty committees. [Combined BS-MS Civil Engineering] [Combined BS-MS Biomedical Engineering] [Combined BA Real Estate to MBA] [Combined BS-MS Finance] [Combined BS/MS Arts and Sciences] [Combined BS/MS Business] [Combined BS/MS Communication and Information] [Combined BS/MS Criminology][Combined BS/MS Applied Studies] [Combined BS/MS Engineering] [Combined BS/MS Education] [Combined BS/MS Fine Arts] [Combined BS/MS Human Sciences] [Combined BS/MS Social Sciences]

Joint Graduate Pathways

Joint graduate pathways allow highly qualified graduate students to work on two graduate degrees simultaneously. Joint graduate pathways share some academic content which allows students to expand their breadth of knowledge and expertise to include additional domains not covered in a single degree. Upon enrollment, joint graduate pathways allow a limited number of graduate/professional courses in excess of the 30 total hour minimum to be shared with, or double-counted, toward both degree programs. These students must be admitted as graduate students separately to each graduate degree program, meeting the university and college/department criteria set forth for graduate admissions. [Joint Pathways Spreadsheet] Joint pathways are only possible for consideration between programs where each degree requires more than 30 total hours. [FSU Graduate Bulletin, p.98, 2022-2023]

Departments and colleges interested in developing or creating a joint pathway between two degree programs must submit a proposal for review and approval following university processes. All joint graduate pathways require explicit justification by the program faculty and approvals by the college curriculum committee, academic dean, Faculty Senate committees, graduate dean, Vice President for Faculty Development, and the Provost. Part of this proposal includes presenting a justification for the overlap in the degree programs, listing the specific shared courses and documenting that each graduate degree program will have a minimum of 30 distinct credit hours earned for each program.

An example of this justification is the joint graduate pathway between the Master of Planning in Urban and Regional Planning and Master of Science in Demography. [MSP-MS in URP and Demo] In the attached example, the Venn diagram shows the two masters

programs and the overlap, ensuring that each degree still retains the 30 distinct hours. [MSP-MS in URP and Demo, p.6] The Colleges of Business, Law, and Social Sciences and Public Policy, and the College of Social Work also offer programs in which a student may receive a jurisprudence degree and a master degree in specific areas, such as Urban and Regional Planning. [Joint JD and MPA Transcript] [Joint MSP, JD Transcript]

All graduate and professional programs involving combined or joint pathways at FSU require a minimum of 30 semester credit hours.

Program Creation, Modification, Discontinuation

Academic units must follow a documented process to create, modify, or discontinue degree programs and majors. [Degree Approval Process Flowchart] [Degree Proposal Template] [Major Statue Change Request Form]   FBOG regulations specify for state universities the minimum criteria, standards, and program length that must be met and documented for the creation of new degree programs. [BOG Reg 8.011 New Program Authorization]

Faculty within the department or college wishing to start a new degree originate the requests as "proposals to explore." New degree proposals are coordinated by the Office of the Vice President for Faculty Development and Advancement. The Vice President's office reviews the necessary documents, process, deadlines and requirements for completing a satisfactory proposal. Degrees may be approved for creation, changes, or deletion through this process. [Degree Proposal-Financial Planning]

The formal request for approval is routed through the Office of the Vice President for Faculty Development and Advancement to the appropriate approval body within the university and state. Degree proposals are routed through the Dean of Undergraduate Studies and the Dean of the Graduate school for review and approval for their respective degree domains. All new degree programs must be approved by the FSU BOT. [Degree Proposal-BA-BS Linguistics Degree] [Degree Proposal-MS Law Enforcement Intelligence Public Safety]

In the case of new degrees at the bachelor's, master's, or specialist levels, the FSU Board of Trustees (FSU BOT) has final approval, with notification sent to the Florida Board of Governors (FBOG). Doctoral and professional programs follow the same approval path but must be approved by the FBOG before being implemented. [BOG Reg 8.011 New Program Authorization]

This coordinated process provides the university and the governing bodies an opportunity to review the program creation or change requests to ensure that the degree adheres to the standards set by the university, state, and the appropriate accrediting body requirements. This approval process includes the review of program length. The approval process is applied consistently to degree programs offered at off-campus instructional sites (Panama, Republic of Panama; FSU Ringling Center for Cultural Arts, Sarasota; Panama City, Florida) regardless of delivery mode.

Quality Enhancement Review (QER)

The university conducts academic program reviews on a seven-year cycle, regardless of location or mode of delivery, as required by FBOG regulation 8.015 [BOG Reg 8.015 Academic Program Review] and includes undergraduate and graduate committees of the Faculty Senate. [Quality Enhancement Reviews- Website]

The QER process includes an in-depth self-study conducted by faculty within the program and the appropriate Faculty Senate committee (Graduate Policy Committee or Undergraduate Policy Committee) and a review by external peers selected and submitted for approval. [QER UPC Political Science, Question 6] [QER External – Political Science] [QER External Review Public Safety and Security] As part of the review, program length is reviewed and monitored for each program.

Evidentiary Documents

FLStatutes1001.7065.pdf

BoardOfTrusteesWebsite.pdf

SUSBoardOfTrusteeDuties.pdf

FLStatutes1001.70.pdf

SUSBoardOfGovernorsMembers.pdf

FacultySenateWebsite.pdf

FSUGeneralBulletin2022-2023.pdf

FSUCreditHourDefinitionPolicy.pdf

FSUGraduateBulletin2022-2023.pdf

DegreeProgramInventoryListReference.pdf

FLStatutes1007.01.pdf

FLStatutes1007.25.pdf

FloridaBoardOfGovernorsRegulation6.017.pdf

AcademicProgramGuideBSComputerScience.pdf

AcademicProgramGuideBSStatistics.pdf

AcademicProgramGuideBSCommunicationScienceAndDisor.pdf

AcademicProgramGuideBSChemistry.pdf

AcademicProgramGuideBSAsianStudies.pdf

AcademicProgramGuideBSAfricanAmericanStudies.pdf

AcademicProgramGuideBSAccounting.pdf

OnlineUndergraduatePrograms.pdf

FSUOnlineMasterDegrees.pdf

FSUOnlineSpecialistDegrees.pdf

FSUOnlineDoctorateDegrees.pdf

ProfessionalDegreesTheGraduateSchool.pdf

JurisDoctorProgram.pdf

JDTranscript.pdf

M.D.Program.pdf

MDTranscript.pdf

DoctorOfNursingPractice.pdf

DNPTranscript.pdf

DoctorOfNurseAnesthesia.pdf

SACSCOCResourceManual-p.78-2020.pdf

LL.M.AdmissionProcedures.pdf

AmericanLawForForeignLawyers.pdf

BusinessLawLL.M.pdf

EnvironmentalLawAndPolicyLL.M.pdf

SACSCOCAcceptanceOfNotificationLLMAugust2016.pdf

FSUCombinedBachelor's-Master'sAndJointPathways.pdf

CombinedPathwaysSpreadsheet.pdf

CombinedPathwaysTranscript.pdf

CombinedBS-MSCivilEngineering.pdf

CombinedBSMSBiomedicalEngineering.pdf

CombinedBARealEstateToMBA.pdf

CombinedBS-MSFinance.pdf

CombinedBS-MSBusiness.pdf

Combined BS_MS Business.pdf

CombinedBS-MSCommunicationAndInformation1.pdf

CombinedBS-MSCriminology.pdf

CombinedBS-MSAppliedStudies.pdf

CombinedBS-MSBiomedicalEngineering.pdf

CombinedBS-MSEducation.pdf

CombinedBS-MSFineArts.pdf

CombinedBS-MSHumanSciences.pdf

CombinedBS-MSSocialSciences.pdf

JointPathwaysSpreadsheet.pdf

MSP-MSinURPandDemo.pdf

JointJDAndMPATranscript.pdf

JointMSPJDTranscript.pdf

DegreeApprovalProcessFlowchart.pdf

DegreeProposalTemplate.pdf

MajorStatusChangeRequestForm.pdf

BOGReg8.011NewProgramAuthorization.pdf

DegreeProposalFinancialPlanning.pdf

DegreeProposalBA-BSLinguistics.pdf

DegreeProposalMSLawEnforcementIntelligencePublicSa.pdf

BOGReg8.015AcademicProgramReview.pdf

QualityEnhancementReviewsWebsite.pdf

QERUPCPoliticalScienceQuestion6.pdf

QERExternalReviewPoliticalScience.pdf

QERExternalReviewPublicSafetyAndSecurity.pdf

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The institution requires the successful completion of a general education component at the undergraduate level that:

(a) is based on a coherent rationale.

(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

*(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (**General Education Requirements**)*

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__*X*__ *Compliance*	____ *Partial Compliance*	____ *Non-compliance*

Narrative

Florida State University's general education requirements are designed to ensure breadth in the student's academic experience, while at the same time affording flexibility in satisfying requirements. The rationale for the Liberal Studies curriculum as presented in the General Bulletin reads:

> "The Liberal Studies program provides an educational foundation that enables FSU students to thrive in and beyond the classroom. Across the general education component, students build the knowledge and skills needed to be successful in the major and in life after college." [FSU General Bulletin, p.57, 2022-2023]

The general education curriculum relates directly to the university mission, in particular its commitment to "a philosophy of learning strongly rooted in the traditions of the liberal arts." [FSU General Bulletin, p.57, 2022-2023]

General education at Florida State University is embedded in the institution's Liberal Studies curriculum. The liberal studies curriculum consists of two components: General Education and University-Wide Graduate Requirements. This response focuses on general education exclusively.

General Education Structure, Applicability and Publicizing

Florida State University requires undergraduates, regardless of location or mode of delivery, to fulfill the general education requirements in accordance with state law and Florida Board of Governors (FBOG) regulations. [FBOG Regulation 8.005] [s.1007.25(3), Florida Statutes] By law and regulation, the general education curriculum must total 36 hours and include one course from each of the following areas: Communication (English), Humanities, Mathematics, Natural Sciences and Social Sciences. First-time-in-college (FTIC) students must complete at least one course from a list of specified courses in each of the general education subject areas included in

the FBOG regulation. The remaining credits fulfilling the total 36-hour general education requirement are at the discretion of the institution. The general education curriculum at FSU, incorporating the state mandates, consists of seven areas and is distributed as follows:

General Education Requirement	Required Hours
English (Communication)	6
Quantitative/Logical Thinking	6
History	6
Social Sciences	6
Humanities/Cultural Practices	3
Ethics	3
Natural Sciences	6
Total	36

All students entering Florida State University as FTIC students are required to fulfill the general education requirements outlined above. Students transferring to Florida State University who have been certified by the university as having completed the AA degree from a Florida public university, state college, community college, or other college with which Florida State University maintains an official articulation agreement are deemed to have satisfied general education requirements. Students transferring from other institutions that come under the provision of state mandates, but who have not received the AA degree are deemed to have satisfied the mandates for general education if the previous institution indicates, by notation on the transcript or by some other form of written certification, that the student has satisfied the requirements before leaving that institution. Transferring students who do not fall into either of the above categories are required to satisfy Florida State University's general education requirements. FSU applies credit toward general education requirements for courses taken at other institutions deemed to be equivalent to those offered at FSU that satisfy a general education requirement.

The 36-hour general education curriculum constitutes 30% of the minimum required 120 hours for bachelor's degrees and 60% of the 60-hour AA degree. The curriculum is required for all undergraduate degrees, including degrees offered online and at branch campuses. The general education curriculum and related polices are detailed in the General Bulletin. [FSU General Bulletin, pp.120-139, 2022-2023]

The Faculty Senate approved 17 student learning outcomes for the general education curriculum. The SLOs are assessed as part of the university's institutional effectiveness process. The general education outcomes by area are presented as follows:

Quantitative/Logical Thinking
Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
Use a variety of forms to represent problems and their solutions.
English Composition
Compose for a specific purpose, occasion, and audience.
Compose in a process, including drafts, revision, and editing.
Incorporate sources from a variety of text types.
Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.
Social Sciences
Discuss the role of social factors in contemporary problems or personal experiences.
Analyze claims about social phenomena.
History
Discuss the role of historical factors in contemporary problems or personal experiences.
Analyze claims about historical phenomena.
Humanities/Cultural Practice
Interpret intellectual or artistic works within a cultural context.
Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.
Ethics
Evaluate various ethical positions.
Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.
Natural Sciences
Pose questions or hypotheses based on scientific principles.
Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
Analyze and interpret research results using appropriate methods.

As noted previously, general education requirements are detailed in the General Bulletin, as are related policies and procedures. Additionally, the annual publication "It's All Academic" is provided to entering students during Orientation. [It's All Academic, 2022] This document outlines general education requirements these students must complete includes a Liberal Studies Advising Sheet in Appendix F that students can use to chart and track fulfillment of general education requirements. [LS Advising Sheet 2022] Beyond laying out the framework for the

general education curriculum, the General Bulletin is the official record of courses fulfilling each of the seven areas of general education.

Curricular Modification and Course Approval

Changes to the general education curriculum are approved via a two-stage process. First, the Liberal Studies Coordinating and Policy Committee (LSCPC), a standing committee of the Faculty Senate, reviews a proposed modification and votes to deny or approve the recommendation. If the committee approves the recommendation, it is forwarded to the Faculty Senate for review and a final decision. The Faculty Senate can either approve, deny, or return to the LSCPC for further consideration. The Faculty Senate took action involving the general education curriculum on January 18, 2017, when it formally voted to ratify the current liberal studies curriculum (which includes the general education curriculum) that had previously been operating as a pilot project and March 25, 2020, when it modified the general education electives structure. [Faculty Senate Minutes 01.18.17] [Faculty Senate Minutes 03.25.20]

Prior to inclusion in the general education curriculum, courses are reviewed by faculty panels and the Office of Liberal Studies. This process includes review of course content, sample reading materials, assignments, and sample grading rubrics, as well as incorporation of mandated student learning outcomes. Design expectations and student learning outcomes for general education courses are established and monitored by the LSCPC. Documents detailing the curriculum approval process include Liberal Studies Operations Manual: Curricular Request Approval Process [Liberal Studies Operations Manual], Liberal Studies Curricular Request Technical Checklist [Course Review Technical Checklist] and Liberal Studies Reviewer Guide. [LS Reviewer Guide (2022 v2)] Additionally, the course approval process and related faculty information is published on the "For Faculty" pages of the Liberal Studies website. [Liberal Studies Website]

The management documents noted above are published on the "About" page of the Liberal Studies website.

Faculty course reviewers are recruited, trained, and monitored by the Office of Liberal Studies. Typically, faculty reviewing general education courses review in one of the seven general education areas. Faculty reviewers participate in course-based training in Canvas, the university's learning management system. The following items are submitted to document the training process: training PowerPoint presentation [Faculty Reviewer Orientation], training/onboarding reminder email [LS Onboarding Reminder] and a follow-up email message. [LS Follow Up Review Email] Reviewers continue to have access to the Canvas training so they can use it as a reference point. This training is based upon the Liberal Studies Reviewer Guide. [LS Reviewer Guide (2022 v2)] Once reviewers have completed the training, the Office of Liberal Studies monitors the quality of reviewer work to ensure integrity. If needed, faculty reviewers are directed to review area content standards to ensure continued quality reviews.

Courses approved for the general education curriculum are not narrowly focused on skills, techniques or procedures related to a particular occupation or profession. Courses in basic

composition that do not contain a literature component, courses emphasizing oral communications, and introductory foreign language courses are not approved for Humanities and Cultural Practices. [Humanities and Cultural Practices Liberal Studies] General education reviewers are instructed in the Liberal Studies Reviewer Guide [LS Reviewer Guide, p.7, 2022 v2] not to approve courses in which the emphasis is on foreign language or oral communication instruction in order to avoid any tendency toward an emphasis on skills alone. Furthermore, only courses at the 1000, 2000, and 3000 levels are included in the general education curriculum. No remedial course work fulfills any general education requirement. These expectations are outlined in the publications listed in the preceding paragraph.

Tracking Student Progress

Students are introduced to general education courses during orientation and work with their advisors to start selection of appropriate general education courses. Advisors track general education requirements through advising sessions each semester to plan for upcoming semesters. Advisors also update students on their progress and make recommendations for fulfilling missing requirements during advising meetings, via email, and through online meeting tools.

The university employs multiple mechanisms to track student progress toward satisfaction of general education requirements, including academic curriculum mapping, the Academic Requirements Report, and a mandatory Academic Progress Check by the Registrar's Office at 100 hours earned [FSU General Bulletin, p.140, 2022-2023] Sample Progress Checks [Sample Academic Progress Checks] are provided including a blank FTIC Academic Progress Check Form, a blank AA Transfer Academic Progress Check Form, sample completed FTIC Academic Progress Check, and a sample completed AA Transfer Academic Progress Check. Sample Academic Plan Reports that include the academic curriculum maps and the Academic Requirements Report for three FTIC students and two transfer students are provided. General education requirements are highlighted in red. The academic map information appears at the end of each Academic Requirements Report.

The Office of Undergraduate Studies monitors student completion of English Composition and Quantitative and Logical Thinking to ensure that these mandatory requirements are satisfied in time for students to successfully move to Upper Division standing which occurs at 52 credit hours. All students must complete the required English Composition courses by the time they have attempted 30 hours. Students must complete their first Quantitative and Logical Thinking course by the time they have attempted 30 hours and have completed or be registered for the second Quantitative and Logical Thinking course by the time they have attempted 40 hours.

Evidentiary Documents

FSUGeneralBulletin2022-2023.pdf

FloridaBOGRegulation8.005.pdf

- [FL1007.25.pdf](FL1007.25.pdf)
- ItsAllAcademic2022.pdf
- LSAdvisingSheet2022.pdf
- FacultySenateMinutes11817.pdf
- FacultySenateMinutes22520.pdf
- LiberalStudiesOperationsManual.pdf
- CourseReviewTechnicalChecklist.pdf
- LSReviewerGuide2022v2.pdf
- OfficeOfLiberalStudiesWebsite.pdf
- FacultyReviewerOrientation.pdf
- LSOnboardingReminder.pdf
- LSFollowUpReviewEmail.pdf
- HumanitiesAndCulturalPracticeLiberalStudies.pdf
- SampleAcademicProgressChecks.pdf

<table>
<tr>
<td>9.4</td>
<td>At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. (Institutional Credits for an Undergraduate Degree)</td>
</tr>
</table>

   X *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Undergraduate degree requirements are published in the undergraduate General Bulletin and apply to all undergraduate degree-seeking students at the university, regardless of campus location or mode of delivery. [FSU Undergraduate Bulletin, pp.119-139, 2022-2023]

All new undergraduate students are tracked throughout their enrollment to document and communicate satisfaction (or lack thereof) with university and degree requirements. Students are provided resources including, but not limited to, the university bulletin, college/department websites, online advising tools, academic maps, and the ability to schedule an appointment with an academic advisor or attend an advising session.

Prior to graduation and degree posting, a minimum of two separate holistic reviews are completed to ensure the student is on track to satisfy university and college degree requirements. The first review is the academic progress check and occurs generally in the junior year. The second review is the final degree clearance review conducted in the term the student has indicated as the expected graduation term. Each review checks progress and reviews graduation clearance. These reviews are conducted by two offices focused on different requirements. The Office of the University Registrar reviews checks for university-wide requirements including, for example, total hours required for the degree, minimum GPA, and satisfaction of general education courses. The academic dean's offices check for satisfaction of the unique academic college, degree, major requirements.

Florida State University policy states that completion of the last thirty semester hours and at least half of the major course semester hours must be earned in residence at the university. In cases of emergency, a maximum of six hours of the final thirty semester hours may be completed by correspondence or residence at another accredited institution with the approval of the academic dean. College-Level Examination Program (CLEP) credit earned may be applied to the final thirty-hour requirement provided that the student has earned at least thirty semester hours credit at Florida State University. [FSU Undergraduate Bulletin, p.119, 2022-2023]

Undergraduate Academic Program Guide

Students are also able to find degree requirements on the Undergraduate Academic Program Guide website. [Academic Program Guide] This site offers students information about all university undergraduate degree programs. Students can find detailed major descriptions, department URLs, lists of required or recommended courses, student learning outcome

(compact) information, and an academic map. [Biological Science Program Description] [Accounting Learning Compact] [Civil Engineering Academic Map] The academic map is a term-by-term sample course schedule with associated milestones listed for each term designed to keep a student on course to graduate in four years.

Academic Advising and Academic Requirement Report

Throughout a student's academic career, he or she may view online an updated Academic Requirements Report (ARR). [Sample ARR] The AAR reports are available to students online through the university portal. They are introduced to the report during mandatory orientation training all students must attend. The AAR report starts with a list of courses completed, including the number of credits (units) and the grades earned. Subsequent sections of the report document the different university core requirements, the courses used to satisfy those requirements, if the requirements are complete or if a requirement is not satisfied. Using this report, a student may track his or her progress towards completing the degree. The ARR is also a useful tool for students when meeting with advisors or contemplating a change in degree program and provides an indication of the number of hours earned toward the university hour requirements. Specifically, the ARR requires 30 hours of the 3000/4000 level courses taken at the university. [ARR, p.4, 3000/4000 Course Requirement]

Academic Progress Checks

All undergraduate students are required to complete the online request for an academic progress check from both their academic dean's office and the Office of the University Registrar, no later than the time the student has earned ninety semester hours of credit or two terms prior to the planned graduation date. Students who do not request an academic progress check will receive holds on their accounts prompting them to request academic progress checks from the Office of the University Registrar and from their college(s). [Hold Language] Each academic dean's office reviews academic records of its students for completion and compliance with college and degree program and university requirements, including the number of credit hours earned in the major. The Office of the University Registrar is responsible for confirming the student has satisfied university-wide degree requirements such as total hour for the degree, satisfaction of general education core courses, total hours earned at FSU meet the minimum, and hours of upper division (3000-4000 level) classes.

The student is added to the degree-posting list when both the academic dean's office and the Office of the University Registrar complete their reviews and certify that requirements are met. As an example, [Student 1 FTIC Progress Check] has several documents that are provided to students as part of the progress check conducted in their junior year. The first part is the Liberal Studies/University Requirement Evaluation form that documents university requirements that students must complete, noting those that are satisfied and those that remain to be completed. This documentation includes the total hours earned and a breakdown of hours earned at FSU, through transfer work, and the total minimum remaining credits that must be earned at FSU. The report also includes a student's academic advising report (AAR) that documents the combination of university and college/department degree requirements. The final document is

the academic transcript as it was at the time of the progress check. The process for FTIC students described above is also used for transfer students. [Student 2 Transfer Progress Check]

The academic colleges conduct a similar review in the junior year to provide the student with detailed information about the requirements still remaining for the degree program and major. The college provides students with information about the overall university requirements such as total degree hours and hours required at FSU and specific degree program and major requirements. These progress checks include the AAR and frequently the transcript that was used at the time for the analysis. [International Affair Progress Check]

The university academic transcript displays the total hours attempted and earned at FSU as well at the hours attempted and earned that were transfer in toward the degree. These totals are displayed as both the term totals and cumulative totals under each term the student earned grades. The Undergraduate overall totals are displayed at the end of the transcript in the section "Undergraduate Career Totals." The two examples provided illustrate how this might look for a FTIC student and a transfer student. [Student 2 Transfer Progress Check] [Student 1 Final FTIC Transcript] [Student 2 Transfer Final Transcript]

Transcript Posting of Credit

Transfer credit from other institutions and Florida State University credit are clearly designated as such on the student transcript. Students with transfer credit have a specific section at the beginning of the undergraduate record denoting the transfer credit, including the institution the credit originates from, the terms, courses, grades and credit hours. The FSU course work for all students appears on the transcript separately from this transfer credit. Students who earned test credit through AP/IP or CLEP have this source designated on the transcript under the term in which the credit is applied and awarded. [Transcript for Transfer Credit] [Transcript With Transfer Credit] [Student 2 Transfer Final Transcript]

Further, collaborative academic arrangements are clearly designated on the student transcript. In the attached example, credit earned through the formal FSU-FAMU cooperative agreement is annotated on the transcript as part of the term posting of the course work. [UGRD COOP Transcript] This statement is added to all such credit earned through cooperative arrangements.

The university does not have any joint or dual degree programs with other universities.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- AcademicProgramGuide.pdf
- BiologicalScienceProgramDescription.pdf
- AccountingLearningCompact.pdf
- CivilEngineeringAcademicMap.pdf
- SampleARR.pdf

- HoldLanguage.pdf
- Student1FTICProgressCheck.pdf
- Student2TransferProgressCheck.pdf
- InternationalAffairProgressCheck.pdf
- Student1FTICFinalTranscript.pdf
- Student2TransferFinalTranscript.pdf
- TranscriptWithTransferCredit.pdf
- UGRDCOOPTranscript.pdf

<table>
<tr>
<td>9.5</td>
<td>At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (Institutional Credits for a Graduate/Professional Degree)</td>
</tr>
</table>

   <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University ensures that at least one-third of the credit toward a graduate or professional degree is earned through instruction at the institution. The graduate degree requirements for graduate and professional degrees are available to students and published in the Graduate Bulletin. [FSU Graduate Bulletin, p.97, 2022-2023]

In addition, the Graduate Student Handbook required of master's and doctoral programs specifies that a maximum of six hours may be transferred to meet degree requirements. [FSU Graduate Student Handbook, p.27, 2022] In addition to degree requirements, limits on the amount of transfer credit are a matter of policy as referenced in the Graduate Bulletin. [FSU Graduate Bulletin, p.100, 2022-2023]

Specifically, transfer of courses not counted toward a previous degree from another accredited graduate school are limited to six semester hours, except when the departmental course requirement exceeds the thirty hours university-wide minimum requirement. In the latter case, additional transfer credit may be allowed, but transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the evaluation section of the Office of Admissions of Florida State University; and 3) have been competed with grades of 3.0 ("B") or better. [FSU Graduate Bulletin, p.100, 2022-2023] This applies to all degree types within the master's and specialist degree levels. [EdS Student Grad Clearance 1] [EdS Student Grad Clearance 2] [EdS Student 1 Transcript] This limitation on transfer credit ensures that at least one-third of the credits earned for graduate and professional degrees are taken at this university.

Doctoral degree programs follow the same limitations. Transfer credit is limited to six hours or an equivalent number of hours for programs with coursework in excess of thirty-two hours. [FSU Graduate Bulletin, p.103, 2022-2023] Doctoral level programs require at least 60 hours of coursework, which includes at least minimum of 24 hours dissertation. All dissertation hours are taken at the university.

Florida State University offers four professional degree programs: Juris Doctorate, Doctor of Nursing Practice, Doctor of Nurse Anesthesia Practice, and Doctor of Medicine. The Juris Doctorate allows up to 44 hours to be transferred towards a total course requirement of 88 student credit hours. [JD Credit Academic Rules] [JD Transfer Academic Rules, Item B] The Doctorate of Nurse Anesthesia Practice does not admit transfer students; all hours are earned at Florida State University. [DNAP Curriculum] [DNAP Student 1 Transcript] The College of Medicine requires four years and a minimum of 163 student credit hours. Transfer students are rarely admitted (only three between 2013 and 2022) and must complete at least two years at FSU

as well as the United States Medical Licensing Exams, in accordance with FSU College of Medicine and in keeping with the accreditation requirements of the Liaison Committee for Medical Education (LCME). [FSU Graduate Bulletin, p.108, 2022-2023] [COM Student Handbook pp.42-44]

The Doctor of Nursing Practice allows 6 hours to be transferred toward a 79-credit-hour program. [Nursing Graduate Handbook-DNP, pp.12-13, 2022] Upon transcript evaluation, applicants to the Doctor of Nursing Practice (DNP) program who already have a Master of Science in Nursing (MSN) degree from a program accredited by CCNE or NLN may be approved for maximum of 39 credits for the Family Nurse Practitioner Major (FNP) and 36 credits for the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Major and 675 clinical hours of transfer credit toward a the Family Nurse Practitioner Major and the Adult Gerontology Acute Care Nurse Practitioner Major. A minimum of 50% of earned credit hours and 325 clinical hours must be completed at Florida State University College of Nursing. In the DNP Psychiatric Mental Health Nurse Practitioner Major a maximum of 40 credits may be transferred and 42 credits hours and 540 clinical hours must be completed at the university. [College of Nursing Graduate Transfer Credit Policy]

Transcript Posting and Graduation Monitoring Process

Transfer credit earned from other institutions is clearly posted on the transcript as from the institution awarding the credit and the terms in which it was earned. The university academic transcript displays the total hours attempted and earned at FSU as well as the hours attempted and earned that were transferred in toward the degree. These totals are displayed as both the term totals and cumulative totals under each term the student earned grades. The Graduate overall totals are displayed at the end in the transcript in the section "Graduate Career Totals". [Graduate Sample Transcript] Further, collaborative academic arrangements are clearly designated on the student transcript. For example, this student enrolled in a course through the cooperative academic agreement as evidenced by the notation on the transcript under the term of enrollment. [Grad COOP Transcript]

A graduation check process, completed jointly by the Graduate School, student's Dean's Office, and Office of the University Registrar, ensures that each student's academic record is reviewed for completion and compliance with university or statewide requirements, including, but not limited to, minimum GPA, total number of credits earned at Florida State University, number of letter-graded hours, quality points, and correct transfer credit evaluation. The following documents are examples of the graduation clearance screens used by both the Office of the University Registrar and academic college offices when reviewing graduate students for degree clearance. Transcripts of the students are typically also reviewed as part of the process and are provided here. These consolidated views provide offices involved in the review process an overview of the total hours and the number of hours (if any) that are transfer hours. [MA Student Grad Clearance 1] [MA Student Grad Clearance 2] [MA-Student Transcript] [JD-Student Grad Clearance 1] [JD-Student Grad Clearance 2] [JD-Student Transcript] [MD-Student Grad Clearance 1] [MD-Student Grad Clearance 2] [MD- Student Transcript] [PhD Student Grad Clearance 1] [PhD-Student Grad Clearance 2] [PhD-Student Transcript] [EdS Student Grad

Clearance 1] [EdS-Student Grad Clearance 2] [EdS Student Transcript] [DNP-Student Grad Clearance 1] [DNP Student Grad Clearance 2] [DNAP-Student Transcript]

Students enrolled at off-campus instructional sites or in a distance learning program have their records reviewed by the appropriate dean's office and the Office of the University Registrar located on main campus. [Republic of Panama International Affairs MS Grad Clearance Redacted] [Republic of Panama International Affairs MS Transcript Redacted] [Online EdD Grad Clearance Redacted] [Online EdD Transcript Redacted] [PC Law Enforcement MS Grad Clearance Redacted] [PC Law Enforcement LEI MS Transcript Redacted]

The individual academic dean's office reviews each student's academic record for completion and compliance with degree and/or college or school requirements and appropriate course substitutions for transfer credit applicable to a major. The academic department, the academic dean's office, the Graduate School, and the Office of the University Registrar must complete and certify that all requirements are met before the student is added to the degree-posting list. The approval process is applied consistently to all campuses. These approvals verify that graduate and professional degree programs have at least one-third of the student credit hours earned at Florida State University.

The university does not have any joint or dual degree programs with other universities.

Evidentiary Documents

- FSUGraduateBulletin2022-2023.pdf
- GraduateStudentHandbook2022.pdf
- EdSStudentGradClearance1.pdf
- EdSStudentGradClearance2.pdf
- EdSStudentTranscript.pdf
- JDCreditAcademicRules.pdf
- JDTransferAcademicRules.pdf
- DNAPCurriculum.pdf
- DNAPStudentTranscript.pdf
- COMStudentHandbook.pdf
- 2022NursingGraduateHandbookDNAP.pdf
- CollegeOfNursingGraduateTransferCreditPolicy.pdf
- GraduateSampleTranscript.pdf
- GradCOOPTranscript.pdf
- MAStudentGradClearance1.pdf
- MAStudentGradClearance2.pdf
- MAStudentTranscript.pdf
- JDStudentGradClearance1.pdf

- JDStudentGradClearance2.pdf
- JDStudentTranscript.pdf
- MDStudentGradClearance1.pdf
- MDStudentGradClearance2.pdf
- MDStudentTranscript.pdf
- PhDStudentGradClearance1.pdf
- PhDStudentGradClearance2.pdf
- PhDStudentTranscript.pdf
- DNPStudent Grad Clearance 1.pdf
- DNPStudentGradClearance1.pdf
- ROPInternationalAffairsMSGradClearanceRedacted.pdf
- ROPInternationalAffairsMSTranscriptRedacted.pdf
- OnlineEdDTranscriptRedacted.pdf
- LEIMSGradClearanceRedacted.pdf
- LEIMSTranscriptRedacted.pdf

<table>
<tr>
<td>9.6</td>
<td>Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum) (Post-Baccalaureate Rigor and Curriculum)</td>
</tr>
</table>

   <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

<u>**Narrative**</u>

Florida State University's post-baccalaureate master's, specialist, doctoral, and professional degree programs, are progressively more advanced in academic content than its undergraduate programs. Furthermore, the graduate level curricula are structured to ensure the acquisition of foundational knowledge through familiarity with the literature of the discipline and the development of research, creative, and/or professional skills.

The university's Graduate Bulletin describes the requirements for professional and graduate degree programs. Individual program requirements are also specified as appropriate to the discipline. Requirements apply to graduate and professional programs regardless of location or mode of delivery. [FSU Graduate Bulletin, 2022-2023]

A number of institutional processes ensure Florida State University's post-doctoral baccalaureate professional degree programs, master's, and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. These processes include the following:

     (1) processes for review and approval,

     (2) the state common course numbering system,

     (3) the academic program review process, and

     (4) Faculty Senate Graduate Policy Committee review process.

New Course and Program Review and Approval

Proposals for new graduate courses and degree programs begin with the faculty in academic departments. Proposals for new graduate programs are reviewed by multiple academic bodies to ensure they meet the standards for graduate education and are progressively more advanced in academic content than its undergraduate programs. Proposals for courses and programs are initiated in the individual department program curriculum committees and the faculty members who comprise the university Graduate Policy Committee. Proposals are also reviewed by other administrative bodies including the Vice President for Faculty Development and the Provost and

Executive Vice President for Academic Affairs. The university Board of Trustees reviews and approves new graduate and professional degree programs.

New courses to be taught at the university at the post-baccalaureate level, for credit, must be approved by the University Curriculum Committee (UCC) before being offered. The purpose of the University Curriculum Committee is to consider curricular policies and procedures at both the undergraduate and graduate levels. The UCC reviews each curricular request and each associated syllabus that is submitted to ensure the content is appropriate for the level, type and credit hours of the course. It also makes sure the course objectives are measurable, the attendance policy and ADA policy are in accordance with university policy and that the evaluation for the course is clear and unambiguous for the student. The University Curriculum Committee must also approve new courses that are to be delivered by an alternative method of delivery (technology enhanced, partially online, mostly online and fully online). New courses and course changes must be entered in the university's curriculum request application. The application contains the proposed course syllabus that provides the primary information for review. The committee determines that there is a significant difference between undergraduate and graduate course with graduate course having more in-depth objectives, assignments and/or meetings. [University Curriculum Committee Year-End Report 2021-2022] It also verifies that the proposed course number has a designation indicative of the level of the course based on content

State Common Course Numbering System

Courses in the university's curriculum are identified by prefixes and numbers assigned by Florida's Statewide Course Numbering System (SCNS). The SCNS is part of the Florida Department of Education's Office of Articulation. Each public institution, including Florida State University, has a designated institutional contact person who coordinates course-numbering matters. Courses are numbered based on content. Numbers are decided upon by discipline coordinators or, in the case of some disagreement, committees of disciplinary faculty. [SCNS Handbook]

Courses at the 5000 to 9000 level are graduate and professional. Higher numbers designate progressively more advanced courses. The sequencing of courses is reviewed by curriculum committees with faculty having the appropriate expertise in each area. The curriculum committees establish the sequencing of progressively more advanced academic content and differentiate graduate content from undergraduate content. [Curriculum Guide] [Curriculum Development Cycle]

The distribution of hours among 4000-, 5000-, and 6000- level courses and above is determined by the faculty laying out the progression within the academic program. Only courses numbered 5000 and above are normally to be taken by graduate students. A graduate student's directive committee or department may, however, permit the student to take specified 4000 level courses in the degree program. "4000" level courses cannot count in a student's minimum thirty total semester hours of graduate credit or graduate GPA. [FSU Graduate Bulletin, p.100, 2022-2023] The course numbering applies to all graduate-level programs, including those offered

online via distance learning, as well as those offered at the university's off-campus instructional sites, including the Republic of Panama (ROP); Panama City, Florida; and FSU Ringling Center for Cultural Arts in Sarasota, Florida.

A course number is initially proposed as part of the course syllabus. Once a course is approved, the finalized syllabus is associated with the course and its designation. The syllabus includes written course objectives as well as the literature of the discipline with which the student is expected to engage. In addition, the syllabus outlines the research expectation and the professional practices and training to which the student will be exposed. Each course within the curriculum are required to have a syllabus and is distributed at the beginning of the semester. The Faculty Handbook specifies the policy on course syllabi, which is also highlighted on the Faculty Senate's website. [FSU Faculty Handbook, pp.133-164, 2022] [Syllabus Language]

Some courses maybe co-listed or combined at the 4000 and 5000 level. In their review and approval process, the University Curriculum Committee requires that such courses must be more rigorous than those for the undergraduates (e.g., there may be a requirement for a term paper or oral presentation, more extensive assignments and discussion sections for the graduate students). [Combined Section Policy, 2022]

Post-baccalaureate programs consist of graduate courses approved through the university program review process. They consist of sequences of course offerings designed to present materials and experience of increasing rigor within a discipline. They are approved through a process similar to that of individual courses having multiple levels of review and approval.

Academic Program Review Process

Academic programs establish and evaluate student learning and program outcomes on an annual basis. The Institutional Effectiveness Portal is used to document the student learning outcomes, standards, and assessment results and analyses approved by the faculty. Post-baccalaureate programs emphasize higher order content knowledge, rigor, and performance. [Computer Science SLOs]

Each graduate program undergoes periodic detailed review in accordance with state law and university policy. These reviews constitute the university Quality Enhancement Review process coordinated and overseen by the Provost. [Quality Enhancement Reviews] The QER process "serves as a tool for ensuring that the university fulfills and maintains its mission. The process enables the university to provide quality assurance, maintain academic standards, ensure continuous improvement of academic programs, and improve the university's reputation." As part of the process, each program is required to address the currency and appropriateness of the curriculum as well as its development of graduate student research, creativity or professional skills.

Faculty Senate Graduate Policy Committee Review Process

The university Graduate Policy Committee (GPC) conducts a review of graduate programs to ensure students have a knowledge of the appropriate disciplinary literature and relevant ongoing engagement in research of professional practice and experiences. This review is conduct in parallel to the university QER process and begins with a self-evaluation by the program faculty. Each program's periodic self-evaluation is reviewed and commented upon by external reviewers and by the Graduate Policy Committee acting through one of its subcommittees. Several dissertations are selected and read by GPC members and evaluated for quality and contributions to the discipline they represent.

The primary purposes of the QERs are to:

1. Ensure that FSU's graduate program are academically sound, current and producing graduates well-trained in their field;

2. Assist program faculty and administrators in improving the programs; and

3. Provide a forum in which program students can voice concerns to the faculty and program faculty can voice concerns to the administration.

The GPC reviews are intended to be internal academic peer reviews and conducted in a collegial and cooperative atmosphere. Such reviews are expected to render a thoughtful evaluation of the program's academic effectiveness.

If a GPC review concludes that a program is not producing graduates of sufficient quality then the committee may recommend the program be placed on probation, suspended, or even terminated. The review process involves several steps:

1. A review subcommittee is appointed to review the programs' self-evaluation, and identify the program's strengths and weaknesses;

2. The subcommittee meets with a variety of groups, including graduate students in the program, faculty members, administrators, and the external reviewer or reviewers;

3. The subcommittee prepares a report summarizing its review of the graduate program and presenting recommendations on the status of the program and how it might improve; and

4. The report is then considered by the full GPC at a meeting attended by at least one member of the review subcommittee (usually the chair), the program administrators, the program's academic dean, the Dean of the Graduate School, and others.

Recommendations that are approved by the Committee are then expected to be acted on and implemented by program's faculty. [GPC Report for Mathematics] [Mathematics GPC Recommendations] Approximately four to six months after the review is completed, the

program must submit an action plan to the Dean of the Graduate School that addresses the recommendations. [Mathematics Action Plan] A two-year follow-up report is subsequently submitted to the Dean of the Graduate School describing the progress by the program in the items outlined in the action plan. [Mathematics Two-Year Follow-Up] In addition, following submission of the QER self-study and the GPC meeting on recommendations for the program, the program's academic dean writes an action plan for the program that is submitted to the Provost. [Dean's Action Plan for Mathematics] The Provost initiates actions in response to those recommendations, as appropriate.

Curricular Expectations/Requirements

The university's graduate or post-baccalaureate policies and procedures govern master's level degrees, Doctor of Philosophy, and Professional degrees. The university confers the following degrees at the master's level: the Juris Master (JM), Master of Law Letters (LLM), Master of Arts (MA), Master of Science (MS), Master of Accounting (MAcc), Master of Business Administration (MBA), Master of Engineering (MEng), Master of Fine Arts (MFA), Master of Music (MM), Master of Music Education (MME), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Science in Planning (MSP), Master of Social Work (MSW), Specialist in Education (EdS), Professional Science Master (PSM), and Specialist (SPE) degrees.

At the master's level, students are expected to demonstrate and apply core knowledge needed to function in their professional field, demonstrate an understanding of the research process, and conduct independent research, and perform professional practices. The course approval process ensures this for individual courses. The university has three paths to complete a master's degree: thesis, coursework only, and project completion.

Thesis-Type Master's Program

A thesis-type master's program is focused on research and scholarship, culminating in written output in the form of the thesis. Thesis-type programs usually include graduate coursework in specific content areas, research methods, analysis, and theory. The scope of the thesis is discipline-specific and typically requires more than one semester of intensive work. A thesis clearly exceeds the requirements of a typical course paper and follows the traditional model of academic, publishable work (i.e., consists predominantly of written work). The thesis must present original research conducted by the student under the close supervision of the student's faculty supervisory committee.

To qualify for a master's degree under a thesis program, the student must complete a minimum of thirty semester hours of credit including thesis credit. At least eighteen of these hours must be taken on a letter-grade basis. The minimum number of thesis hours for completion of a master's degree shall be six hours. [FSU Graduate Bulletin, p.99, 2022-2023]

Coursework-Only Program

A coursework-only master's program may include capstone options such as comprehensive exams, graduate-level internships, or cumulative projects (written or creative). Coursework-only programs are not required to include one of these capstone options by the university. These capstone options exceed the scope of a typical course assignment but are smaller in scope than master's thesis or project-track. Typically, capstone experiences are completed at the end of the program under the supervision of one faculty member while students are registered for a capstone-type course. Each unit may choose its own nomenclature for the capstone option (including but not limited to: "capstone," "capstone project," "capstone experience," or "comprehensive project"), as long as the terminology does not include the word "thesis" and is distinct from terminology chosen for the project programs within that unit.

To qualify for a coursework-only master's degree, the student must complete a minimum of thirty semester hours of credit. At least twenty-one of these hours must be taken on a letter-graded basis. In a coursework-only master's program, graduate students complete a degree broadly sampling discipline-specific and/or interdisciplinary content courses, theories, and methods. [FSU Graduate Bulletin, p.99, 2022-2023]

Project Completion

A project master's program is primarily focused on creative achievement and activity culminating in a terminal project distinguished by its predominantly non-written output. While project master's programs include graduate coursework in specific content areas, the emphasis is on applied and/or creative activity, interpretation, and theory. The project in a Project Master's program does not follow the traditional model that relies upon academic, publishable work and does not need to be limited to writing. There may or may not be a written component included in the project (e.g., students may do both a performance and written assignment), but the majority of the work is in a format other than written. The project may take a variety of specialized interactive formats, including but not limited to: audio/digital (e.g., film, video, photography, or static image), performance (e.g., dance, theater, music), or art (e.g., exhibit). The scope of the project is discipline-specific and typically requires more than one semester of intensive work and exceeds the requirements for a typical course project/assignment. The project must present an original artistic and/or professional endeavor produced by the student under the close supervision of the student's faculty supervisory committee. Each program may choose its own nomenclature for the project (including but not limited to: "creative project," etc.), as long as the terminology does not include the word "thesis" and is distinct from terminology chosen for the coursework-only program within that unit.

To qualify for a master's degree in a project completion program, the student must complete a minimum of thirty semester hours of credit. At least twenty-one of these hours must be taken on a letter-grade basis (A, B, C). The minimum number of project hours for completion of a project master's program shall be six hours [FSU Graduate Bulletin, pp.98-101, 2022-2023]

Additional Master of Arts (MA) Requirements

In addition to the requirements listed above, candidates for the Master of Arts (MA) degree must meet the following requirements:

1. Proficiency in a foreign language demonstrated by certification by the appropriate language department, or completion of twelve semester hours in a foreign language with an average grade of at least 3.0 ("B"), or four years of a single language in high school.

2. Six or more semester hours of graduate credit in one or more of the following fields: art; classical language, literature, and civilization; communication; English; history; humanities; modern languages and linguistics; music; philosophy; religion; and theatre. [FSU Graduate Bulletin, p.102, 2022-2023]

Doctor of Philosophy (Ph.D.)

The PhD is a research degree designed to produce scholars in the discipline. The degree is granted to students who: 1) have mastered definite fields of knowledge so that they are familiar with what has been accomplished in their specific fields and also with the potential and opportunity for further advances; 2) have demonstrated the capacity to do original and independent scholarly investigation or creative work in their selected fields; and 3) have the ability to integrate their selected fields of specialization with the larger domains of knowledge and understanding. [FSU Graduate Bulletin, Doctoral Requirements, p.103, 2022-2023]

The Ph.D. degree represents the attainment of independent and comprehensive scholarship and creativity in a selected field rather than the earning of a specific amount of credit. Individual programs are planned to increase the likelihood that prior to students reaching the preliminary examinations they will have gained sufficient mastery of their field to complete them successfully. Ph.D. students must complete and defend a dissertation to be awarded the degree.

Prior to degree conferral, doctoral students must also meet the following requirements:

1. Scholarly Engagement Requirement. The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students interact with faculty and peers in ways that include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university. The purpose is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. [FSU Graduate Bulletin, Scholarly Engagement, p.103, 2022-2023]

2. Time Limit for Completion of Degree Requirements. All requirements for the doctoral degree must be completed within five calendar years from the time the

student passes the preliminary examination and is admitted to the candidacy to ensure currency in the academic discipline. [FSU Graduate Bulletin, Time Limit, p.105, 2022-2023]

3. Minimum Number of Dissertation Hours. All doctoral students must complete a minimum of twenty-four credit hours of dissertation which helps establish that students engage in the advanced academic content of the program, are grounded in and knowledgeable about the literature of the discipline and engaged in research and appropriate professional or creative activities. [FSU Graduate Bulletin, Course Requirements, p.103, 2022-2023]

4. Dissertation, Supervisory Committee, and Defense. After passing a preliminary exam and being admitted to candidacy, a dissertation must be completed on some topic connected within the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly or creative effort. [FSU Graduate Bulletin, Dissertation Requirements, pp.105-106, 2022-2023]

Professional Doctoral Degrees

Florida State University offers professional doctoral degrees including the Doctor of Nursing Practice (D.N.P.), Medical Doctor (M.D.), Doctor of Nurse Anesthesia Practice (DNAP), and Juris Doctor (J.D.). These professional practice degrees maintain standards consistent with FSU standards and standards of accrediting bodies. [FSU Graduate Bulletin, p.108, 2022-2023] [FSU Graduate Bulletin, p.420, 2022-2023]

Doctor of Nursing Practice Degree (D.N.P.)

The Doctor of Nursing Practice (D.N.P.) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. The program is designed in accordance with the American Association of Colleges of Nursing (AACN), Essentials of Doctoral Education for Advanced Practice Nursing, and National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies. [DNP Graduate Student Handbook, pp.12-14, 2021-2022]

Doctor of Medicine Degree (M.D.)

The M.D. degree is awarded to students who successfully complete all required and elective courses and clerkships, Years One through Four; pass the USMLE Step 1, Step 2 CK, and Step 2 CS; to complete all requirements; to complete all required surveys; and are to be a "student in good standing" in the Spring semester of the Fourth Year. The curriculum conforms to the standards of the College and is accredited by the Liaison Committee on Medical Education.

Faculty committees in the College of Medicine review the academic record of all fourth-year students in the spring semester of the Fourth Year and verify that all requirements have been met by each student for the conferral of the degree. [FSU Graduate Bulletin, p.108, 2022-2023]

Juris Doctor Degree (J.D.)

The Juris Doctor (J.D.) degree provides students with the professional skills and core knowledge necessary to engage in legal or law-related careers, while complying with standards prescribed by the American Bar Association and the Florida Bar. The J.D. is awarded to students who have satisfactorily completed coursework and related requirements equivalent to three academic years of full-time enrollment. The first-year curriculum is comprised entirely of required courses in core subjects and the second- and third-year curricula are primarily comprised of elective courses to enhance knowledge of specific areas of the law. The degree requirements include coursework related to professional responsibility, upper-level legal writing and skills training, as well as pro bono service. [FSU Graduate Bulletin, p.108, 2022-2023]

Doctor of Nurse Anesthesia Practice (D.N.A.P.)

The College of Applied Studies offers a Nurse Anesthesia Program (NAP) leading to a Doctor of Nurse Anesthesia Practice (DNAP) degree. The graduate degree curriculum provides advanced study in anesthesiology, pharmacology, anatomy and physiology, chemistry, and an intensive clinical practice culminating in the acquisition of knowledge, skills, and independent critical thinking that are required to practice as a certified registered nurse anesthetist (CRNA). Each graduate student actively engages in a scholarly inquiry project that will ultimately be presented at the local and/or national level to a body of peers. The mission of the Florida State University Nurse Anesthesia Program (NAP) is to advance the human sciences through a philosophy of passion infused scientific education, application of clinical education and practice for the betterment of citizens in the local, national, and global community. The program endeavors to motivate and instill dedication to serving public and private health systems through application of technical expertise underpinned by advanced scientific principles. Clinical, didactic, and applied research educational experiences are provided to students enabling the development of lifelong habits essential to continued success in the field of nurse anesthesiology. [FSU Graduate Bulletin, p.420, 2022-2023]

Progressive Academic Content and Rigor

Instructors of graduate-level courses must hold Graduate Faculty Status (GFS) if they are members of the tenure-track faculty or Graduate Teaching Status (GTS) if they are members of the non-tenure track faculty or have been granted courtesy faculty status. Such faculty are expected to possess the terminal degree and expertise in the discipline. In some cases, faculty without such credentials are approved to teach a graduate-level course based on practical or professional experience. All requests for GFS, GTS, or exceptions to the guidelines must be approved by the Dean of the Graduate School. Each academic unit (colleges and departments) adopts specific written criteria that its faculty must meet in order to be appointed to GFS or GTS, thus, setting a continual standard and expectation that guarantees the rigor of the graduate and

professional programs for which they are teaching courses in. Faculty who acquires GFS or GTS to teach graduate-level courses, are expected to actively engage in graduate education through teaching and (often times) are required to show evidence of research-based scholarship and/or creative work resulting in peer reviewed publications or equivalent work in order to attain such status.

Program Requirements Examples

The curriculum for each program conforms to the university-wide requirements described in the Graduate Bulletin. The master's, specialist and doctoral degrees typically require students to attain content knowledge in the discipline through a suite of core and elective courses. Master's thesis and doctoral-level students are introduced to research methodologies through research-related courses, followed by preparation of a prospectus (not a requirement), conduct of original research, and completion of the thesis, treatise, or dissertation.

Discussed below are examples of graduate programs from the arts, performing arts, sciences, engineering, and education which exemplify expectations related to the acquisition of foundational knowledge, preparation for research, acquisition of skills related to a profession, and practical experience as appropriate for the discipline and type of degree.

Music

The university offers several different master's degrees in the College of Music, as well as the Doctor of Philosophy in Music Education, and the Doctor of Music in Composition or in Performance. [FSU Graduate Bulletin, pp.181-186, 2022-2023] All of the degrees conform to the university-wide requirements and specify different numbers of required core and elective courses, the conduct of research and/or creative scholarship [Syllabus Music Field and Laboratory Techniques] [Syllabus Music Methodologies] [Syllabus Music Experimental Research], and musical proficiency and expertise appropriate to the particular degree [Syllabus Medical Music Therapy] [Music Dissertation Example 1] [Music Dissertation Example 2] [Music Master's Example 1]

History

The Department of History offers master's and Ph.D. degrees. For the M.A. degree in History students must complete 33 credit hours including a methodology course, Historical Methods. There is also a language requirement and a thesis. The master's program in Historical Administration and Public Policy requires that student gain knowledge of the literature and methodological approaches through coursework in various "emphasis" areas e.g., cultural resources management, digital media, and public history. There is also a language requirement and a thesis or a capstone project. Doctoral students in History choose a major and three minor fields in history in which to take coursework, conduct original research, and complete a dissertation. In addition, doctoral students must also demonstrate proficiency in a foreign language, take the methodology course Historical Methods [Syllabus Historical Methods], and are encouraged to take a course in teaching history at the college level, which requires the

graduate students to use previous knowledge from their past undergraduate courses (i.e., present a 5-7 minute speech as a historical character from one of their past undergraduate courses, present/practice teaching to an audience as if they were from an upper-level undergraduate section, complete discussion forums where the graduates think back to when they were undergraduates). [Syllabus Teaching History: at the Collegiate Level] [History: Dissertation Example] [History: Project Example]

Chemistry

The Department of Chemistry and Biochemistry offers master's degrees and the Doctor of Philosophy. Students specialize in one of six disciplinary areas. Performance of original research is a key characteristic of the thesis Master's and Ph.D. programs and the programs of study are accordingly highly individualized. For example, the master's thesis program may consist entirely of courses in chemistry or may include courses from related areas, depending upon the interests and goals of the student. At least one semester of teaching is required. The student conducts research in consultation with the major professor and prepares a thesis with the professor's guidance. The student presents and defends the thesis before the supervisory committee. The course-based master's degree is more structured and is designed to provide the student with a strong technical education. The Ph.D. focuses on research. The degree is granted to students who have mastered a definitive field of knowledge, who have demonstrated capacity to do original and independent scholarly investigation, and who have shown an ability to integrate their field of specialization with the larger domains of knowledge and understanding and communicate that work. Additional requirements for these degrees are highlighted in the Graduate Student Handbook. Several course syllabi are provided as examples. [Syllabus Spectroscopic Methods in Organic Chemistry] [Syllabus Analytical Graduate Seminar] [Syllabus Thermodynamics and Statistical Mechanics] [Chemistry Dissertation Example] [Chemistry Dissertation Example 2]

Engineering

The Master of Engineering is a professional master's degree offered by the Department of Civil and Environmental Engineering to prepare students for a professional career in engineering. The M.Eng. option requires thirty semester hours of coursework, consisting of fifteen hours in the specialty area, twelve hours in supplementary electives, and three hours of advanced mathematics, statistics, or computation. Courses typically emphasize involvement in projects as expected of a professional engineer. [Syllabus Research Methods] [Syllabus Structural Dynamics] [Syllabus Infrastructure Engineering and Management] [Syllabus Applied Simulation Modeling of Transportation Systems] [Syllabus Advanced Chemical Engineering Math I] The M.Eng. option also requires the student to pass a comprehensive exam. [FSU Graduate Bulletin, p.158, 2022-2023] [Engineering Project Example 1] [Engineering Project Example 2]

Sport Management

The Department of Sport Management offers the master's and Ph.D. degrees. Master's students are required to become knowledgeable of the current literature, both applied and research

based. In order to enhance the student's practical experiences, appropriate internships are also required. This specialization prepares individuals with the appropriate background for employment in an entry or mid-level position. The program of study for doctoral students emphasizes theory and research paradigms acquired first through coursework and then through the conduct of independent research. [Syllabus Diversity in Sport] [Syllabus Sport Governance] [Syllabus Sport and Politics] [Syllabus Sport and the Media] [Sport Management Graduate Student Handbook] [Sport Management Dissertation Example] [Sport Management Portfolio Example]

Medicine

The Florida State University College of Medicine offers the M.D. degree and carefully selects students who are outstanding academically with the goal of educating and developing exemplary physicians who practice patient centered healthcare, discover and advance knowledge and who are responsive to community needs especially through service to elder, rural, and underserved populations. The FSU College of Medicine has a faculty advising program in which medical students are assigned to faculty advisors beginning in the first year of medical school. Faculty advisors mentor and assist students throughout their medical school experience. The advanced and demanding curriculum is a four-year continuum with two major components: a Pre-Clerkship Phase in which students acquire foundational knowledge and skills in basic, behavioral and clinical sciences, physical exam, interviewing, and clinical reasoning, and a Clerkship Phase in which students develop their clinical skills and clinical reasoning through direct patient care experiences in 8 major practice areas and specialty electives, with increasing responsibility for patient care in preparation for residency training. [COM Student Handbook, p.8]

Evidentiary Documents

- FSUGraduateBulletin2022-2023.pdf
- UniversityCurriculumCommitteeYearEndReport2021-202.pdf
- SCNS2020Handbook.pdf
- CurriculumGuide.pdf
- CurriculumDevelopmentCycle.pdf
- FacultyHandbook.pdf
- SyllabusLanguage.pdf
- CombinedSectionPolicy.pdf
- ComputerScienceSLOs.pdf
- QualityEnhancementReviews.pdf
- GPCReportForMathematics.pdf
- MathematicsGPCRecommendations.pdf
- MathematicsActionPlan.pdf
- MathematicsTwoYearFollowUpReport.pdf
- DeansActionPlanMathematics.pdf

- DNPGraduateStudentHandbook.pdf
- SyllabusMusicFieldAndLaboratoryTechniques.pdf
- SyllabusMusicMethodologies.pdf
- SyllabusMusicExperimentalResearch.pdf
- SyllabusMedicalMusicTherapy.pdf
- MusicDissertationExample1.pdf
- MusicDissertationExample2.pdf
- MusicMastersExample1.pdf
- SyllabusHistoricalMethods.pdf
- SyllabusTeachingHistoryAtTheCollegiateLevel.pdf
- HistoryDissertationExample.pdf
- HistoryProjectExample.pdf
- SyllabusSpectroscopicMethodsInOrganicChemistry.pdf
- SyllabusAnalyticalGraduateSeminar.pdf
- SyllabusThermodynamicsAndStatisticalMechanics.pdf
- ChemistryDissertationExample1.pdf
- ChemistryDissertationExample2.pdf
- SyllabusResearchMethods.pdf
- SyllabusStructuralDynamics.pdf
- SyllabusInfrastructureEngineeringAndManagement.pdf
- SyllabusAppliedSimulationModelingOfTransportationS.pdf
- SyllabusAdvancedChemicalEngineeringMathI.pdf
- EngineeringProjectExample1.pdf
- EngineeringProjectExample2.pdf
- SyllabusDiversityInSport.pdf
- SyllabusSportGovernance.pdf
- SyllabusSportAndPolitics.pdf
- SyllabusSportAndTheMedia.pdf
- SportManagementGraduateStudentHandbook.pdf
- SportManagementDissertationExample.pdf
- SportManagementPortfolioExample.pdf
- CollegeOfMedicineStudentHandbook.pdf

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<td>9.7</td>
<td>The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. (Program Requirements)</td>
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    _X_ _Compliance_   ___ _Partial Compliance_   ___ _Non-compliance_

Narrative

The university publishes requirements for its undergraduate, graduate, and post-baccalaureate professional degree programs. These requirements conform to commonly accepted standards and practices. Prospective and current students can access program requirements via the university's website.

Publication of Program Requirements

Requirements for general education and undergraduate degree programs requirements are available in the Undergraduate Bulletin which is published on the university's website and available to students electronically via the web. The Undergraduate Bulletin is reviewed annually by each academic program and updated accordingly. A section of the Bulletin addresses the general education hour and distribution requirements as well as the specific course numbers and titles that will satisfy each requirement. [FSU Undergraduate Bulletin, pp.119-142, 2022-2023] The Bulletin also lists requirements for majors and minors for degree programs. [College of Arts and Sciences, FSU Undergraduate Bulletin, p.171, 2022-2023] [Department of Biological Sciences, FSU Undergraduate Bulletin, p.259, 2022-2023] In addition to the General Bulletin, individual college and departmental websites also outline major/minor requirements. [Undergraduate Requirements Political Science] [Requirements for Accounting Majors]

The university's website also includes degree program requirements as part of the Undergraduate Academic Program Guide. [Academic Program Guide] [Academic Program Guide - Creative Arts] This site offers students a one-stop shop to ascertain information about undergraduate programs. Prospective and current students can find easily detailed program descriptions, department URLs, learning outcome information, career information, and a curricular map. [Biological Sciences Program Description] [Biological Sciences Academic Map] [Biological Sciences Career Center Information] The curricular map is a term-by-term sample course schedule with associated milestones listed for each term designed to keep a student on course to graduate in four years. This map serves as a general guideline to help students build a full schedule each term while satisfying degree requirements. Students who get off track and miss milestones receive one of two types of map registration stops. The first level is a "Degree Map Off-Track" stop which is placed following grade posting if the student has missed a milestone for the first time in the program. If a student does not meet milestones for two (2) consecutive semesters (excluding summers), a Major Change Required stop is placed on the student's registration. In each case, students are required to meet with their academic advisor before they can register for the next term.

Distinction Between Major and Degree Program

Each degree awarded by the university is comprised of required number of credit hours and courses that include completion of a major. Florida State University defines that major as an organized curriculum that is part of an existing degree program. [Fl. BOG Regulation 8.011] [New Major Proposal 2022, p.1] The name of the academic major may be the same, similar or different from the name of the degree to distinguish the organized and concentrated area study within the larger discipline area. For example, a student earning a Bachelor of Arts in English may complete a major in creative writing or a major in literature as part of completing the degree.

Dissemination of General Education and Undergraduate Degree Program Requirements

The process of educating students about general education and undergraduate degree program requirements begins in the recruiting process. Most of our first-year applicants are pursuing some form of accelerated credit in high school (dual enrollment, AP, IB, AICE, and CLEP), so we notify students of university requirements so that they take the appropriate dual enrollment courses or exams. They are encouraged to research their major at the Undergraduate Academic Program website to help them make choices to stay on track for their chosen major. [Academic Program Guide] Transfer students must meet the academic map for their chosen major before they can be admitted. The Office of Undergraduate Studies works closely with state college counselors to ensure that they are providing good advice to their students wishing to transfer to Florida State University. [Transfer Student Services] Once admitted, all students are required to attend Orientation prior to their enrollment. [New Nole Orientation Website] [New Nole Orientation Start]

Orientation advising varies by academic department, typically students will meet with an academic advisor in their major in a small group or one-on-one setting. The advisor will provide general information about the academic majors and minors in the department as well as highlight opportunities for engagement. Advisors assist in evaluating test credit, dual enrollment credit, or transfer credit and work with students to plan a schedule for the first semester at FSU. After enrollment, students are encouraged to meet regularly with their academic advisor and the Advising First Office is proactive with events and services. [Advising First Website] [Find Your Advisor Advising First] Students also receive emails from their advisor about program requirements and their status. Students are advised of changes in program requirements by their advisor.

The university publishes the requirements for each undergraduate program in the Undergraduate Bulletin; degree requirements are the same regardless of location or mode of delivery. Freshmen and sophomores have their programs and coursework supervised and monitored by the Office of Undergraduate Studies. [Undergraduate Studies] Exceptions to this placement are students accepted into the College of Music; College of Motion Picture Arts; or into the Bachelor of Fine Arts (BFA) program in theatre or dance. Students in these performance majors are advised and supervised directly within their own schools or departments as are junior and senior level transfer students.

Process for Defining General Education and Undergraduate Degree Requirements

The general education requirements for undergraduate degrees are included in the Liberal Studies Program. In the 36 Liberal Studies hours, students learn and practice three essential competencies: Thinking, Communicating, and Engaging. [Office of Liberal Studies] [The Liberal Studies Curriculum] [FSU Undergraduate Bulletin, pp.121-139, 2022-2023]

Three university-wide faculty committees monitor undergraduate general curriculum policy: 1) Liberal Studies Coordinating and Policy Committee (LSCPC); 2) Undergraduate Policy Committee; and 3) the University Curriculum Committee. The LSCPC is the main governing board for the Liberal Studies curriculum. Members of the LSCPC meet monthly during the academic year to develop and propose to the Faculty Senate policy related to the general education curriculum and university-wide undergraduate requirements. [LSCPC Committee] The LSCPC also develops and oversees course approval criteria and processes as well as the development of policies and processes related to assessment of student learning and program evaluation. [Liberal Studies Course Approval Process Reviewer's Guide] All undergraduate policies are considered by the Undergraduate Policy Committee (UPC), and it is their responsibility to monitor and recommend policy changes or new policies for action by the full Faculty Senate. [Undergraduate Policy Committee Website] The University Curriculum Committee considers curricula issues at both the undergraduate and graduate level and works with academic departments to ensure coursework conforms to disciplinary standards and practice. [University Curriculum Committee Website]

The state of Florida is actively involved in the standardization of general education requirements among public postsecondary institutions within the state. The chair of the State Board of Education and the chair of the Florida Board of Governors, or their designees, appoint faculty committees to identify statewide general education core course options. General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. [s.1007.25, Florida Statutes] The state views general education as an articulation issue and legislation mandates that every associate in arts graduate of a Florida College System institution shall have met all general education requirements and must be granted admission to the upper division of a State university, except for a limited access or teacher certification program or a major program requiring an audition. [s.1007.23, Florida Statutes] Public postsecondary educational institutions are required to offer and accept these courses as meeting general education core course requirements.

Publication of Graduate Degree Program Requirements

Degree program requirements for graduate and post-baccalaureate professional programs are published in the Graduate Bulletin which is published on the university's website and available to students electronically via the web. [FSU Graduate Bulletin 2022-2023] The Graduate Bulletin is reviewed annually by each academic program and updated accordingly. The Graduate Bulletin lists requirements for degree programs. [FSU Graduate Bulletin, pp.97-110, 2022-2023] Graduate and professional students are notified by program staff on changes to program

requirements. Additional information is provided on the individual websites for each program, and for the professional programs in the Colleges of Law, Nursing, Medicine, and the Nurse Anesthesia Program. [Ph.D. in Finance Degree Requirements] [Juris Doctor Program College of Law]

Master's Program Requirements

The University confers at the master's level the Juris Master (JM), Master of Law Letters (LLM), Master of Arts (MA), Master of Science (MS), Master of Accounting (MAcc), Master of Business Administration (MBA), Master of Engineering (MEng), Master of Fine Arts (MFA), Master of Music (MM), Master of Music Education (MME), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Science in Planning (MSP), Master of Social Work (MSW), Specialist in Education (EdS), Professional Science Master (PSM), and Specialist (SPE) degrees. The minimum requirements stated below govern all of these degrees except the EdS, the PSM, the SPE, and the MFA degrees which have additional and or specific requirements listed in their respective departmental sections of the Bulletin. [FSU Graduate Bulletin, p.98, 2022-2023]

There are three types of programs by which a student may secure a master's degree: thesis, coursework-only, and project. It is optional with any department whether it requires all majors to proceed under one or the other type, or whether it permits individual students to proceed under one or the other type, or whether it permits individual students to choose between them. Thesis-Type Master's Program. A thesis-type master's program is focused on research and scholarship, culminating in written output in the form of the thesis. Thesis-type programs usually include graduate coursework in specific content areas, research methods, analysis, and theory. The thesis must present original research conducted by the student under the close supervision of the student's faculty supervisory committee. To qualify for a master's degree under a thesis program, the student must complete a minimum of thirty semester hours of credit including thesis credit. At least eighteen of these hours must be taken on a letter-grade basis (A, B, C). A coursework-only master's program may include capstone options such as comprehensive exams, graduate-level internships, or cumulative projects (written or creative).

Coursework-only programs are not required to include one of these capstone options by the university. These capstone options exceed the scope of a typical course assignment but are smaller in scope than master's thesis or project-track. To qualify for a coursework-only master's degree, the student must complete a minimum of thirty semester hours of credit. At least twenty-one of these hours must be taken on a letter-grade basis (A, B, C). In a coursework-only master's program, graduate students complete a degree broadly sampling discipline-specific and/or interdisciplinary content courses, theories, and methods.

A project master's program is primarily focused on creative achievement and activity culminating in a terminal project distinguished by its predominantly non-written output. While project master's programs include graduate coursework in specific content areas, the emphasis is on applied and/or creativity interpretation, and theory. The project in a project master's program does not follow the traditional model of academic, publishable work and does not need to be limited to writing. There may or may not be a written component included in the project (e.g.,

students may do both a performance and written assignment), but most of the work should be in a format other than written. The project may take a variety of specialized interactive formats, including but not limited to audio/digital, performance or art. To qualify for a master's degree in a project program, the student must complete a minimum of thirty semester hours of credit. At least twenty-one of these hours must be taken on a letter-grade basis (A, B, C). The minimum number of project hours for completion of a project master's program is six hours. [FSU Graduate Bulletin, p.99, 2022-2023]

Doctoral Program Requirements

The university offers the Doctor of Philosophy (PhD), Doctor of Education (EdD), Doctor of Music (DM), and Doctor of Nursing Practice (DNP) with degrees in several departments of the College of Arts and Sciences, College of Business, College of Communication and Information, College of Criminology and Criminal Justice, College of Education, FAMU–FSU College of Engineering, College of Fine Arts, College of Human Sciences, College of Music, College of Nursing, College of Social Sciences and Public Policy, College of Social Work, as well as interdisciplinary programs across colleges.

The Doctor of Philosophy (Ph.D.) degree is a research degree designed to produce scholars and researchers. The degree is granted to students who: l) have mastered definite fields of knowledge so that they are familiar not only with what has been done in their specific fields but also with the potential and opportunity for further advances; 2) have demonstrated capacity to do original and independent scholarly investigation or creative work in their selected fields; and 3) have the ability to integrate their selected fields of specialization with the larger domains of knowledge and understanding. Because the Ph.D. degree represents the attainment of independent and comprehensive scholarship in a selected field rather than the earning of a specific amount of credit, there is no university-wide minimum course requirement beyond that implied by the academic residency requirement. The residency requirement specifies that a student must be continuously enrolled on the main campus for a minimum of twenty-four graduate semester hours of credit in any period of twelve consecutive months. Ph.D. students must also satisfactorily complete a preliminary examination to be admitted to candidacy for the doctoral degree. Upon achieving candidacy, a student must satisfactorily complete at least 24 dissertation hours, and successfully defend a dissertation. All requirements for the Ph.D. must be completed within five years of completing the preliminary examination. [FSU Graduate Bulletin, pp.102-107, 2022-2023]

The Doctor of Education (Ed.D.) degree is distinguished from the Ph.D. degree by the nature of specific training (although there may be a core of studies common to the two curricula) and by that of the dissertation. The training is designed to fit the goals of individual students under the careful guidance of a supervisory committee. Since the purpose of the dissertation is more practice-oriented (i.e., to provide solutions to real-world educational problems), it focuses on researching methodological or administrative procedures capable of providing such solutions. Depending on the dissertation project proposed, the candidate's supervisory committee may require as much training in such research tools as statistics, foreign languages, computer languages, or other programming techniques as necessary to complete the project. All

requirements for the Ed.D. degree must be completed within five years of completing the preliminary examination. [FSU Graduate Bulletin, p.107, 2022-2023]

The Doctor of Music (D.M.) degree is offered in Composition or Performance to candidates who have achieved distinction in composition or in public performance and who demonstrate an ability to do research and scholarly study. Both specialties require the completion of at least 70 hours of credit beyond the baccalaureate degree. In addition, students must complete 24 hours of dissertation or treatise work. All requirements must be completed within five years of completing the preliminary examination. [FSU Graduate Bulletin, 2022-2023]

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. The program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core competencies, and Population Focus Nurse Practitioner Competencies. There are four tracks: DNP Family Nurse Practitioner BSN to DNP is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Family Nurse Practitioner (FNP), Adult Gerontology Acute Care Nurse Practitioner BSN to DNP is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as an Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Psychiatric/Mental Health Nurse Practitioner DNP is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Psychiatric/Mental Health (PMH) Nurse Practitioner, and the Executive Health Systems Leadership DNP is designed to prepare nurses for the highest level of clinical practice in the profession of Executive Health Systems Leadership (EHSL). [Graduate Handbook College of Nursing]

The Doctor of Nurse Anesthesia Practice (DNAP) graduate will be an expert in research-based anesthesia clinical practices, be eligible for the CRNA exam, and shall acquire knowledge, skills, and competencies including patient safety, individualized perianesthetic management, critical thinking, and communication skills needed for their professional role. The courses are sequenced in a manner that helps students to blend didactic knowledge with clinical application and culminate in the acquisition of knowledge, skills, and independent critical thinking that are required to practice as a CRNA. Each graduate student is actively engaged in a scholarly inquiry project which is presented at the local and/or national level to a body of peers. In addition to standard Florida State University graduation requirements, students must satisfactorily complete all courses with a 3.0 or better grade point average on a 4.0 scale and complete the clinical case requirements as set by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). [Nurse Anesthesia Program]

The Doctor of Medicine degree (M.D.) is awarded by the College of Medicine to students who successfully complete required coursework and clerkships in years 1-4, including a minimum of 16 weeks of electives in Year 4; including required medical exams (e.g., the Objective Structured Clinical Examination). [FSU Graduate Bulletin, p.176, 2022-2023] During the first two years of medical school, the basic sciences and early clinical exposure are taught on the main campus. Years three and four focus on clinical training. The community-based model ensures

that students receive training in a variety of practice settings including rural and inner-city hospitals, nursing homes, residency programs, clinics, and doctor's offices. Clinical training sites are in Tallahassee, Pensacola, Orlando, Sarasota, Daytona Beach, Ft. Pierce, Family Medicine Residency Programs, Marianna, Immokalee, and rural communities.

The Juris Doctor degree (J.D.) is awarded by the College of Law to students who have satisfactorily completed coursework and related requirements equivalent to three academic years of full-time enrollment. The legal curriculum is designed to fit the goal of providing students with the professional skills and core knowledge necessary to engage in legal or law-related careers, while complying with standards prescribed by the American Bar Association and the Florida Bar. The first-year curriculum is comprised entirely of required courses in core subjects, and the second- and third-year curricula are primarily comprised of elective courses. Apart from the first-year curriculum, graduation requirements include coursework related to professional responsibility, upper-level legal writing and skills training, as well as pro bono service. [FSU Graduate Bulletin, p.172, 2022-2023]

Process for Defining Graduate and Professional Degree Requirements

Two university-wide faculty committees monitor general curriculum policy: (1) the Graduate Policy Committee; and (2) the Curriculum Committee.

The approval processes for new degrees are designed to ensure, among other things, that all programs reflect accepted disciplinary standards and practices. Requests for new degrees follow a review and approval process through department and college-level development before being forwarded to the university administration for review to ensure that the proposal is compliant with state and institutional requirements. As part of the process, degrees are reviewed to ensure that course offerings comply with commonly accepted standards and practices. The approval process includes a review of the faculty assigned to teach these courses to ensure that they have the necessary credentials and experience. University-approved additions, changes, or deletions are forwarded to one or both governing bodies, the university Board of Trustees (BOT), and/or the Florida Board of Governors (FBOG). The level of the degree requiring approval dictates which entity has approval authority; bachelor's and master's degrees are approved by the university BOT; specialist, doctoral, and professional degrees are approved first by the university BOT and then the FBOG. [Degree Program Approval Process]

Process for Monitoring the Appropriateness of Graduate and Undergraduate Degree Requirements

Undergraduate, graduate, and professional degree programs are reviewed by the Provost's Office in an ongoing Quality Enhancement Review (QER) process. [Quality Enhancement Reviews] The Quality Enhancement Review's major purposes are (a) to examine the institutional effectiveness of a unit, its national position with respect to comparable units, what it needs to improve or sustain performance; and (b) to inform administrative decisions on the investment of new and existing resources. The Quality Enhancement Review also permits a "streamlined" continuous evaluation system by combining: the statutorily required Florida Board of Governors' seven-year program reviews [BOG Program Review Process], the Graduate Policy

Committee's reviews of graduate programs [GPC Program Review Process], the Undergraduate Policy Committee's reviews of undergraduate programs [UPC Program Review Process] and independent external evaluation. [External Reviewer Report Guidelines and Content] The entire review process is monitored by the Provost's Office through the academic dean of the relevant college. In addition to extensive self-examination [QER Self Study Questions], internal and external reviewers assess the quality of educational programs based on qualitative measures of the reputation of the faculty, research and scholarly activities, and the currency of the curriculum, all commented upon by the external reviewer. [External Review Report Political Science 2021)] [External Reviewers Report Public Safety Walker Spring 2021] [External Review Report Statistics] [QER Motion Picture] [Dean's Report Statistics] These activities help programs conform to commonly accepted standards and practices for the various degrees.

In addition to the academic program reviews, some programs are accredited by discipline-specific bodies. For example, the FAMU-FSU College of Engineering is accredited by Engineering Accreditation Commission of ABET [Accreditation & Assessment Overview FAMU-FSU Engineering], College of Business is accredited by the Association to Advance Collegiate Schools of Business [College of Business Accreditation], and the College of Nursing is accredited by the Commission on Collegiate Nursing Education. [Accreditation College of Nursing] The College of Applied Studies offers a nurse anesthesia program that is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs. [Accreditation Nurse Anesthesia] Disciplinary accreditation helps ensure the curriculum conforms to commonly accepted standards and practices.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- UndergraduateRequirementsPoliticalScience.pdf
- RequirementForAccountingMajors.pdf
- AcademicProgramGuide.pdf
- AcademicProgramGuideCreativeArts.pdf
- BiologicalSciencesProgramDescription.pdf
- BiologicalSciencesAcademicMap.pdf
- BiologicalSciencesCareerCenterInformation.pdf
- Regulation8.011.pdf
- MajorProposal2022.pdf
- TransferStudentServices.pdf
- NewNoleOrientationWebsite.pdf
- NewNoleOrientationStart.pdf
- FSUAdvisingFirst.pdf
- FindYourAdvisorAdvisingFirst.pdf
- Undergraduate Studies.pdf

OfficeOfLiberalStudies.pdf

TheLiberalStudiesCurriculum.pdf

LSCPCCommittee.pdf

LiberalStudiesCourseApprovalProcessReviewersGuide.pdf

UndergraduatePolicyCommitteeWebsite.pdf

UniversityCurriculumCommitteeWebsite.pdf

FloridaStatute1007.25.pdf

FloridaStatute1007.23.pdf

FSUGraduateBulletin2022-2023.pdf

PhDinFinanceDegreeRequirements.pdf

JurisDoctorProgramCollegeOfLaw.pdf

GraduateHandbookCollegeOfNursing.pdf

NurseAnesthesiaProgram.pdf

DegreeProgramApprovalProcess.pdf

QualityEnhancementReviews.pdf

BOGProgramReviewProcess.pdf

GPCProgramReviewProcess.pdf

UPCProgramReviewProcess.pdf

ExternalReviewerReportGuidelinesAndContent.pdf

QERSelfStudyQuestions.pdf

ExternalReviewReportPoliticalScienceLeblang2021.pdf

ExternalReviewersReportPublicSafetyWalkerSp21.pdf

ExternalReviewReportStatistics.pdf

QERMotionPicture.pdf

DeansReportStatistics.pdf

AccreditationAndAssessmentOverviewFAMU-FSUEngineer.pdf

CollegeOfBusinessAccreditation.pdf

Accreditation&AssessmentOverviewFAMU-FSUEngineerin.pdf

AccrediationNurseAnesthesia.pdf

10 EDUCATIONAL POLICIES, PROCEDURES, AND PRACTICES

> **10.1** *The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.* (**Academic Policies**)
>
>   __X__ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

Florida State University publishes, implements, and disseminates academic policies that adhere to good educational practice and accurately represent the programs and services of the institution.

University Mission and the Development of Academic Policies and Procedures

The university's mission statement, as published in the Graduate and Undergraduate Bulletins, provides that the institution is dedicated to teaching, research, creative endeavors, and service. [FSU Graduate Bulletin, p.57, 2022-2023] [FSU Undergraduate Bulletin, p.57, 2022-2023] The mission has been implemented as a commitment to a substantial number of academic degree programs. Perforce, this means that academic policies and procedures originate from several sources, depending on the scope of the policy in question, but must be approved by the Faculty Senate or one of the Senate Committees that has authority over the policy area. This governance structure and authority are outlined in both the Faculty Handbook [FSU Faculty Handbook, p.25. 2021-2022] and the Florida State University Constitution. [FSU Constitution, Section B Jurisdiction, p.3]

The Faculty Senate is the basic legislative body responsible for the development and approval of academic policies including, for example, admission policies, grading standards, and educational program requirements. The university Faculty Senate has sixteen formal standing committees charged with governance of the university: [Standing Faculty Senate Committees]

- Distance Learning Committee [Distance Learning Committee]

- Graduate Policy Committee [Graduate Policy Committee]

- Honors Program Policy Committee [Honors Program Policy Committee]

- Liberal Studies Coordinating Committee [Liberal Studies Coordinating Committee]

- Undergraduate Policy Committee [Undergraduate Policy Committee]

- University Curriculum Committee [University Curriculum Committee]

- Budget Advisory Committee [Budget Advisory Committee]

- Committee of Memorials and Courtesies [Committee of Memorials and Courtesies]

- Elections Committee [Elections Committee]

- Grievance Committee [Grievance Committee]

- Library Committee [Library Committee]

- Student Academic Relations Committee [Student Academic Relations Committee]

- Sustainability Committee [Sustainability Committee]

- Teaching Evaluation Committee [Teaching Evaluation Committee]

- Technology Committee [Technology Committee]

- Torch Awards Committee [Torch Awards Committee]

Each of the Faculty Senate Standing Committees are established, managed, led, and have a membership from the university faculty. [Faculty Senate Meeting Minutes 09.14.22 Final, VIII New Business, Items B., C.] Different committees may have distinct membership eligibility criteria for the faculty to join or be appointed to the committee. Typically, these criteria are established by the Senate to ensure faculty representation from across the different disciplines within the university. In most cases, membership is multi-year and rotational based on the work of the committee and is delineated in Faculty Senate Bylaws. [Faculty Senate Bylaws, pp.5-9, 2022] Ex officio members may be appointed or added to the committee as deemed necessary to conduct the work of the committees.

The meeting schedule of the committees varies based on the nature of the committee and the work it performs. The committee chairs generally work with the faculty members to determine the best meeting times and in keeping with any specified meeting requirements noted in the Faculty Senate Bylaws. [Faculty Senate Bylaws, pp.5-9, 2022] Most committees that conduct routine university business meet weekly (i.e., Faculty Senate Steering Committee) or monthly (i.e., Undergraduate Policy Committee) during the regular Fall/Spring semesters. Select committees may continue to meet during the summer or only meet annually (i.e., Election Committee).

The creation of new academic policies can originate from several different offices within the university in addition to the standing committees. Administrative offices like the Office of Undergraduate Studies, a specific academic unit such as a department or college, or working committees are empaneled to initiate and deliberate on policy issues. These units and groups are charged with monitoring and enforcement of the academic policies established by the Faculty Senate. When cases arise that suggest that policies might be examined for revision, the groups or

offices will submit proposed changes to the appropriate Faculty Senate committee for consideration and voting. [UPC Agenda 10.13.21] [UPC Engage 100 Proposal 10.13.21] [UPC Minutes 10.13.21] The ratified policies and procedures are then reported in the university publications such as the General Bulletin, Graduate Bulletin, Registration Guide, Student Handbook, or Faculty Handbook, as appropriate.

In cases where academic policies involve multiple committees, the task forces or working groups and committees may pass the policy and associated procedures until an agreement is reached or convene a small ad hoc working group with representative membership to come to a consensus on a unified policy that may be forwarded to the standing committees or directly to Faculty Senate for a vote. [Faculty Senate Meeting Minutes 09.14.22 Final, VIII New Business, Item D]

Faculty within the departments and colleges have control over setting academic policies that are specific to their academic unit and appropriate for their discipline as long as the policies are not inconsistent with university policy. [FSU Faculty Handbook, Section 3 Faculty Governance, p.25, 2021-2022] [Bylaws College of Arts & Sciences, pp.1-2] [School of Theatre Bylaws 05.02.22, p.1] Department faculty committees are guided by professional standards, external accrediting agency guidelines and requirements, and appropriate instructional practices within the discipline. The Office of the Vice President for Faculty Development and Advancement assists faculty with information and procedures such as the creation of new degrees where a series of state mandated criteria must be met. [Undergraduate Policy Committee Annual Report, p.1, 2021-2022]

Administrative Policies and Procedures Necessary to Support Academic Policies

In certain cases, administrative offices such as the Office of the Registrar, Dean of Undergraduate Studies, Graduate School, Student Financial Services, Office of Financial Aid, may be charged with developing select policies and procedures that are required to monitor compliance with state and federal laws or regulations. In cases where statutory or regulatory changes have forced a re-examination and change to existing academic policies, the offices in question have worked with the appropriate Faculty Senate committee or committees to draft the necessary language that may be presented to the full Faculty Senate for review, discussion, and approval. [Graduate Policy Committee Annual Report, p.1, 2021-2022]

The Council of Assistant and Associate Deans (CAAD) includes representation from the Office of the University Registrar, Office of Undergraduate Studies, Graduate School, the branch campuses, as well as faculty administrators from each of the colleges. CAAD meetings help coordinate the implementation of approved academic polices across academic colleges. CAAD members may report on topics of interest or concern ranging from general announcements to policy questions. CAAD members discuss statutory changes, how those might be operationalized or affect existing academic policies, and the needs around academic changes. [CAAD July 2019 Agenda] [CAAD July 2019 Minutes]

Publication of Academic Policies

Most university academic policies and procedures are published annually in the Undergraduate and Graduate Bulletins which are posted and archived on the Office of the University Registrar's website as both HTML and PDF documents. Within these documents the majority to the university-wide policies are explained in the following chapters:

Undergraduate Bulletin (2022-2023)

- University Notices [FSU Undergraduate Bulletin, p.9, 2022-2023]

- Admissions [FSU Undergraduate Bulletin, p.69, 2022-2023]

- Financial Information, Tuition, Fees, Aid Scholarship and Employment [FSU Undergraduate Bulletin, p.143, 2022-2023]

- Orientation [FSU Undergraduate Bulletin, p.77, 2022-2023]

- Academic Integrity and Grievances [FSU Undergraduate Bulletin, p.87, 2022-2023]

- Academic Advising and Support Services [FSU Undergraduate Bulletin, p.79, 2022-2023]

- Undergraduate Degree Requirements [FSU Undergraduate Bulletin, p.119, 2022-2023]

- Academic Regulations and Procedures [FSU Undergraduate Bulletin, p.95, 2022-2023]

- University Honors Office and Honor Societies [FSU Undergraduate Bulletin, p.155, 2022-2023]

Graduate Bulletin (2023-2023)

- University Notices [FSU Graduate Bulletin, p.9, 2022-2023]

- Admissions [FSU Graduate Bulletin, p.69, 2022-2023]

- Financial Information, Tuition, Fees, Aid Scholarship and Employment [FSU Graduate Bulletin, p.111, 2022-2023]

- Orientation and Information Sessions [FSU Graduate Bulletin, p.75, 2022-2023]

- Academic Integrity and Grievances [FSU Graduate Bulletin, p.77, 2022-2023]

- Graduate Degree Requirements [FSU Graduate Bulletin, p.97, 2022-2023]

- Academic Regulations and Procedures [FSU Graduate Bulletin, p.85, 2022-2023]

The academic polices of the individual academic colleges and departmental policies and procedures are explained in their respective sections of the General Bulletin [FSU Undergraduate Bulletin, pp.169-562, 2022-2023] and Graduate Bulletin. [FSU Graduate Bulletin, pp.131-519, 2022-2023] For example, Florida State University uses a letter grading scale based on a 4.0 system. The academic grade policy has documented allowances for grading differences for the College of Medicine (specific grades such as HM or PM) and different quality point assignments for the College of Law. [FSU Graduate Bulletin, p.91, 2022-2023]

The Registration Guide is a document that contains semester-specific reminders about select policies and deadlines that are time-sensitive for a given semester. The Spring Registration Guide is published on the university's website in late September or early October as a prelude to spring registration which typically starts in the middle of October. [Spring Registration Guide 2022] During the Spring semester, students register for Summer and Fall semesters simultaneously. As such, the Summer and Fall editions of the Registration Guide [Registration Guide Summer 2022][Registration Guide Fall 2022] are published in late February. The university also publishes a Student Handbook, which outlines the students' rights and responsibility, code of conduct, judicial rights and penalties, university mission, and available resources. [Student Handbook, 2022-2023] Individual departments may also have student handbooks that further elaborate discipline-specific requirements, policies or procedures. [Medicine Student Handbook 2022-2023] [Applied Studies Corporate & Public Communication Handbook 2022]

The Faculty Handbook expands and supports the general policies outlined in the Bulletin as they pertain to faculty, faculty interaction with students, and faculty research. The handbook provides additional information on promotion and tenure, organization, and administration; and administrative and academic offices. The Faculty Handbook is available online to the faculty, staff, students and public. [Faculty Handbook]

The Undergraduate Academic Program Guide is organized topically to provide information about academic degree programs. [Academic Program Guide-Interest Landing Page] [Business & Administration Interest Area Degrees] It provides current and transfer students from Florida public community colleges with information regarding policies and procedures. The Academic Program Guide includes detailed program information, academic maps for advising, quick access to the department offering the degree, learning compact, and career information. Some academic policies are also found in the Policies and Procedures website maintained by the offices of the senior administrative areas of the university. The Office of the President manages a limited number of overarching policies such as the Development and Approval of Policies. The academic policies under the purview of the Provost include, for example, academic freedom, substantive change, and program closures. [Academic Affair Regulations and Policies Website] [Academic Freedom] [Awarding Credit Hours] [Degree Applicable Hours] The Vice President of Faculty Advancement and Development's website also lists policies that are specific to faculty and instruction such as the Academic Honor Policy.

Off-Campus Instructional Sites and Distance Learning

University policies may vary by campus where organizational differences exist. [Academic Honor Policy Office of Faculty Development and Advancement] [Academic Honor Policy August 2022 Final] [Academic Honor Policy Updates for Panama City Campus] [Academic Honor Policy Republic of Panama Campus] University policies and procedures apply regardless of the delivery mode or location. The Faculty Senate has formed a specific committee to handle the particular issues associated with distance learning. The Distance Learning Committee is charged with the following responsibilities: (1) to propose to the Senate, procedures and standards for authorization to offer courses and programs by delivery methods other than standard classroom delivery, and for ensuring quality control of such course and program offerings; (2) to monitor the effectiveness with which the procedures and standards adopted are being implemented; and (3) to propose to the Senate modifications to existing standards and procedures as appropriate. [Distance Learning Committee] The main purpose of the committee is to ensure that proper oversight and review is brought to bear in cases where courses or programs are offered at a distance. [Distance Learning Committee 2020-2021 Annual Report Revised 06.07.21] [Distance Learning Committee Year-End Report 2021-2022] [Approved Faculty Senate Minutes 06.16.20 with Addenda]

Evidentiary Documents

- FSUGraduateBulletin2022-2023.pdf
- FSUGeneralBulletin2022-2023.pdf
- FSUFacultyHandbook2021-2022.pdf
- FSUConstitution.pdf
- StandingFacultySenateCommittees.pdf
- DistanceLearningCommittee.pdf
- GraduatePolicyCommittee.pdf
- HonorsProgramPolicyCommitteeYear-EndReport2020-202.pdf
- LiberalStudiesCoordinatingAndPolicyCommitteeYear-E.pdf
- UndergraduatePolicyCommittee.pdf
- UniversityCurriculumCommittee.pdf
- BudgetAdvisoryCommittee.pdf
- CommitteeOfMemorialsAndCourtesies.pdf
- ElectionsCommittee.pdf
- GrievanceCommittee.pdf
- LibraryCommittee.pdf
- StudentAcademicRelationsCommittee.pdf

SustainabilityCommittee.pdf

TeachingEvaluationCommittee.pdf

TechnologyCommittee.pdf

TorchAwardsCommittee.pdf

FacultySenateMinutes9-14-2022Final,VIIINewBusiness.pdf

FacultySenateBylaws2022.pdf

UPCAgenda10-13-2021.pdf

UPCEngage100Proposal10-13-2021.pdf

UPCMinutes10-13-2021.pdf

CollegeOfArtsAndSciencesBylaws.pdf

SchoolOfTheatreBylaws.pdf

UndergraduatePolicyCommitteeYear-EndReport2021-202.pdf

GraduatePolicyCommitteeAnnualReport2021-2022.pdf

CAADJuly2019Agenda.pdf

CAADJuly2019Minutes.pdf

RegistrationGuideSpring2022.pdf

RegistrationGuideSummer2022.pdf

RegistrationGuideFall2022.pdf

StudentHandbook2022-2023.pdf

MedicineStudentHandbook2022-2023.pdf

AppliedStudiesCorporateAndPublicCommunicationGradu.pdf

AcademicProgramGuideInterestLandingPage.pdf

BusinessAndAdministrationInterestAreaDegrees.pdf

AcademicAffairsRegulationsAndPoliciesWebsite.pdf

AcademicFreedom.pdf

AwardingCreditHours.pdf

DegreeApplicableHours.pdf

AcademicHonorPolicyOfficeOfFacultyDevelopmentAndAd.pdf

AcademicHonorPolicyAugust2022Final.pdf

AcademicHonorPolicyUpdatesForPanamaCityCampus.pdf

AcademicHonorPolicyRepublicOfPanamaCampus.pdf

DLC2020-2021AnnualReportRevised6-7-2021.pdf

DistanceLearningCommitteeYear-EndReport2021-2022.pdf

ApprovedFSMinutes6-16WithAddenda.pdf

<table>
<tr><td>10.2</td><td>The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public Information)</td></tr>
</table>

    <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University (FSU) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

The university annually publishes the Undergraduate and Graduate editions of the General Bulletin and makes these available to the public on the university registrar's web page. These publications contain academic policies and degree requirements. The Bulletins contain a comprehensive set of academic policies specific to the level of degree the student is pursuing (undergraduate, graduate, or professional), including:

- University Calendars [FSU Undergraduate Bulletin, p.19, 2022-2023] [FSU Graduate Bulletin, p.19, 2022-2023]

- Admissions Policies [FSU Undergraduate Bulletin, p.69, 2022-2023] [FSU Graduate Bulletin, p.69, 2022-2023]

- Grading Policies [FSU Undergraduate Bulletin, p.102, 2022-2023] [FSU Graduate Bulletin, p.91, 2022-2023]

- Tuition and Fee/Refund Policies [FSU General Bulletin, pp.143-154, 2022-2023] [FSU Graduate Bulletin, pp.111-122, 2022-2023]

The university also annually publishes three supplemental editions of the General Bulletin. These supplements are titled the Registration Guide and are available on the registrar's web page. The Registration Guide publications contain term-specific policies and calendars. The fall, spring, and summer editions of the Registration Guide are published in advance of the registration period for students each year and include the following policies in addition to other pertinent academic and financial information:

- Academic Calendar [Fall 2022 Registration Guide, p.15] [Spring 2022 Registration Guide, p.15] [Summer 2022 Registration Guide, p.15]

- Fee Information [Fall 2022 Registration Guide, p.29] [Spring 2022 Registration Guide, p.29] [Summer 2022 Registration Guide, p.29]

- Policies related to Term Withdrawals or Cancellations [Fall 2022 Registration Guide, p.25] [Spring 2022 Registration Guide, p.25] [Summer 2022 Registration Guide, p.25]

- Refund Polices [Fall 2022 Registration Guide, p.32] [Spring 2022 Registration Guide, p.33] [Summer 2022 Registration Guide, p.32]

Policies related to tuition collection and withdrawal are also available on the university's website:

- Tuition Refunds, Student Business Services [SBS Tuition Refunds Website]

- Office of Withdrawal Services [Office of Withdrawal Services Website]

Cost of attendance is provided on both the admissions and financial aid websites. This includes costs related to tuition, housing, fees, textbooks, meal plans, and health insurance. Federal law prohibits institutions from making a distinction based on the mode of instruction except on a case-by-case basis. Therefore, no separate cost of attendance is provided for distance learning programs. [Main Campus Cost of Attendance] [Panama, City, Florida, Cost of Attendance] [Republic of Panama Cost of Attendance] [Law Cost of Attendance] [Medicine Cost of Attendance]

The university publishes the Student Conduct Code [FSU Student Conduct Code], which includes academic and non-academic policies.

The deadlines and policies outlined in these publications apply to all off-campus instructional sites and modes of delivery. These publications are posted on the university's website so they are accessible to students, faculty, staff, and the general public.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- Fall2022RegistrationGuide.pdf
- Spring2022RegistrationGuide.pdf
- Summer2022RegistrationGuide.pdf
- SBSTuitionRefundsWebsite.pdf
- OfficeOfWithdrawalServicesWebsite.pdf
- MainCampusCostOfAttendance.pdf
- PanamaCityFloridaCostOfAttendance.pdf
- RepublicOfPanamaCostOfAttendance.pdf
- LawCostofAttendance.pdf
- MedicineCostOfAttendance.pdf

FSUStudentConductCode.pdf

| 10.3 | *The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.* ***(Archived Information)*** |

    __X__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) ensures the availability of archived, official catalogs, digital or print with relevant information for course and degree requirements sufficient to serve former and returning students.

The Office of the University Registrar is responsible for maintaining an archive of official university publications that contain academic and financial policy information. Prior editions of the Undergraduate and Graduate editions of the General Bulletin are available in digital format on two of the university's web pages. The Undergraduate Bulletin is available in PDF format on the University Registrar's website from 2002 through the present so that former and returning students may either access it online or download to their device. [FSU Registrar Publication Archive]

The Graduate Bulletin is available in the same format from 2003 through present. A digital copy of prior editions of the Registration Guide are also available on the Office of the University Registrar's website from 2007 to the present. The archive is accessible under the main Bulletin header on the website in the same place that students would navigate to current editions of the publications. The FSU Libraries also maintain an archive of prior editions of the Bulletin(s) in a digital repository on their website that dates back to 1901. [FSU Libraries DigiNole Digital Repository]

A link to this repository is available on the Registrar's Office Archive web page with links to archived page General Bulletins and Registration Guides. [FSU Registrar Publications Archive] [Archived General Bulletin 1994-1995] [Archived General Bulletin 1999-2000] [Archived Graduate Bulletin 1993-1995] [Archived Graduate Bulletin 1999-2001]

Former and returning students may also review print copies of previous editions of the General Bulletin, Graduate Bulletin and Registration Guide in the Registrar's Office on campus. Staff also assist with providing course descriptions or schedules from previous terms and years over the phone and via email for former students without access to the university.

The Office of the University Registrar publishes the General Bulletin each June in advance of the applicable academic year. The office maintains a publications procedures manual that outlines the revision process for updates to the Bulletin. [University Registrar Publications Manual]

There is a workflow process for updates to the Bulletin that includes reviewers across campus who review and edit the publication annually to ensure the accuracy of the content. Once the

Bulletin is published, there are no updates to the published document and the review process for the next year's edition begins.

Changes to course offerings or requirements are published in the General Bulletin or Graduate Bulletin, depending on the degree program. Students are held to the set of policies and procedures for the year the student matriculated in the applicable degree program (i.e., catalog year). The student's catalog year is stored in the student records system to ensure students are being evaluated against the appropriate set of standards. Advisors work with students who left the university in a degree program that is no longer offered or who are in programs where course requirements have changed and inquire about returning to the university to complete their degree. In these cases, advisors identify the program or course substitutions, where appropriate, necessary for the former student to complete the applicable credential. Each term, course offerings are published in PDF format on the University Registrar's web page. [FSU Class Search Snapshots]

Previous terms' course offerings are also available on this website. In the event that a course is no longer offered that was previously required for a credential, the academic department will inform students via email, through Canvas (the learning management system), or through advising sessions.

The archived publications contain policies and procedures that apply to all programs, regardless of location or mode of delivery, and are accessible to all former and returning students.

Evidentiary Documents

- FSURegistrarPublicationArchive.pdf
- FSULibrariesDigiNoleDigitalRepository.pdf
- ArchivedGeneralBulletin1994-1995.pdf
- ArchivedGeneralBulletin1999-2000.pdf
- ArchivedGraduateBulletin1993-1995.pdf
- ArchivedGraduateBulletin1999-2001.pdf
- UniversityRegistrarPublicationsManual.pdf
- FSUClassSearchSnapshots.pdf

<table>
<tr><td>**10.4**</td><td>*The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (**Academic Governance**)*</td></tr>
</table>

<u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University faculty members take a leading role in governance of the university, its academic units, student learning, and academic program outcomes. Policies for faculty responsibility and authority for academic and governance matters are published in the Faculty Handbook, which is used frequently and consistently as a resource by faculty members and other instructors; in the Collective Bargaining Agreement, another fundamental set of guidelines governing the operation of Academic Affairs; and in the Florida State University Constitution.

Each of these documents is published on the website of the Vice President for Faculty Development and Advancement, and the Collective Bargaining Agreement is also found on the Office of Human Resources website. [FSU Faculty Handbook 2021-2022] [FSU BOT-UFF Collective Bargaining Agreement 2022-25] [FSU Constitution 2020] Florida State University has clearly defined procedures by which faculty and administrators review and approve new academic programs for which students may earn credit. The principles that guide these procedures include acknowledging the primacy of faculty judgment in curricular decisions [FSU Constitution 2020] as well as the deans' and the Provost's authority and responsibility for resource allocation. The procedures are consistent with the system-wide Florida Board of Governors' definitions of program types as well as its required process, which is utilized by all State University System institutions [BOG Degree Proposal Format] [New Degree Proposal Worksheets], and they have been approved by the Florida State University Board of Trustees. [BOT Approval of Degree Procedures 2007] [FSU Regulation 5.099] [New Degree Proposal Worksheets][Termination of Degree Program Form] [BOT Academic Affairs Minutes June 2022]

Faculty and Administrative Shared Governance

The Collective Bargaining Agreement between the University Board of Trustees and the United Faculty of Florida specifies shared governance at the University, which requires involvement of faculty members in areas of academic concern, with elected bodies as the primary vehicle for such. [FSU BOT-UFF Collective Bargaining Agreement 2022-2025, Article 26] Among specifics are the following agreements: Elected faculty members will serve on committees that formulate and implement academic policies, or other policies affecting terms and conditions of faculty employment. [FDA Promotion and Tenure Annual Memo 2022-2023] [FSU Graduate Policy Committee Annual Report Year-End Report 2021-2022] [FSU Undergraduate Policy Committee Annual Report Year-End Report 2021-2022] Faculty members are to be included in the process of recruitment, hiring, selection, or reappointment of administrators with supervisory

responsibilities over faculty. [FSU BOT-UFF Collective Bargaining Agreement 2022-2025, Article 26] [College of Social Work Dean Search Website] [Social Work Stakeholder Meeting Schedule January 2023]

Faculty members of each department/unit, by majority vote, establish bylaws, which must pass administrative review by the Office of Faculty Development and Advancement. Governance in departments/units is conducted in accordance with their respective bylaws, which are filed with the Office of Faculty Development and Advancement and on department/unit websites. [FSU BOT-UFF Collective Bargaining Agreement 2022-2025, Article 26] [Office of Faculty Development and Advancement Bylaws Overview] [Bylaws Website for College of Arts and Sciences]

Bylaws of each department/unit include procedures for faculty members to share in governance responsibilities, including recruitment of new faculty and other professionals; development of high-quality programs; program review; department/unit review; department/unit reorganization; development of criteria for tenure, promotion, and merit salary increases; selection of chairs and some other academic administrators; procedures for amending bylaws; and other matters of professional concern. [FSU BOT-UFF Collective Bargaining Agreement 2022-2025, Article 26] [Department of Psychology Bylaws Section III] [Department of Psychology Bylaws Section IV] [FDA Promotion and Tenure Annual Memo 2022-2023] These terms apply without regard for the modes of instruction in which they engage or campus location.

Faculty Senate

A major avenue for faculty leadership and governance is the Faculty Senate, which is designated in the Constitution as the legislative body of the university. [FSU Constitution 2020] The composition, powers, and rules of the Faculty Senate are defined in the Constitution and further specified in the Bylaws of the Faculty Senate. [Faculty Senate Bylaws] Faculty Senate expectations and accountability measures required by the State of Florida, the federal government, and relevant accrediting bodies, mandate that faculty governance also occur at the college and department levels. Specifically, all teaching units must have curriculum, bylaws, and evaluation committees or the equivalent, and units must have established procedures for faculty governance at the unit level. In addition, University Promotion and Tenure policies require that departments and colleges have elected Promotion and Tenure Committees. [FSU Faculty Handbook 2021-22, Section 5] [FDA Promotion and Tenure Annual Memo 2022-2023]

The University Constitution sets forth five jurisdictional directives charting authority vested in the Faculty Senate. [FSU Constitution 2020] The first three jurisdictional directives describe three core Senate powers: formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the university; determine and define university-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted; formulate its opinion on any subject of interest to the university and adopt resolutions thereon. Resolutions that treat areas of authority legally reserved to the university president or

other governance bodies will be advisory, however. [FSU Constitution 2020] [Recent Faculty Senate Resolutions, Statements, and Policies]

The fourth constitutional jurisdictional provision grants the university president the power to "veto any action of the Senate." Any veto must be communicated in writing, with reasons for the veto, to the Secretary of the Senate (the Vice-Chair of the Faculty Senate) and to the Chair of the Faculty Senate Steering Committee within 60 days of the Senate action. The Faculty Senate has recourse to the FSU Board of Trustees in the event of a presidential veto. By a two-thirds vote, the Senate may appeal any action so vetoed to the FSU Board of Trustees. [FSU Constitution 2020]

Finally, the fifth constitutional jurisdictional provision bears on the role of the Faculty Senate as a voice in the selection of nominees for University President, in the event of the resignation, retirement or death of the President. Upon the request of the FSU Board of Trustees, the Faculty Senate is empowered to designate individuals to be available for membership on any committee requested by the Board of Trustees, for the purpose of consultation in the selection of a presidential nominee. [FSU Constitution 2020]

The President of the Faculty Senate is elected during the April meeting. [Faculty Senate Meeting Minutes April 2021 Final Signed] As soon as the president is elected, the Senate selects Steering Committee members, who are elected for staggered two-year terms from the voting membership of the Faculty Senate. In consultation with the President of the university, the Faculty Senate President and Steering Committee determine the agenda for each meeting and provide for reporting to the Faculty Senate by administrative officers, chairs of standing and special committees, and individuals. [Faculty Senate Bylaws] [Faculty Senate Meeting Agenda 04-13-2022]

Faculty Senate Committees

The Faculty Senate is empowered to establish standing and special committees necessary for its work and to appoint the members of those committees. [FSU Constitution 2020] There are currently 16 standing committees supporting the work of the Faculty Senate. [Standing Faculty Senate Committees] The composition of each committee is specified by the Bylaws of the Faculty Senate, and vacancies in standing committees are filled by the Steering Committee, with the advice and consent of the Senate. [Faculty Senate Bylaws]

The following ten committees are responsible for Faculty Senate governance, academic operations such as the library, or responding to student or faculty grievances. Items brought before these committees affect academic policy to one degree or another have the potential to ultimately result in the creation of, or influence, existing academic policies.

- Budget Advisory Committee [Budget Advisory Committee] [BAC Year-End Report for 2020-2021]

- Committee of Memorials and Courtesies [Committee of Memorials and Courtesies]

• Elections Committee [Elections Committee] [Elections Committee Year-End Report 2020-2021]

• Grievance Committee [Grievance Committee] [Grievance Committee Year-End Report 2020-2021]

• Library Committee [Library Committee] [Library Committee Year-End Report 2020-2021]

• Student Academic Relations Committee [Student Academic Relations Committee] [Student Academic Relations Committee Year-End Report 2020-2021]

• Sustainability Committee [Sustainability Committee]

• Teaching Evaluation Committee [Teaching Evaluation Committee] [Teaching Evaluation Committee Year-End Report 2020-2021]

• Technology Committee [Technology Committee] [Technology Committee Year-End Report 2020-2021]

• Torch Awards Committee [Torch Awards Committee] [Torch Awards Committee Year-End Report 2020-2021]

Six of the Faculty Senate's standing committees deal directly with academic policy that is central, in one manner or another, to students' degree requirements. These are:

• Distance Learning Committee [Distance Learning Committee] [Distance Learning Committee Year-End Report 2020-2021]

• Graduate Policy Committee [Graduate Policy Committee] [Graduate Policy Committee Year-End Report 2020-2021]

• Honors Program Policy Committee [Honors Program Policy Committee] [Honors Program Policy Committee Year-End Report 2020-2021]

• Liberal Studies Coordinating Committee [Liberal Studies Coordinating and Policy Committee] [Liberal Studies Coordinating and Policy Committee Year-End Report 2020-2021]

• Undergraduate Policy Committee [Undergraduate Policy Committee] [Undergraduate Policy Committee Year-End Report 2020-2021]

• University Curriculum Committee [University Curriculum Committee] [University Curriculum Committee Year-End Report 2019-2020]

Academic Policy Creation and Approval

The creation of new academic policies can originate from a number of different offices with the university. These can be certain administrative offices like the Dean of Undergraduate Studies, a specific academic unit such as a department or college, or a variety of standing working committees empaneled to deal with a host of different issues, such as the University Tuition Refund Appeal committee. These units and groups are charged with monitoring and enforcement of the academic policies as established by the various Faculty Senate Committees. When cases arise that suggest that policies might be examined for possible revision, the groups or offices will submit proposed changes to the appropriate Faculty Senate committee for consideration and voting. [Get to Nole Nursing Application Syllabus May 2022] [Introduction to Community Engagement Application and Syllabus March 2021] The ratified policies and procedures are then reported in the University General Bulletin, Graduate Bulletin, Registration Guide, Student Handbook or Faculty Handbook as is appropriate.

In cases where academic policies cross committee purviews, the working groups and committees may pass the policy and associated procedures back and forth until an agreement is reached, or convene a small ad hoc working group with representative membership to come to a consensus on a unified policy that may be forwarded to the standing committees or directly to Faculty Senate for a vote.

Faculty within the departments and colleges have control over setting academic policies that are specific to their academic unit and appropriate for their discipline, so long as they are not contrary to university policy. These department faculty committees are guided by professional standards, external accrediting agency guidelines and requirements, and current research within the discipline on appropriate instructional practices that might shape a curriculum. The Office of the Vice President for Faculty Development and Advancement plays a key role in assisting faculty with information and procedures for activities such as the creation of new majors or degrees where is a series of state mandated criteria must be met (degree length, approval process, and so on).

Administrative Policies and Procedures Necessary to Support Academic Policies

In certain cases, administrative offices such as the Office of the University Registrar, Dean of Undergraduate Studies, Graduate School, Student Financial Services, or Office of Financial Aid may be charged with developing select policies and procedures that are required in order to monitor compliance with state and federal laws or regulations. In cases where the new policies or procedures are consistent with existing academic policies, Faculty Senate has deemed these changes administrative in nature and delegated decision authority to the offices in question. In cases where statutory or regulatory changes have forced a re-examination and change to existing academic policies, the offices in question have worked with the appropriate Faculty Senate committee or committees to draft the necessary language that may be presented to the full Faculty Senate for review, discussion, and approval.

One example is the monthly meeting of the Council of Assistant and Associate Deans (CAAD) that includes regular representation from the Office of the University Registrar, Office of Undergraduate Studies, Graduate School, and Panama City campus. These meetings serve to help coordinate the administration of approved academic polices across academic colleges. Any of the members may report to CAAD on topics of interest or concern ranging from general announcements to policy questions. As staff who routinely deal directly with students and the various policies that pertain to them, this group is uniquely placed to identify areas where academic policies might either be adjusted or do not exist and are needed. An example of this is reflected in the July 2019 minutes, which documents the most recent occurrence of the type of policy discussion that occur. [CAAD Agenda - Summer 2019] [CAAD July 2019 Minutes]

Publication of Academic Policies

The bulk of university academic policies and procedures are published annually in the General and Graduate Bulletins which are posted and archived on the Office of the University Registrar's website as both HTML and PDF documents. Within these documents the majority to the university-wide policies are explained in the following chapters:

Undergraduate General Bulletin (2022-2023)

- University Notices [p.9]

- Admissions [p.69]

- Financial Information, Tuition, Fees, Aid Scholarship and Employment [p.143]

- Orientation [p.81]

- Academic Integrity and Grievances [p.87]

- Academic Advising and Support Services [p.79]

- Undergraduate Degree Requirements [p.119]

- Academic Regulations and Procedures [p.95]

- University Honors Office and Honor Societies [p.155]

Graduate General Bulletin (2022-2023)

- University Notices [p.9]

- Admissions [p.69]

- Financial Information, Tuition, Fees, Aid Scholarship and Employment [p.111]

- Orientation and Information Sessions [p.75]

- Academic Integrity and Grievances [p.77]

- Graduate Degree Requirements [p.97]

- Academic Regulations and Procedures [p.85]

The academic polices of the individual academic colleges and departmental policies and procedures are explained in their respective sections of the General Bulletin [FSU Undergraduate General Bulletin 2022-2023, p. 169-559] and Graduate Bulletin. [FSU Graduate Bulletin 2022-2023, p. 131-519]

Registration Guide is a document that contains semester-specific reminders about select polices and deadlines that are time-sensitive for a given semester. The Spring Registration Guide [FSU Registration Guide Spring 2022] is published in late September or early October as a prelude to Spring registration which typically starts in the middle of October. During the Spring semester, students register for Summer and Fall semesters simultaneously. As such, the Summer and Fall editions of the Registration Guide [FSU Registration Guide Summer 2022] [FSU Registration Guide Fall 2022] are published in late February. The university also publishes a Student Handbook, which outlines the students' rights and responsibility, code of conduct, judicial rights and penalties, university mission, and available resources [Student Handbook 2022-2023, p. 7-13]

The Faculty Handbook [FSU Faculty Handbook 2021-22] expands and supports the general policies outlines in the Bulletin as they pertain to faculty, faculty interaction with students, and faculty research. The handbook provides additional information on promotion and tenure, university history, organization, and administration; and administrative and academic offices.

The Faculty Handbook is available online to the faculty, staff, students and general public. The Undergraduate Academic Program Guide provides prospective students, both first year and transfer, with information regarding FSU policies and procedures. [Academic Program Guide Cluster Majors] [Creative Arts Academic Program Guide] [Advertising Description from Program Guide]

Academic policies are also found in the Regulations and Policies website. [Regulations and Policies]

The academic polices published in these documents and across the university websites represent the academic policies and procedures of the Florida State University and as such apply to all campuses and sites. These policies and procedures apply regardless of the delivery mode of the class or location of the student relative to the physical campus, instructor, or program.

Degree Program Inventory

The degree program inventory, as provided in the Institutional Summary, is a list of the approved degree programs of the university. Certificate programs are outside the degree program structure, although in some instances, credit that students earn toward certificates may be applied to the degree programs in which they are enrolled. When the State University System (SUS) transitioned from a centralized governing board to a statewide board that shares responsibility with a separate board of trustees at each institution, authority for degree development and approval followed suit. The FBOG delegated authority for approving bachelor's, master's, and specialist degrees to institutional boards of trustees (BOT) and maintained authority for approving doctoral and professional degrees. [Delegation to BOT]

New Degree Programs

At every level, the elements required for justifying the development of a new educational degree include demonstrating that: there are sufficient faculty resources (either existing or planned) to deliver a high-quality educational experience for students; other appropriate resources are in place to support the program; and the planned program of study adheres carefully to state, FBOG, and Florida State University Faculty Senate policies related to academic degree programs. The institutional SACSCOC liaison is an integral part of the degree approval process and helps ensure that the university complies with SACSCOC notification requirements. Recently, a new SUS-wide check for unnecessary duplication of degrees has been added to the degree development process to enhance coordination between SUS institutions.[CAVP Pre-Proposal Form]

Faculty members in academic departments or colleges initiate ideas for degree program development, often in response to changes in the discipline or student demand. They are required to meet with the Assistant Vice President for Faculty Development and Advancement to begin the process of generating a formal proposal to establish a new degree. That process occurs in two distinct phases: the Proposal to Explore, which serves as an initial notification to various faculty committees and administrators that the idea is being pursued as well as seeking permission to develop a full proposal. [Proposal to Explore] [CAVP Pre-Proposal Form] The Proposal to Implement is a more detailed document prepared by the faculty members initiating the program. [BOG Degree Proposal Format] It provides specific information regarding: faculty effort in the new program; financial resources devoted to the program; demand for the new program; and the benefits of establishing the program to the students, the department/college, the university, and the state.

The following groups and individuals review and approve (or reject) degree proposals at both stages of the degree development process: Department Curriculum Committee (faculty), College Curriculum Committee (faculty), Dean (advised by a college-level faculty advisory group in some colleges), Dean of Undergraduate Studies for undergraduate proposals and the Graduate Policy Committee (faculty) for graduate proposals, Dean of the Library, Equal Opportunity and Compliance Director, SACSCOC Liaison, Vice President for Faculty Development and Advancement, Provost and Executive Vice President for Academic Affairs, and the Florida State

university Board of Trustees. After this extensive vetting within the academic community, final approval of bachelor's, master's, doctoral, and specialist programs rests with the FSU Board of Trustees. Doctoral and professional degrees are also required to be evaluated by an external reviewer and to go before the systemwide Florida Board of Governors for approval. [Degree Approval Process Flowchart][New Degree Proposal - PhD in Nursing - Approved]

New Distance Learning Offerings

A committee of the Faculty Senate is responsible for approving standards for distance learning courses and degree programs, and for considering university policy related to distance learning. In particular, the committee has the following responsibilities: (1) to propose to the Senate procedures and standards for authorization to offer courses and programs by delivery methods other than standard classroom delivery, and for ensuring quality control of such course and program offerings; (2) to monitor the effectiveness with which the procedures and standards adopted are being implemented; and (3) to propose to the Senate modifications to existing standards and procedures, as appropriate. This committee is designed to supplement, not supplant, the functions of other existing policy committees related to curriculum and programs.

The committee consists of the following members: the chairs of the Undergraduate Policy, Graduate Policy, and Curriculum Committees; three additional faculty members appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Vice President for Faculty Development and Advancement, or his or her designee, is an ex-officio member. The Director of the Office of Distance Learning and the Vice President for Academic Affairs or his or her designee are ex-officio members. The Faculty Senate Steering Committee appoints its chairperson annually from the faculty representatives. The committee makes its recommendations to the Steering Committee, which transmits the recommendations to the Senate for action. [Distance Learning Committee]

New Majors

Faculty members in departments or colleges also initiate proposals to establish new majors within existing academic degree programs. Their proposal [Major Proposal Packet] requires the academic unit to address a number of issues, including: what core courses the new major would share with existing majors in the degree and what courses would differ; how the new major would serve the needs of its target group; the requirements for completion of the major; the associated learning outcomes and how they will be measured; where and how (face-to-face, distance) the major will be offered; and the faculty resources that would be devoted to the new major. The proposal is reviewed and approved by many of the same faculty and administrative entities as degree program proposals, with the exception of the FSU Board of Trustees. Final authority for approving a new major rests with the Provost and Executive Vice President for Academic Affairs. The specific approval levels are: Department Curriculum Committee (faculty), Department Chair, College Curriculum Committee (faculty), Academic Dean, Dean of Undergraduate Studies/Graduate School, Vice President for Faculty Development and Advancement, SACSCOC Liaison, and Provost for final approval. [Major Approval Process

Flowchart] A recent example of a fully approved major proposal is provided. [Major Proposal 2022] [Human Rights and Social Justice Major]

New Certificates

Faculty members in academic units also propose new certificate programs. Faculty proposing a new certificate must: describe the proposed certificate program and justify its definition as a certificate under university policy [Certificate, Specialized Studies, Minor Policy]; describe admission requirements and application procedures; provide a program of studies; estimate enrollment; identify measurable learning outcomes; and specify where and how the certificate will be delivered. The approval process is similar to the major-approval process, with the exception that the Vice President for Faculty Development and Advancement has final authority over certificate approval. [Certificate Proposal Packet] Specifically, the authorities that review and approve new certificates are: Department Curriculum Committee (faculty), Department Chair, College Curriculum Committee (faculty), Academic Dean, Dean of Undergraduate Studies/Graduate School, and the Vice President for Faculty Development & Advancement for final approval. [Certificate Approval Process Flowchart] An example of a fully approved certificate proposal is provided.[ECSE Certificate Proposal Final August 2022] [Graduate Certificate in Entrepreneurship] [Certificate Proposal Packet]

New Degree Program, Major, and Certificate Approval

The Constitution of Florida State University grants primary authority for curricular decisions to the faculty, within the framework of the faculty governance system. In describing the jurisdiction of the Faculty Senate, the Constitution [FSU Constitution 2020] states:

- "It shall formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the university; and

- It shall determine and define university-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted."

In accordance with this principle, academic courses and programs are initiated by the faculty, approved through the faculty governance process, and approved by the administration in compliance with Academic Affairs and Faculty Senate policies. The approval routing for courses begins with a proposal initiated by unit faculty and reviewed and approved by the curriculum committee or committee of the whole faculty within the unit, the curriculum committee in the college, the dean of the college, and the University Curriculum Committee.

The approval route for academic programs also begins with faculty members initiating a program proposal that is reviewed by faculty curriculum committees at the department and college levels, by the faculty Graduate Policy Committee for graduate degree programs, and then by the

appropriate administrative levels (always by the dean, then to one of the following three levels: Vice President for Faculty Development and Advancement, Provost, or FSU Board of Trustees.

The University Curriculum Committee considers curricular policies and procedures at both the undergraduate and graduate levels. The committee consists of nine faculty members appointed by the Faculty Senate Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Vice President for Faculty Development and Advancement, or his or her designee, is an ex-officio member. The Committee annually elects its chair from the faculty representatives. [University Curriculum Committee]

The Undergraduate Policy Committee [Undergraduate Policy Committee] considers university-wide policies on undergraduate academic affairs. The Faculty Senate Steering Committee, with the advice and consent of the Senate, appoints members of this committee for staggered three-year terms. Each college or school has one representative; the Colleges of Business, Education and Social Sciences have one additional representative; and the College of Arts and Sciences has four additional representatives. The Vice President for Academic Affairs, or his or her designee, and the Dean of Undergraduate Studies, or his or her designee, are ex-officio members. The President of Student Government appoints an undergraduate student member annually. The Committee elects its chair annually from the faculty representatives. The committee makes its recommendations to the Steering Committee, which transmits the recommendations to the Senate for action. [Undergraduate Policy Committee Year-End Report 2020-21]

The Graduate Policy Committee considers university-wide policies relating to graduate education. The Faculty Senate Steering Committee, with the advice and consent of the Senate, appoints members of this Committee for staggered three-year terms. Each college or school has one representative; the Colleges of Education, Business, and Social Sciences have one additional representative; and the College of Arts and Sciences has four additional representatives. The Vice President for Academic Affairs, or his or her designee, and the Dean of The Graduate School, or his or her designee, are ex-officio members; and membership includes two graduate student representatives from different colleges appointed for a one-year term by the President of Student Government. The committee annually elects its chair from the faculty representatives. The Committee makes its recommendations to the Steering Committee, which transmits the recommendations to the Senate for action. [Graduate Policy Committee] [Graduate Policy Committee Year-End Report 2020-21]

Changes to Curriculum

Changes to the curriculum also are initiated by the faculty and reviewed by the faculty to assure that the changes do not negatively affect the quality of the course or program. Finally, in addition to considering proposals from faculty members regarding designating courses as meeting requirements for inclusion in the Liberal Studies (e.g., Basic Division) curriculum, the Undergraduate Policy Committee conducts annual reviews of Liberal Studies courses to determine whether they meet the standards of the Committee for both content and quality. [Liberal Studies Committee FIL3363 Review] [Liberal Studies Committee IDH2XXX Review]

Curriculum Quality

The faculty members are responsible for the quality of the curriculum and for the initiation and review of the curriculum. The faculty and unit initiating the course or program are responsible for establishing that the course or program is current and relevant in the field or discipline, has the appropriate level of rigor, and that any program includes a coherent course of study. The success of meeting these responsibilities is taken into consideration by faculty in other units as the proposal makes its way through the approval process and is part of the criteria upon which approval is determined. [College of Education Curriculum Committee Minutes] [College of Music Curriculum CMTE 2022]

Curriculum Effectiveness

The effectiveness of academic programs is evaluated systematically through the annual assessments of student learning outcomes by college curriculum committees. In addition, the Quality Enhancement Review (QER) program review process ensures that data about student learning is collected, evaluated, and used by the faculty responsible for the program to inform curriculum improvement. [School of Communication QER 2022] The Graduate Policy Committee and the Undergraduate Policy Committee review the external reviewer's reports and the QER recommendations for possible changes to and improvements in the curriculum.

Syllabi

The University Curriculum Committee and, where appropriate the Liberal Studies Committee, review course changes and new courses. To approve these courses, the Faculty Senate reviews and approves required syllabi. [Liberal Studies Committee IDH 2XXX Syllabus Review] University policy requires that a course syllabus be distributed at the beginning of the semester that includes the written course objectives and an evaluation (grading) statement. This statement indicates procedures used to evaluate students and makes it possible to discern the approximate weight of each grade component. Once the course has begun, no changes should be made to the syllabus that will substantially affect the implementation of the instructor's grading (evaluation) statement. [FDA Syllabus Preparation] [Curriculum Resources Faculty Senate] [Curriculum Guide F2019] [University Curriculum Committee Year-End Report 2019-2020] [Curriculum]

To ensure that every program and course communicates information necessary for every student, syllabi are required to include the following statements and to list appropriate websites and other contact information for each relevant office:

University Attendance Policy:

> Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily

penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

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."

Americans With Disabilities Act:

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.

To ensure that every program and course communicates information necessary for every student, it is recommended that syllabi include the following statement:

Free Tutoring from FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options. High-quality tutoring is available by appointment and on a walk-in basis. Tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity offer these services.

Evidentiary Documents

- FSUFacultyHandbook2021-2022.pdf
- FSUBOT-UFFCollectiveBargaingAgreement2022-2025.pdf
- FSUConstitutionApproved2020.pdf
- BOGNewDegreeProposalFormat.pdf
- NewDegreeProposalWorksheets.pdf
- BOTApprovalOfDegreeProcedures2007.pdf
- FSURegulation5.099.pdf
- TerminationOfDegreeProgramForm.pdf
- BOTAcademicAffairsMinutesJune2022.pdf

- FDAPromotionAndTenureAnnualMemo2022-23.pdf
- FSUGraduatePolicyCommitteeAnnualReportYear-EndRepo.pdf
- FSUUndergraduatePolicyCommitteeAnnualReportYear-En.pdf
- CollegeOfSocialWorkDeanSearchWebsite.pdf
- SocialWorkStakeholderMeetingScheduleJanuary2023.pdf
- OfficeOfFacultyDevelopmentAndAdvancementBylawsOver.pdf
- BylawsWebsiteForCollegeOfArtsAndSciences.pdf
- DepartmentOfPsychologyBylaws.pdf
- FacultySenateBylaws.pdf
- RecentFacultySenateResolutionsStatementsAndPolicie.pdf
- FSMinutesApril142021FinalWithAddendumsSigned.pdf
- FacultySenateMeetingAgendaApril132022.pdf
- StandingFacultySenateCommittees .pdf
- BudgetAdvisoryCommitteeFacultySenate.pdf
- BACYear-EndReportFor2020-2021.pdf
- CommitteeOnMemorialsandCourtesies.pdf
- ElectionsCommittee.pdf
- ElectionsCommitteeYearEndReport2020-21.pdf
- GrievanceCommittee.pdf
- GrievanceCommitteeYear-EndReport2020-2021.pdf
- LibraryCommittee.pdf
- LibraryCommitteeYear-EndReport2020-2021.pdf
- StudentAcademicRelationsCommittee.pdf
- StudentAcademicRelationsCommitteeYear-EndReport202.pdf
- SustainabilityCommittee.pdf
- TeachingEvaluationCommittee .pdf
- TeachingEvaluationCommitteeYear-EndReport2020-2021.pdf
- TechnologyCommittee.pdf
- TechnologyCommitteeYear-EndReport2020-2021.pdf
- TorchAwardsCommittee.pdf
- TorchAwardsCommitteeYear-EndReport2020-2021.pdf
- DistanceLearningCommitteeFacultySenate.pdf
- DistanceLearningCommitteeYearEndReport2020-2021.pdf
- GraduatePolicyCommitteeFacultySenate.pdf
- GraduatePolicyCommitteeYear-EndReport2020-2021.pdf
- HonorsProgramPolicyCommitteeFacultySenate.pdf
- HonorsProgramPolicyCommitteeYear-EndReport2020-202.pdf

- LiberalStudiesCoordinatingAndPolicyCommitteeFacult.pdf
- LiberalStudiesCoordinatingAndPolicyCommitteeYear-E.pdf
- UndergraduatePolicyCommitteeFacultySenate.pdf
- UndergraduatePolicyCommitteeYear-EndReport2020-202.pdf
- UniversityCurriculumCommitteeFacultySenate.pdf
- UniversityCurriculumCommitteeYear-EndReport2019-20.pdf
- GetToNoleNursingApplicationSyllabusMay2022.pdf
- IntroductionToCommunityEngagementApplicationAndSyl.pdf
- CAADAgendaSummer2019.pdf
- CAADMinutesJuly2019.pdf
- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- FSURegistrationGuideSpring2022.pdf
- FSURegistrationGuideSummer2022.pdf
- FSURegistrationGuideFall2022.pdf
- StudentHandbook2022-2023.pdf
- AcademicProgramGuideClusterMajors.pdf
- CreativeArtsAcademicProgramGuide.pdf
- AdvertisingDescriptionFromProgramGuide.pdf
- RegulationsAndPolicies.pdf
- DelegationToBOT.pdf
- CAVPPre-Proposal.pdf
- ProposalToExplore.pdf
- DegreeProgramApprovalProcessFlowchart.pdf
- NewDegreeProposalPhDInNursingApproved.pdf
- MajorProposal2022.pdf
- MajorApprovalProcessFlowchart.pdf
- HumanRightsAndSocialJusticeMajor.pdf
- CertificateSpecializedStudiesMinorPolicy.pdf
- CertificateProposalPacket.pdf
- CertificateApprovalProcessFlowchart.pdf
- ECSECertificateProposalFinalAugust2022.pdf
- GraduateCertificateInEntrepreneurship.pdf
- LSCommitteeFIL3363.pdf
- LSCommitteeIDH2XXXReview.pdf
- CollegeOfEducationCurriculumCommitteeMinutes.pdf
- CollegeOfMusicCurriculumCommittee2022.pdf

- SchoolOfCommunicationQER2022.pdf
- FDASyllabusPreparation.pdf
- CurriculumResourcesFacultySenate.pdf
- CurriculumGuideF2019.pdf
- CurriculumResources.pdf

<table>
<tr><td>10.5</td><td>The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purpose and for admission activities are governed by the same principles and policies as institutional employees. (Admissions Policies and Practices)</td></tr>
</table>

   <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University (FSU) publishes admissions policies that are consistent with its mission. [FSU Main Campus Mission and Vision Webpage] Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. All qualified persons are encouraged to seek admission to FSU. The university's admissions policies and practices seek and embrace diversity and the institution does not discriminate in offering access to educational programs and activities based on race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. [FSU Undergraduate Bulletin, p.9, 2022-2023] [FSU Graduate Bulletin, p.9, 2022-2023] The university's accreditation statement is accurately represented on the Office of Admissions' website. [Accreditation Statement]

The Florida Legislature has delegated the responsibility for establishing minimum admission requirements for the State University System of Florida to the Florida Board of Governors. [s.1001.705, Florida Statutes] The Florida Board of Governors of the State University System of Florida has established minimum admission requirements for first time in college students, transfer students, international students, and graduate students. [BOG General Admissions Regulation 6.001] [BOG First Time In College Admissions Regulation 6.002] [BOG Transfer Admissions Regulation 6.004] [BOG International Admissions Regulation 6.009] [BOG Graduate Admissions Regulation 6.003] The minimum requirements established by the Florida Board of Governors regulations do not guarantee admission to a specific university within the system. Each university develops admissions criteria with additional requirements and/or rigor to manage enrollment. FSU's admissions policy strives to select those individuals who have the capability to successfully complete their studies as well as further enrich our community of scholars with their active participation and leadership. [FSU Admissions Policy 9-4]

Each year, the Admissions Office participates in a validity study through the Admitted Class Evaluation Service of the College Board to determine if the selection criteria being used are appropriate and useful in identifying successful students. [College Board Admission Validity Study for FSU 2021]

Admission Information and Materials

Information concerning the various types of admission to the university including Freshman, Transfer, Graduate, International, and Professional (Law, Medicine, Nurse Anesthesia Practice, and Nursing Practice) is readily available on the university website. Admissions and prospective student information may be obtained from the main campus homepage [FSU Main Campus Homepage]; the Panama City, Florida, campus homepage [FSU Panama City Homepage]; and the Republic of Panama campus homepage. [FSU Republic of Panama Homepage]

The main campus admissions office website [FSU Main Campus Admissions Webpage] provides information on the various types of admission offered: First Year, Transfer, Graduate, International, and Professional. Each of these segments provides detailed information about the respective admissions process (requirements and deadlines), finances (cost details, financial aid and scholarships), academic majors, and student life, as well. [FSU Main Campus First Year Admissions Webpage] [FSU Main Campus Transfer Admissions Webpage] [FSU Main Campus Graduate Admissions Webpage] [FSU Main Campus International Admissions Webpage] [FSU College of Medicine Homepage] [FSU College of Law Homepage] [PC Campus Nurse Anesthesia Webpage] [FSU College of Nursing Homepage]

There are also current student profiles provided and videos that discuss various aspects of university life as well as links to electronic publications, visit information, contact information, and the appropriate application. In addition to the main campus Admissions Office website, the FSU Graduate School via their homepage provides information to prospective graduate students. [FSU Graduate School Homepage] Information and links about academic programs, research, and funding opportunities are available to students. [FSU Graduate School Prospective Student Webpage]

Likewise, the Panama City, Florida, admissions office website provides information about the types of admission offered on their campus and links to information about academic programs, costs, financial aid, and student life. [FSU Panama City Campus Admissions Webpage] The Republic of Panama campus admissions website also provides information about the types of admission offered with links to information about academic programs, costs, financial aid, and student life. [FSU Republic of Panama Admissions Webpage] The admissions process for online distance learning students is the same as the main campus. [FSU Distance Learning Admissions Webpage]

In addition to the information made available on the internet, the main campus Admissions Office also produces print publications annually: one for first year students that is utilized in face-to-face outreach efforts; a first year flyer on how to apply; a transfer flyer on how to apply; a guidance counselor handbook for high school guidance counselors; and a flyer for the Summer Bridge Program, one for the Center for Academic Retention and Enhancement (CARE). [FSU Main Campus Undergraduate Recruitment Brochure] [FSU Main Campus First Year Recruitment Flyer] [FSU Main Campus Transfer Recruitment Flyer] [FSU Main Campus Counselor Information Brochure] [FSU Main Campus CARE Brochure] [FSU Main Campus Viewbook]

The Panama City, Florida, branch campus produces six print publications annually: two for freshmen that are utilized in their face to face and outreach efforts; two for transfers that are utilized in face to face and outreach efforts; a guidance counselor handbook for high school guidance counselors; and a Financial Aid Handbook to assist students and families through the financial assistance process. [PC Campus First Year Student Guide] [PC Campus Seminole Pathways Brochure] [PC Campus Transfer Student Guide] [PC Campus Transfer Insert] [PC Campus Counselor Brochure] [PC Campus Financial Aid Handbook]

The Republic of Panama branch campus produces a series of brochures/flyers in English and Spanish that discuss general information, requirements, costs, and academic programs. [FSU Republic of Panama Student Information 2022-2023] [FSU Republic of Panama Admissions Presentation for Schools] [FSU Republic of Panama Counselor Information] [FSU Republic of Panama General Information Flyer] [FSU Republic of Panama Viewbook Spanish Version] [FSU Republic of Panama Viewbook English Version] [FSU Republic of Panama Master of Science in International Affairs]

These centrally maintained and controlled main web pages and publications are supplemented by individual colleges and departments which provide discipline specific information to their students. This information typically highlights programs of interest at undergraduate and graduate levels, ongoing research, available student resources, support services within the department, and job placement information. Individual colleges and departments also address any additional admission criteria, such as higher cumulative GPA, portfolio review, or audition. This additional information and instructions for completing the college or department process is mentioned in the centrally maintained sites as well. [FSU Main Campus College of Arts and Sciences Student Information Webpage] [FSU Main Campus College of Business Undergraduate Programs Webpage] [FSU Main Campus College of Business Graduate Programs Webpage] [FSU Main Campus College of Music Student Manual] [PC Campus Undergraduate Programs Webpage] [PC Campus Graduate Programs Webpage]

All the policies and procedures provided in the various media for all the campuses are articulated in the admissions section of the FSU General Bulletin and the FSU Graduate Bulletin. [FSU Undergraduate Bulletin, pp.69-76, 2022-2023] [FSU Graduate General Bulletin, pp.69-74, 2022-2023]

All information regarding admissions policies and practices that appears on the web or in print is continually monitored to accurately represent the institution's practices, policies, and academic programs throughout the year by admissions staff of the respective campuses. Consistent and continuous communication, including bimonthly virtual enrollment management meetings, visits to main campus by the off-campus site staff and main campus staff visits to off campus-sites, allows for oversight and updates throughout the year as warranted. [Enrollment Management Agenda 8.12.22] [Enrollment Management Minutes 7.22.22] A comprehensive review of all information is conducted during the summer. The goal of this comprehensive review is to verify and update the information found on the web and print materials prior to the start of the fall term and a new admissions cycle.

The main campus Admissions Office conducts two one-hour information sessions daily, Monday - Friday for prospective undergraduate students and parents visiting campus. Topics discussed include housing, financial aid, academic programs, admission requirements, and costs. [FSU Main Campus Visitor Center Admissions Presentation 2022] Admissions staff also meet with students and families in their offices either by appointment or on a walk-in basis. The branch campuses lack enough demand for daily sessions, so they meet with prospective students and parents on a walk-in basis as needed.

Recruitment Staff Training

University recruitment staff are thoroughly trained prior to becoming involved in outreach activities by the admissions staff of the respective campus. Training typically includes shadowing current recruiters, study of current policies and programs, practice presentations and third-party training programs and presentations. [FSU Main Campus Admissions Recruitment and Travel Manual 2021-2022] [FSU Admissions Holistic Review Guidelines] [FSU Admissions Holistic Workshop Review Process Aid] [FSU Admissions Enrollment Fuel Training Certificate of Completion] In a similar fashion, student ambassadors who provide daily campus tours receive training by Admissions staff. [FSU Main Campus Visitor Tour Training Script 2021-2022] Prior to the beginning of the fall recruitment cycle, all admission staff participate in an Admission Retreat. The retreat is designed to update the staff on any changes in process or procedures, to set expectations of performance and results, and to provide continuing education on the latest trends in Admissions. [FSU Admissions Staff Retreat Agenda 2021]

Independent Contractors/Agents

No independent contractors/agents work with or in undergraduate admissions. In graduate admissions, the College of Social Work has contracted with a private firm, KeyPath, to provide academic program management services for their Master of Social Work degree, which include, but are not limited to, marketing and recruitment services. [FSU Main Campus MSW KeyPath Master Services Agreement] KeyPath is the only contract the university has with an independent agent. All statements by KeyPath about FSU and the MSW are clear, factually accurate, current, and consistent with written material approved by the College of Social Work. The responsibility for monitoring and oversight of KeyPath communication to potential students resides with the College of Social Work. Oversight of KeyPath employees is accomplished through weekly conference calls with leadership from the College of Social Work and KeyPath and Standard Operating Procedure documents. [FSU Main Campus MSW Keypath Acceptance Process SOP] [FSU Main Campus MSW Keypath Registration Process SOP] [FSU Main Campus MSW Keypath Financial Aid Process SOP] The university does not use independent contractors for international recruitment.

Exceptions to Admissions Requirements

Exceptions to FBOG and FSU admission requirements are possible if, in the judgement of the university, the student can be successful. At the undergraduate level, all exceptions must be approved by the University Admissions Committee which is comprised of faculty, staff, and

students. It is chaired by a faculty member and the membership is appointed by the Provost. [FSU Admissions Committee Roster 2020-2021] [FSU Main Campus Admissions Committee Meeting Schedule 2022-2023] [FSU Main Campus Admissions Committee Meeting Agenda 06.08.2022] [FSU Main Campus Admission Committee Minutes 05.18.2022][FSU Admissions Committee Update 09.20.2021] At the graduate level, departments may recommend that a student be admitted to the university as a provisional graduate student. This requires that the program stipulate conditions that the student must meet during the initial semester/term of enrollment before regular admission can be granted. The student will remain in this provisional category for only one semester and must meet all the stipulated conditions during the initial semester to continue in the program. They can also seek an exception for any student that has below a 3.0 undergraduate grade point average whom they feel can be successful in their program. Provisional Students and Exceptions are tracked by the Admissions Office and the Graduate School. [FSU Graduate Bulletin, p.70, 2022-2023]

Evidentiary Documents

FSUMainCampusMissionAndVisionWebpage.pdf

FSUGeneralBulletin2022-2023.pdf

FSUGraduateBulletin2022-2023.pdf

AccreditationStatement.pdf

The2021FloridaStatutes1001.705.pdf

BOGGeneralAdmissionsRegulation6.001.pdf

BOGFirstTimeInCollegeAdmissionsRegulations6.002.pdf

BOGTransferAdmissionsRegulation6.004.pdf

BOGInternationalAdmissionsRegulation6.009.pdf

BOGGraduateAdmissionsRegulation6.003.pdf

FSUAdmissionsPolicy9-4.pdf

CollegeBoardAdmissionValidityStudyForFSU2021.pdf

FSUMainCampusHomepage.pdf

FSUPanamaCityHomepage.pdf

FSURepublicOfPanamaHomepage.pdf

FSUMainCampusAdmissionsWebpage.pdf

FSUMainCampusFirstYearAdmissionsWebpage.pdf

FSUMainCampusTransferAdmissionsWebpage.pdf

FSUMainCampusGraduateAdmissionsWebpage.pdf

FSUMainCampusInternationalAdmissionsWebpage.pdf

FSUCollegeOfMedicineHomepage.pdf

FSUCollegeOfLawHomepage.pdf

PCCampusNurseAnesthesiaWebpage.pdf

FSUCollegeOfNursingHomepage.pdf

FSUGraduateSchoolHomepage.pdf

FSUGraduateSchoolProspectiveStudentWebpage.pdf

FSUPanamaCityCampusAdmissionsWebpage.pdf

FSURepublicOfPanamaAdmissionsWebpage.pdf

FSUDistanceLearningAdmissionsWebpage.pdf

FSUFirstYearRecruitmentBrochure.pdf

FirstYearHowToApply.pdf

TransferHowToApply.pdf

FSUCounselorHandbook2023.pdf

CAREBrochure.pdf

FSUWelcomeBook2021-2022.pdf

PCCampusFirstYearStudentGuide.pdf

PCCampusSeminolePathwaysBrochure.pdf

PCCampusTransferStudentGuide.pdf

PCCampusTransferInsert.pdf

PCCampusCounselorBrochure.pdf

PCCampusFinancialAidHandbook.pdf

RepublicOfPanamaStudentInformation2022-2023.pdf

RepublicOfPanamaAdmissionsPresentationForSchools.pdf

RepublicOfPanamaCounselorInformation.pdf

RepublicOfPanamaGeneralInformationFlyer.pdf

RepublicOfPanamaViewbookSpanishVersion.pdf

RepublicOfPanamaViewbookEnglishVersion.pdf

RepublicOfPanamaMasterOfSciencesInInternationalAff.pdf

FSUMainCamousCollegeOfArtsAndSciencesStudentInform.pdf

FSUMainCampusCollegeOfBusinessUndergraduateProgram.pdf

FSUMainCampusCollegeOfBusinessGraduateProgramsWebp.pdf

FSUMainCampusCollegeofMusicStudentManual.pdf

PCCampusUndergraduateProgramsWebpage.pdf

PCCampusGraduateProgramsWebpage.pdf

EnrollmentManagementAgenda8122022.pdf

EnrollmentManagementMinutes7222022.pdf

FSUMainCampusVisitorCenterAdmissionsPresentation20.pdf

FSUMainCampusAdmissionsRecruitmentAndTravelManual2.pdf

FSUAdmissionsHolisticReviewGuidelines.pdf

FSUAdmissionsHolisticWorkshopReviewProcessAid.pdf

FSUAdmissionsEnrollmentFuelTrainingCertificateOfCo.pdf

FSUMainCampusVisitorTourTrainingScript2021-2022.pdf

FSUAdmissionsStaffRetreatAgenda2021.pdf

FSUMainCampusMSWKeyPathMasterServicesAgreement.pdf

FSUMainCampusMSWKeyPathAcceptanceProcessSOP.pdf

FSUMainCampusMSWKeyPathRegistrationProcessSOP.pdf

FSUMainCampusMSWKeyPathFinancialAidProcessSOP.pdf

FSUAdmissionsCommitteeRoster2020-2021.pdf

FSUMainCampusAdmissionsCommitteeMeetingSchedule202.pdf

FSUMainCampusAdmissionsCommitteeMeetingAgenda06-08.pdf

FSUMainCampusAdmissionCommitteeMinutes05-18-2022.pdf

FSUAdmissionsCommitteeUpdate09202021.pdf

<table>
<tr><td>

10.6   *An institution that offers distance or correspondence education:*

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

(c)ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.
  (Distance and Correspondence Education)

    _X_ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

</td></tr>
</table>

Narrative

Initial identity verification for distance learning students is conducted by the Florida State University (FSU) Office of Admissions during the admissions process. The university requires the disclosure of social security numbers for the purpose of verifying student identity and matching identity to credentials in the student's record, including registration, financial aid, and academic records (such as official transcripts and standardized testing scores). Student name, date of birth, institutions attended, dates of attendance, and credit hours are checked against documents in the student's record, and if a discrepancy is found, the student's application is flagged. Falsifying admissions documentation may result in denial of further registration and/or invalidation of FSU credit and related degrees. [FSU Undergraduate Bulletin, p.69, 2022-2023] [FSU Graduate Bulletin, p.69, 2022-2023]

Once a distance learning student is admitted, FSU's Office of Distance Learning (ODL) and Information Technology Services (ITS) develop, maintain, and deploy technology and procedures that ensure the integrity of the university's course and program offerings. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives credit for those activities.

The following security measures, which include secure logins and unique passwords, are used to verify the identity of online students:

- Username/Password Information: Individuals requiring access to information log in through either a single secure login process or through a terminal program. In both cases, the user is authenticated and then granted access to the data using industry-standard security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user. The Information Security Policy establishes that students must safeguard their

user IDs and passwords and are not allowed to share credentials. [4-OP-H-5 Information Security Policy] [FSU Policy 9-7 Distance Learning, pp.11-12, 2019]

- Two-Factor Authentication: In addition to requiring a valid username and password, two-factor authentication is incorporated to provide a secondary layer of identity verification. After providing valid login credentials, the user must confirm their identity via a secondary device (smartphone or DUO token device) which has been registered and associated with their account. All students, faculty, and staff are required to use two-factor authentication in order to access any program or application protected by the university's central authentication system. [2FA Information Technology Services]

- Username/Password Guidelines: User profiles and unique identifiers are maintained in a secured identity management system that follows industry standards with regard to the creation of a username and password. The password must conform to standards in terms of length, type, and number of symbols or characters, and students are required to create personal security questions for additional validation. When appropriate or necessary, data passed over the internet through web applications for faculty, staff, or students are encrypted. [4-OP-H-5 Information Security Policy]

- Proctored Testing: ODL's Assessment and Testing unit requires identity verification for online and distance students taking proctored exams at the main campus Testing Center or through an approved online proctored testing service.

    o Main Campus Testing Center: The FSU Testing Center provides secure, proctored testing for high-stakes assessments and examinations and maintains strict procedures for verifying student identity, limiting access to only verified testers, and monitoring testers at all times. FSU students are required to present a valid FSU photo ID card to check in for testing. Additional identification is required if the FSU ID photo is outdated, not easily recognizable, or the card does not contain a photo. Suitable substitutes for an FSU photo ID card are a government-issued photo ID or passport. Once identity is verified, students are admitted into the testing room. In order to access and begin their exam, students must enter their login credentials. If students are not enrolled in the course in which the exam is being offered, they cannot open the course or access the exam. [Proctored Testing]

    o Online Proctored Testing Service: FSU distance students using an online proctored testing service are required to present photo identification to the camera in a recorded testing session. The name on the ID is verified to ensure the test taker's identity, and a photo of the ID is captured and logged. Acceptable IDs include an FSU ID with photo and a current, government-issued ID with a clear picture and name. Each exam is recorded for review by the instructor or instructional staff. Violations are

reported to the instructor and appropriate university personnel. [Honorlock Resources for Students]

The Florida State University (FSU) Office of Distance Learning (ODL) and Information Technology Services (ITS) are responsible for ensuring that the provisions of privacy standards are enforced. They develop, maintain, and deploy technology and procedures that ensure the privacy of students enrolled in courses and programs at on-campus as well as off-campus instructional sites. This process includes options to protect student identities as well as their financial and personal information. All sites are subject to the same regulations and follow the same procedures as the FSU main campus. These security measures include:

- Information Privacy Policy: The university develops and maintains policies to protect the privacy of protected student education records, social security numbers, financial records, health information, and personal identifiers in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). [4-OP-H-12 Information Privacy Policy] The Information Privacy Policy provides additional direction related to academic technologies and activities that may be used in the online learning environment such as social media, photography, videography, web pages, and biometric technologies. [FSU Undergraduate Bulletin, pp.14-15, 2022-2023] [FSU Graduate Bulletin, pp.14-15, 2022-2023] [4-OP-H-12 Information Privacy Policy] To ensure compliance, information privacy policies are revisited regularly with distance learning staff who interact with distance learning students. [Data Security and the Office of Distance Learning Help Desk]

- FERPA: Students are provided the privacy protections as defined in FERPA. The Registrar maintains student records and responds to students' written requests to inspect their records and to approve or prevent publication of directory information. Notification of students' rights under FERPA, release of student information, and publication of media are described in the FSU Undergraduate and Graduate Bulletins. The university's New Employee Orientation (NEO) is available online for newly hired employees to provide them with information concerning employee benefits, rules and regulations affecting employment, and university operating procedures. Orientation is mandatory for all employees. [4-OP-C-7-F Training and Organization Development] Introduction to The Family Educational Rights and Privacy Act is one of the presentation topics provided through NEO. Employees acknowledge their completion of NEO by submitting the Certification of Completion and Evaluation of Orientation form. [New Employee Orientation Certification of Completion] An employee's completion of NEO is documented on the employee's training transcript housed in the OMNI HR System. Staff who regularly interact with distance students and faculty and have access to student records receive additional training as part of their employment with ODL. [FERPA Assessment for ODL Technical Support Staff]

- Student Privacy Indicator: Student accounts have a privacy indicator that is activated upon request to prevent them from being listed in directories and other publications. In special cases, a student's identity is hidden from other classmates in a course. [FSU Undergraduate Bulletin, p.15, 2022-2023] [FSU Graduate Bulletin, p.15, 2022-2023]

- Financial and Personal Information: The university receives and stores a number of financial documents and records of a confidential nature. Policy 4-OP-F-7 has been created to establish safeguards for maintaining the confidentiality of this information. [4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information]

The Florida State University (FSU) Office of Distance Learning (ODL) implements procedures to ensure students are notified of additional charges related to verification of student identity. At the time of registration, students are notified that online courses may include proctored exams that may be associated with additional charges. ODL includes this notification in the Class Notes section of all online courses in FSU's course registration system. The notification includes a link to a Proctored Testing webpage with information about the costs associated with the various proctored testing options as well as instructions for calculating those costs. [Proctored Testing Fee Notification in Student Registration System] [Proctored Testing] [Exam Costs] Proctored testing requirements are included in the course syllabus, and final fee determination is made once a student selects a proctoring location or service.

The FSU Testing Center provides secure, proctored testing for high-stakes assessments and examinations and maintains strict procedures for verifying student identity, maintaining a secure, controlled-access space, in-person proctoring of testers at all times, and video monitoring and recording of every testing station. Access to the FSU Testing Center is available to all students, including distance learning students. No additional fees are charged by the university for assessments and examinations related to FSU coursework at the FSU Testing Center.

Written procedures regarding notification of proctored testing charges associated with student identity verification are published in the Florida State University Distance Learning Policy and Process document. [FSU Policy 9-7 Distance Learning, p.12, 2019]

In addition to proctored testing fees, all students are charged a fee for an identification card as authorized by Florida Statutes 1009.24 (14) (c). [s.1009.24 State University Student Fees, Florida Statutes] [4-OP-C-5 ID Card] Fees for the card are posted on the Student Business Services website. [2021-2022 Tuition Distance Learning] Distance learning students are not required to get an FSU ID card but can apply for a card by using an online submission form.

Evidentiary Documents
FSUGeneralBulletin2022-2023.pdf
FSUGraduateBulletin2022-2023.pdf

- 4-OP-H-5InformationSecurityPolicy.pdf
- FSUPolicy9-7DistanceLearning.pdf
- 2FAInformationTechnologyServices.pdf
- ProctoredTesting.pdf
- HonorlockResourcesForStudents.pdf
- 4-OP-H-12InformationPrivacyPolicy.pdf
- DataSecurityAndTheODLHelpDesk.pdf
- 4-OP-C-7-FTrainingAndOrganizationDevelopment.pdf
- NewEmployeeOrientationCertificationOfCompletion.pdf
- FERPAAssessmentForODLTechnicalSupportStaff.pdf
- 4-OP-F-7PolicyOnSafeguardingOfConfidentialFinancia.pdf
- ProctoredTestingFeeNotificationInStudentRegistrati.pdf
- ExamCosts.pdf
- FloridaStatute1009.24StateUniversityStudentFees.pdf
- 4-OP-C-5IDCard.pdf
- 2021-2022TuitionDistanceLearning.pdf

<table>
<tr><td>10.7</td><td>The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for Awarding Credit)</td></tr>
</table>

   _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

Florida State University publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies are overseen by persons academically qualified to make the necessary judgments. All course credit awarded by the institution, regardless of academic level or nature of the program, is based on semester credit hours. Academic credit is only awarded for successful completion of an approved course.

University Credit Hour Policy and Definition

Florida State University (FSU) has a published definition of a course credit hour [FSU Policy for Awarding Credit Hours] that is consistent with the established and acceptable practice in higher education and is consistent with SACSCOC credit hour definition. [SACSCOC Credit Hour Definition] All credit awarded by the university is based on semester credit hours, regardless of course delivery, location, or course level.

Faculty Senate has a standing committee, the University Curriculum Committee, comprised of faculty representation from the campus disciplines, including Law and Medicine. Faculty Senate members are appointed to serve staggered terms on this committee in order to provide continuity and appropriate oversight of the curriculum process of the university. [Faculty Senate Bylaws March 2022, p.8] [University Curriculum Committee Website] The UCC is responsible for the final review all courses originating from, and proposed by, faculty in academic programs.

In order to support faculty curriculum development efforts, the Faculty Senate website publishes an online resource for all faculty. [Curriculum Resources - Faculty Senate] [How to New Course Curriculum] This resource provides the following: access to the university credit hour policy, secure login links to the curriculum request application where courses are submitted for creation or modification, guidance for developing course objectives and elements of a syllabus, and access to the university's degree program inventory.

Determination of Academic Level: Course Taxonomy, Prefix, and Numbers

The State of Florida has established a Statewide Common Course Numbering System (SCNS) that is used by public universities as well as state colleges/community colleges. [s.1007.24(1), Florida Statutes]

The course prefixes dictate course content or discipline areas only, they are not "owned" by a specific academic unit or department. The course number is a four-digit number with the first number indicating the course level. Course levels 1000-4000 designate undergraduate courses. Courses 5000-level and higher are allocated to graduate courses. For example, "ABC 1000" indicates this a freshman level class, whereas "ABC 5000" denotes a master's-level graduate course. Information about SCNS, the course prefixes used by the university, and the taxonomy set forth by the state are published in both the Graduate and Undergraduate General Bulletins. [FSU Graduate Bulletin, pp.47-48, 2022-2023] [FSU Undergraduate Bulletin, pp.47-48, 2022-2023]

Faculty at the department level determine a course level, e.g., graduate or undergraduate, based on the state taxonomy framework. This determination occurs in the early stages of course development and is based on how the course fits within the program curriculum in which it will be used. All courses are consistent with the State of Florida taxonomy, regardless of how the course will be delivered or the campus proposing the course and where/ how it will be taught. Courses taken online via distance learning and those taken face-to-face earn the same semester credit hour(s), satisfy the same requirements, and appear on the student transcript in the same manner. For this reason, the policies, practices, and information described later in this standard apply to all courses developed and offered by the university.

State law also establishes the role of faculty in the determination of credit hours and the credentials needed by faculty who create, review, and approve courses. [s.1007.24 Statewide Course Numbering System (7) and (9), Florida Statutes] Credit is awarded if the courses are judged by the appropriate statewide course numbering system faculty committees to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Florida Department of Education ensures that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. [s.1007.24(7), Florida Statutes]

Newly approved courses, substantial course modification, or deletions of old courses, are reported to Statewide Common Numbering System (SCNS). The faculty indicate the course prefix and course level during the proposal process for a new course within the institution. Once approved by the University Curriculum Committee courses are reported to the SCNS office. This office is responsible for assigning the last three digits of the course number based on the state taxonomy and reports the final course number to the university. While all public institutions follow the SCNS guidance in assigning course prefixes and numbers, faculty at each institution retain the ability to determine the appropriate credit hours and academic level that will be earned by student taking the course at the college or university.

Course/Credit Hour Determination and the Faculty Role

The various faculty curriculum committees are responsible for the curricular development and approval process, including the number of credit hours that should be earned in a given course. Depending on the discipline, the course level, course content, and planned faculty-to-student contact, most university courses range from one to five semester hours, with the average

course generating three semester hours of the credit. Discipline-specific accrediting body standards, practice or external licensure/certification requirements are taken into account by the faculty as appropriate. [College of Social Work Bylaws Final 07.07.22, pp.6-7, Item 13] [College of Social Work Bylaws Final 07.07.22, pp.10-11, Item IV.A]

The academic content, rigor, and amount of faculty-to-student contact in the course factor into the faculty judgement regarding the appropriate number of credit hours. For example, several courses in the College of Medicine that include working with community doctors in clinical settings are eight to ten credit hours. Throughout these processes, faculty are guided by the university definition of credit hours.

Credentialed Faculty's Role in Course Development and Modification

Individual faculty and instructors within an academic program may initiate the course development process, review, or modify existing courses as needed. These modifications may be in response to changing content within the discipline or at the request of other academic programs who wish to have courses tailored for specific needs.

All academic units typically have curriculum committees within departments or colleges that provide guidance to the faculty of the program on course development. As part of this role, the program may have a discipline-specific semester credit hour definition as long as it is consistent with the university policy and does not conflict with the university policy. [Credit Hour Policy College of Law] In this respect, academic programs may adopt terminology, internal policies or procedures that are accepted or required by their national accrediting agency, are considered common within the field or licensing body of the discipline, or considered best practice by peer or aspirational institutions. Questions regarding conflicts between a unit's credit policy and the university credit hour policy are addressed by the Office of Faculty Advancement and Development, the University Curriculum Committee, and the Curriculum Committee of the unit in question. To date, there have been no policy divergence that required this level of mediation and discussion.

The university's calculation of a credit hour includes direct instruction and outside-of-class work by students. The following excerpt summarizes how these may be combined at the faculty's discretion based on their pedagogical approach, utilizing the nationally accepted ratio of one hour of direct instruction to two hours of outside-of-class student work. The university policy defines one semester hour of credit as:

> "One semester hour of credit is granted for a minimum 750 minutes of Direct Instruction and a minimum 1500 minutes of outside-of-class student work (the Carnegie collegiate student hour) or the equivalent thereof. In traditional face-to-face courses, this equates to one 50-minute class meeting, 15 times during the course of a semester." [FSU Policy for Awarding Credit Hours]

This policy is published on the University Academic policies website at [Academic Affairs and Provost Policies] as well as an abbreviated version in the Faculty Handbook. [FSU Faculty Handbook, p.126, 2021-2022]

The determination of the credit hours awarded for courses and the level of credit awarded is conducted by the faculty consistent with commonly accepted practice in higher education and in accordance with the mission and goals of FSU. This policy for awarding credit hours is in agreement with the accepted Carnegie collegiate student hour definition, related federal definitions and requirements, and SACSCOC policies and guidelines. [FSU Policy for Awarding Credit Hours]

The language in the Policy for Awarding Credit Hours establishes a minimum standard for courses and is applied to the traditional classroom experience, as well as laboratory, practicum, thesis, dissertation, clinical hours, internship/externships, and performances. [Fall 2022 Undergraduate Courses by Time, Level, Location, and Credit Hour] [Fall 2022 Graduate Courses by Time, Level, Location, and Credit Hour] [Fall 2022 Law Courses by Time, Level, Location, and Credit Hour] [Fall 2022 Medicine Undergraduate Courses by Time, Level, Location, and Credit Hour] The definition is consistent across all academic programs and sites, regardless of the delivery method of the course. Courses at both graduate and undergraduate levels are subject to the same credit hour definition. All courses offered by the university are listed on the academic transcript in semester hours and this is noted on the transcript. [Official Transcript with Semester Hour Statement]

Course Approval Process

Each academic unit has a curriculum committee comprised of instructors credentialed within the discipline that must review and approve any course proposal, including new courses or changes to existing courses. In colleges with departments, the proposal must also be reviewed and approved by the college curriculum committee. [College of Medicine Agenda-Curriculum Committee October 2022] [College of Medicine Hematopoietic System Course Review] [CRA Examples of Committee Review, Item 3, CGS 3066] [Social Work AAC Minutes 04-01-22]

Additional curriculum review committees may be established among several disciplines or interdisciplinary programs where coordination has been identified as a need by the faculty. For example, in the College of Arts and Sciences, course proposals involving multidisciplinary topics are reviewed and approved by the department chair (if applicable). Depending on the nature of the course, it is forwarded from the department to one of two levels of review. Science, Technology, Engineering, and Math (STEM) courses are routed to the Science Area Committee first before being routed to the College-level Curriculum committee; both committees include faculty members from across disciplines. [Arts and Sciences Bylaws, pp.5-6] [Arts and Sciences Policy Committee Curriculum Review Process- Email to New Members] [Science Area Committee Agenda August 2022] Non-STEM courses are forwarded directly to the college-level curriculum committee. Other colleges may have the department forward courses through a college-level committee before they are sent to the University Curriculum Committee.

All courses are submitted and tracked through the online curriculum approval process for review by the University Curriculum Committee. [Curricular Request Form Main Page] [Curriculum Request Form CTE 3862 Submittal] [Curriculum Request Review CTE 3862 Overview]

The UCC reviews new undergraduate, graduate, and professional courses and course change proposals. Part of this review includes ensuring that the course level, credit hours, and content are appropriate for the level of work. [Curricular Request Form CTE 3326] The UCC may request that the college and/or department curriculum committee(s) document and justify the number of course credits assigned to a course in cases where the UCC has concerns that the Policy for Awarding Credit Hours has been applied incorrectly. If the Curriculum Committee does not approve the amount or level of credit proposed, the proposal is returned to the originating unit with the committee's request for modification of the proposal or additional justification.

No courses have been rejected by the UCC for final approval specifically for credit hour alignment reasons in recent years. In most cases, these issues and questions are addressed earlier in the iterative review process as a course progresses through the different approval levels. In the Curriculum Request Application (CRA) [CRA Examples Of Committee Curricular Review], specific credit hour changes or justifications are noted by reviewer during the review process (see highlighted text), illustrating the dialogue that can happen during the review process. [CRA Examples Of Committee Curricular Review] These notes are tracked as part of the review process, especially when courses are returned to a previous level for adjustments or corrections. The first course, COM 3XXX, is a course being submitted for approval. The reviewer noted that credit hours need to be documented in the syllabus. A nursing course, NGR6803, documents the credit hour increase from 1 to 2 hours to align with DNAP curriculum requirements as well as an adjustment to the delivery modes. The review notes for this course provides feedback on the assorted adjustments being made to the course. The CGS3066 class notes that the revision to the course stems from the feedback from the Computer Science Undergraduate Committee. The reviewer's notes document significant corrections needed before allowing the course to move forward as proposed. The laboratory course, SPA5305L, documents that the change is to an online class. The reviewer's notes point out a misalignment between the objectives and requests a correction. This same workflow is used for course approval and includes, where relevant, credit hour discussion among the qualified faculty. All courses must be approved by the UCC before scheduled and offered to students including courses offered at an off-campus instructional site or through distance learning.

Evidentiary Documents

- FSUPolicyForAwardingCreditHours.pdf
- SACSCOCCreditHourPolicy.pdf
- FacultySenateBylawsMarch2022.pdf
- UniversityCurriculumCommitteeWebsite.pdf
- CurriculumResourcesFacultySenate.pdf
- HowToNewCourseCurriculum.pdf
- 2022FloridaStatutes1007.24.pdf
- FSUGraduateBulletin2022-2023.pdf
- FSUGeneralBulletin2022-2023.pdf

CollegeOfSocialWorkBylawsFinalJuly2022.pdf

CreditHourPolicyCollegeOfLaw.pdf

AcademicAffairsAndProvostRegulationsAndPolicies.pdf

FSUFacultyHandbook2021-2022.pdf

FALL2022UndergraduateCoursesByTimeLevelLocationAnd.pdf

Fall2022GraduateCoursesByTimeLevelLocationAndCredi.pdf

Fall2022LawCoursesByTimeLevelLocationAndCreditHour.pdf

Fall2022MedicineUndergraduateCoursesByTimeLevelLoc.pdf

OfficialTranscriptWithSemesterHoursStatement.pdf

CollegeOfMedicineAgendaCurriculumCommitteeOctober2.pdf

CollegeOfMedicineHematopoieticSystemCourseReview.pdf

CRAExamplesOfCommitteeReviews.pdf

SocialWorkAACMinutesApril012022.pdf

ArtsAndSciencesBylaws.pdf

ArtsAndSciencesPolicyCommitteeCurricularReviewProc.pdf

ScienceAreaCommitteeAgendaAugust2022.pdf

CurriculumRequestFormMainPage.pdf

CurriculumRequestFormCTE3862Submittal.pdf

CurriculumRequestReviewCTE3862Overview.pdf

CurriculumRequestReviewCGN3326.pdf

Narrative

Florida State University publishes policies for evaluating, awarding, and accepting credit not originating with the institution. The institution ensures the academic quality of any credit or coursework recorded on its transcript. The university maintains an approval process with oversight by faculty who are academically qualified to oversee and make determinations about the implementation of these policies. The credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Academic Policies on Credit Awarded

The institution's policies to accept and award transfer credit exist to minimize obstacles to incoming transfer credit. The transferability of appropriate credits allows a student to seamlessly transition to their studies at Florida State University. Policies are consistent with the mission of the university.

All credits accepted by Florida State University for transfer, earned by examination, or earned through military coursework or training must be consistent with and comparable to credit offered in our own degree programs regardless of campus or delivery mode. All credit must be at the collegiate level and consistent with learning outcomes expected from our native courses. Policies for evaluating, awarding, and accepting transfer credits are outlined in the Undergraduate and Graduate editions of the General Bulletin, and are available to the public on the FSU website and updated annually. [FSU Undergraduate Bulletin, International Transfer Credit, p.74, 2022-2023] [FSU Undergraduate Bulletin, Office of Undergraduate Studies, p.84, 2022-2023] [FSU Undergraduate Bulletin, Transfer Credit, pp.107-108, 2022-2023] [FSU Graduate Bulletin, Master's Transfer Credit, p.108, 2022-2023] [FSU Graduate Bulletin, Transfer Credit, p.100, 2022-2023] [FSU Graduate Bulletin, PhD Transfer Credit, p.103, 2022-2023] [FSU Graduate Bulletin, MD Transfer Credit, p.108, 2022-2023] [FSU Graduate Bulletin, JD Transfer Credit, p.108, 2022-2023]

Transfer Credit

Students applying to the university for transfer credit must submit official copies of transcripts from all postsecondary institutions attended. It is our policy to accept transfer credit from accredited institutions. An official course-by-course evaluation is required for academic records from non-U.S. institutions. Florida State University recommends the evaluation be conducted by a member of the National Association of Credential Evaluation Services or the International Education Credential Services provided by the American Association of Collegiate Registrars and Admissions Officers. No credit is allowed for course work that is not at the college-level; undergraduate coursework completed with grades below "D-"; or graduate coursework completed with grades below "B". In addition, the university does not award credit or credit equivalencies for course work taken on a noncredit basis, nor does the university award credit for job-related experience or experiential learning. Transfer credit awarded for job-related or experiential learning from another institution is not accepted.
[FSU Undergraduate Bulletin, p.107, 2022-2023] [FSU Graduate Bulletin, p.100, 2022-2023]

Non-traditional courses have different purposes, including the recertification of persons for various subject matters and professional specialties. Short courses for credit shall have the same number of contact hours as do regularly scheduled courses, i.e., a one-hour course must have fifteen total contact hours; a two-hour course must have thirty total contact hours; a three-hour course must have forty-five total contact hours. Alternatively, other nontraditional courses/ settings must have an appropriate substitute(s) for the above contact hours, e.g., distance learning might include student/teacher interaction, student interaction with professor-designed materials, or other appropriate interactions. In no case can credit be given with less student participation than the above hours stipulate. Any alternative course(s) must document equivalency with traditional course(s) when such traditional courses exist. [FSU Undergraduate Bulletin, p.108, 2022-2023]

All grades earned at other institutions are entered exactly as earned on a student's Florida State University permanent record at the time of transfer. The FSU transcript displays the FSU GPA, the transfer GPA and a cumulative GPA comprised of FSU and transfer grades combined. [FSU Undergraduate Bulletin, p.107, 2022-2023]

Acceptable transfer credit is evaluated and applied to a student's academic program in one of three ways: (1) applied as a major/minor requirement replacing the equivalent required or optional course taught by the university; (2) applied as a general core requirement replacing the equivalent required or optional course taught by the university; or (3) applied as a general elective that may or may not satisfy degree requirements. [FSU Undergraduate Bulletin, pp.107-108, 2022-2023] [FSU Graduate Bulletin, p.100, 2022-2023]

The Office of Transfer Student Services is dedicated to ensuring a smooth and comprehensive transition for transfer students including but not limited to advising for students to receive clarification on their transfer credits from their original institution(s). [Transfer Student Services Website] Additionally, the Transfer Student Services office produces the Garnet and Gold Essentials for Transfer Students, a guide which includes details about the policies regarding transfer coursework. [Garnet and Gold Essentials]

Additionally, new students are required to attend New Nole Orientation, including first year and transfer students with separate sessions geared towards each population. Academic advising and registration is part of New Nole Orientation, which also provides information on transfer and first time in college student regulations and academic policies. [New Nole Orientation Website]

The university provides a process for students who allege that transfer credit was improperly evaluated. The grievances are addressed through several distinct mechanisms. They begin with the Director of Admissions when the grievance involves an initial posting of examination credit. The process starts with the University Registrar when the grievance involves the initial posting of general elective credit. The process starts with the academic dean for major coursework and degree program requirements. Finally, the process begins with the dean of Undergraduate Studies who handles grievances for general education equivalency. If no resolution is reached, the student may file a grievance with the university following the formal procedure outlined in the bulletin. [FSU Undergraduate Bulletin, Transfer Credit Process, pp.108-109, 2022-2023] [FSU Undergraduate Bulletin, Grievance Process, p.109, 2022-2023] [FSU Undergraduate Bulletin, Grievance Procedure, p.92, 2022-2023]

Transfer Credit Processing

At the undergraduate level, credit is first evaluated by the Office of the University Registrar's Records Audits and Analysis section to determine if the institution is accredited, and if the credit is college level, vocational, or technical. Vocational or technical credit is not normally accepted for transfer; however, the baccalaureate dean may approve up to six semester hours of technical or vocational credit on appeal. In cases where there is not a clear correlation between the stated outcomes and the focus of a course, faculty in relevant departments provide an assessment. [FSU Undergraduate Bulletin, Office of Undergraduate Studies, p.84, 2022-2023] [Biology Course Faculty Review] [Statistics Course Faculty Review] [University of Sydney Faculty Review]

Oversight by Academically Qualified Faculty and Determination of Credit Hour Equivalency

For undergraduate students, lower-level credit is then evaluated by the Office of Undergraduate Studies to determine if it is applicable to liberal studies requirements. Upper level or graduate level courses are evaluated by faculty from the student's chosen major department to determine degree applicability for major/minor requirements. The university limits the amount of transfer credit at the graduate level to six semester hours.

Appropriate credentialed faculty within the discipline are critical to the review process when determining transfer credit applicability and the equivalent courses at FSU. During the review by Undergraduate Studies, the program faculty, or the graduate faculty review the course prefix, number, description, host institution catalog, syllabus and supporting documentation to determine if the course is equivalent to an FSU course. All undergraduate college level coursework that is not applicable to liberal studies or major/minor requirements is designated as general elective credit. [FSU Undergraduate Bulletin, pp.107-108, 2022-2023] [FSU Graduate Bulletin, p.96, 2022-2023]

A common course numbering system exists in the State of Florida to facilitate the transfer of credit for equivalent courses among the state's colleges and universities. This system, known as the Statewide Course Numbering System (SCNS), is now used at all public and selected nonpublic institutions of higher education in Florida. [Statewide Postsecondary Articulation Manual, pp.3-6]

Courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix, number, and credit hours in the statewide process and are considered equivalent courses. Equivalent courses transfer to any other institution participating in SCNS. The credit awarded for these equivalent courses satisfy the receiving institution's institutional requirements as credits awarded to native students. [s.1007.24(7), Florida Statutes] Courses that are not substantially like any other course in the public postsecondary system are given unique course numbers and are not considered equivalent to any course in the system. Discipline committees made up of faculty from public institutions across the state meet annually to ensure proper alignment and consistency of courses within the statewide common course numbering system. Credit awarded for satisfactory completion of equivalent courses may be used by transfer students to satisfy requirements at the receiving institution on the same basis as native students.

Florida Statewide Articulation Agreement

The Florida Statewide Articulation Agreement, established in 1971, is the most comprehensive articulation agreement in the nation. [s.1007.23, Florida Statutes] [Florida Administrative Code 6A-10.024] [Statewide Postsecondary Articulation Manual] Critical components of the statewide articulation agreement include:

- Defining the Associate of Arts degree as the transfer degree;

- Establishing requirements for awarding degrees and degree definitions;

- Guaranteeing transfer of the general education block of credit;

- Creating the Articulation Coordinating Committee, its purpose, role, and membership;

- Guaranteeing transfer of credit via the Statewide Course Numbering System;

- Establishing a process for determining credit-by-examination equivalencies;

- Providing for Associate in Science degree articulation; and

- Establishing a common college transcript.

Students who graduate from an institution within the Florida College System with an Associate of Arts degree are guaranteed the following rights under the Statewide Articulation Agreement. [s.1007.23, Florida Statutes] [Florida Administrative Code 6A-10.024] [Statewide Articulation Manual]:

- Admission to one of the Florida state universities, except to specialized admission programs;

- Acceptance of at least 60 semester hours by the state universities;

- Adherence to the university requirements and policies, based on the catalog in effect at the time the student first enters the Florida college, provided the student maintains continuous enrollment;

- Transfer of equivalent courses under the Statewide Course Numbering System;

- Acceptance by the state universities of credits earned in accelerated programs (e.g., Dual Enrollment, CLEP, Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education)

- No additional general education core requirements;

- Equal opportunities as native university students.

Inter-Institutional Transient Student Credit

An inter-institutional transient student, by mutual agreement of the appropriate academic authorities in both the sponsoring and hosting institution, will receive a waiver of admission requirements of the host institution and a guarantee of acceptance of earned resident credits by the sponsoring institution. [FSU Undergraduate Bulletin, p.101, 2022-2023] [FSU Graduate Bulletin, pp.90-91, 2022-2023] Credit earned through the transient process is transfer credit and posted on the transcript as transfer credit. Current FSU students who wish to study for one or more semesters at another institution receive prior approval to guarantee the transferability and degree applicability of the credit being pursued. The transient student form allows the student to receive the appropriate approvals from the respective advisors and deans for all coursework being attempted at another institution. This coursework is subject to the same scrutiny and review given to all transfer credit. The major difference in the Transient Student process is the ability to receive an official guarantee of applicability prior to undertaking the coursework. [Transient Student Form]

Credit for Military Experiences, Training, and Coursework Acquired While in the Military

Students who are or were eligible members of the United States Armed Forces may earn college credit based upon their military experiences, training, and coursework acquired while in the military. Academic credit (i.e., exclusive of vocational/technical credit) is awarded for military experiences, training and coursework recognized by the American Council on Education (ACE) in their *Guide to the Evaluation of Educational Experiences in the Armed Services.* In January 2021, the Florida Board of Governors and State Board of Education adopted an official policy for the uniform award of postsecondary credit for certain service member and veterans of the United States Armed Forces. [ACC Policy Regarding the Evaluation and Awarding of Credit for Prior Military Experience] In accordance with the policy, the state Office of Articulation has provided recommended course credit equivalencies for ACE credit as documented on Joint

Services transcripts. Credit earned for military experiences, training, and coursework is applied to a student's academic program in the same manner as any other form of transfer credit or accelerated credit. Military experiences, training, and coursework not referenced in the ACC guidance are evaluated in the same manner as other transfer coursework for course credit. [FSU Undergraduate Bulletin, pp.107-109, 2022-2023] [FSU Graduate Bulletin, p.100, 2022-2023]

Experiential Learning

The university does not award credit or accept transfer credit based on professional work experience. [FSU Undergraduate Bulletin, p.107, 2022-2023] [FSU Graduate Bulletin, p.100, 2022-2023]

Examination Credit

State law defines credit by examination as "the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations." [s.1007.27, Florida Statutes] In 2001, the Florida Legislature directed the state Florida Department of Education to determine credit by examination equivalencies to provide for smooth articulation through statewide consistency of credit awarded. [ACC-Credit by Examination Equivalences] All individual examinations are reviewed by faculty discipline committees and recommendations for specific course equivalencies are presented to the Articulation Coordinating Committee for approval on an annual basis.

Students may earn up to 45 semester hours of credit by taking Advance International Certificate of Education (AICE) exams, Advanced Placement (AP) exams, International Baccalaureate (IB) exams, or College Level Examination Program (CLEP) exams and achieving appropriate scores as mandated by the legislature of the State of Florida. [FSU Undergraduate Bulletin, pp.108-117, 2022-2023] To receive credit, official test scores must be sent directly to the Office of Admissions for posting.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- TransferStudentServicesWebsite.pdf
- GarnetAndGoldEssentials.pdf
- NewNoleOrientationWebsite.pdf
- BiologyCourseFacultyReview.pdf
- StatisticsCourseFacultyReview.pdf
- UniversityOfSydneyFacultyReview.pdf
- StatewidePostsecondaryArticulationManual.pdf
- FloridaStatutesChapter1007.24.pdf

- FloridaStatutes1007.23.pdf
- FloridaAdministrativeCode6A-10.024.pdf
- TransientStudentForm.pdf
- ACCPolicyRegardingTheEvaluationAndAwardingOfCredit.pdf
- FloridaStatutes1007.27.pdf
- ACCCreditByExaminationEquivalencies.pdf

<table>
<tr>
<td>10.9</td>
<td>The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative Academic Arrangements)</td>
</tr>
</table>

    <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University (FSU) ensures the quality and integrity of the work recorded when the institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. FSU maintains formal agreements between the parties involved and the institution regularly evaluates such agreements. These agreements further the mission of the university. [FSU General Bulletin, p.57, 2022-2023]

Cooperative academic agreements provide expanded opportunities for students to participate and explore unique education opportunities. The university has the following cooperative academic agreements in which the institution transcripts courses and credits as its own:

1. Florida Agricultural and Mechanical University (FAMU) - Florida State University Cooperative Academic Program

2. Structured reciprocal exchange agreements with select accredited, international institutions of higher education

In each of these cases, signed contracts/agreements are in place that delineate the terms and conditions of the agreement, the responsibilities of each party, the duration of the agreement, evaluation and review timelines, and criteria. These reviews are tailored to the purpose, location, and nature of the exchange agreement with a specific institution. Cooperative academic agreements are consistent in the ways in which credit is awarded and noted on the student's transcript.

Students wishing to participate in these agreements must formally request permission to do so and are carefully screened to ensure that they meet the admission and registration criteria specific to the program in question. At the end of a term, the host institution supplies FSU with course information sufficient to enable FSU to post the credit to the student's transcript as FSU credit. For cooperative academic programs, the course credit is also annotated on the transcript with a note that clearly denotes the type of program in which it was earned, e.g., "* FSU-FAMU co-op class" notation that appears under the course. [Undergraduate Co-op Transcript] [FSU-FAMU Graduate Co-op Transcript] [Exchange Agreement Transcript Notation]

FAMU-FSU Cooperative Agreement

FSU and FAMU have a history of cooperation as both are public state universities located in the same city and accredited by SACSCOC. The FAMU-FSU cooperative program has been in place since 1969. FSU students benefit from access to an array of programs and courses not offered at FSU, most notably journalism courses, animal science, select courses, and Naval Reserve Officer Training (NROTC) courses. These courses are available through FAMU under the cooperative agreement.

Under state laws governing public state universities and colleges, both FSU and FAMU participate in the state-mandated Common Course Numbering System. [s.1007.24(7), Florida Statutes] [SCNS Articulation Manual 2022] Public institutions use a standard taxonomy to classify courses by disciplinary and course level, e.g., BSC 1000 (freshmen level biology) is the same course across the state as determined by faculty disciplinary committees. [FSU BSC1005 SCNS Entry] [FAMU BSC1005 SCNS Entry] This statewide taxonomy is applied to all courses taken at public institutions in Florida, including graduate and professional courses. The State of Florida has a required articulation agreement [s.1007.23, Florida Statutes] for all public institutions that pre-determined that courses with the same course prefix and number are equivalent when transferring from one state university to another. The course prefixes are published in the both the Undergraduate Bulletin [FSU Undergraduate Bulletin, pp.49-55, 2022-2023] and Graduate Bulletin. [FSU Graduate Bulletin, pp.49-55, 2022-2023] For this reason, courses taken by FSU students who are attending FAMU under this agreement have the benefit that courses have already been determined as equivalent in quality by the State of Florida. Course evaluations for courses under this agreement follow state articulation standards which involve faculty oversight of quality. Both institutions notified SACSCOC of the renewal of this agreement. This agreement is used predominantly by, and is intended for, undergraduate students. In some cases, graduate students may also take classes under the agreement. In all cases, graduate and undergraduate credits are articulated and posted as described above.

Under the FAMU-FSU cooperative academic agreement, each institution agrees to accept students in good standing for enrollment in a limited number of select courses. FSU students participating in the program may enroll in any course offered by FAMU, assuming space is available and the student meets the course/instructor requirements such as prerequisites, portfolio review, or instructor permission. The Registrar Offices of each institution coordinate each semester to manage records, enrollments, and grades for students participating in the program. Each institution is responsible for advising its students about course recommendations that are degree-applicable for their academic program. Students participating in the program pay fees to their home institution. These students are subject to the final grading of the instructor teaching the class.

As part of the agreement, each institution is responsible for ensuring the proper credential of its faculty teaching the courses. Individual course or programs are not created solely for the purposes of the program. For this reason, each course was created by the institution for use in one of its programs and, therefore, followed the institutional policies and procedures that govern that program.

Over the decades, the review schedule has evolved to the current three-year cycle. The provosts of each university regularly meet and discuss issues that might arise. At the three-year review mark, each Provost reviews the agreement, and if adjustments are warranted, changes are made to update language in light of the changing needs of each institution. [FAMU-FSU Cooperative Agreement]

International Reciprocal Student Exchange Agreements and Programs Policy

Reciprocal exchange agreements in place between FSU and select accredited international institutions for the purpose of expanding the opportunities available to students. Reciprocal exchange agreements are forged between institutions to further the learning opportunities of the students at each institution. FSU has 45 active international student exchange agreements. The agreements are assessed regularly as discussed below.

FSU has an established policy that provides for the initiation, implementation, and review of international student exchange agreements. The formal agreements detail the rights and responsibilities of each institution, fee assessment, grade collection, duration of the agreement, termination clauses, and the academic unit on campus responsible for recommending and monitoring the exchange agreement. [FSU International Exchange Agreement Policy] A list of all of the international exchange agreements, the last review date, and the renewal date are maintained in the Office of the Provost. [List of Exchange Agreements] All international exchange agreements follow the same template as the Perugia FSU Exchange Renewal. [Perugia FSU Exchange Renewal 2019]

Under the university policy, departments interested in entering in such agreements must submit a proposal to develop the agreement. [Intent to Establish International West Indies Exchange Agreement] [University of West Indies Exchange Agreement]   This proposal outlines for the department the necessary steps to ensure that the agreement is cooperative in nature, that the partner institution has national accreditation, appropriate areas of academic studies, sufficient student services, and that the proposed agreement follows FSU's travel and safety policies. An "Intent to Establish" proposal is reviewed and approved by the sponsoring faculty member, the Department Chair, the College Dean, the Exchange Oversight Committee, and the Assistant Provost for Academic Affairs before developing a full reciprocal student exchange agreement.

Students must apply and meet selective criteria in order to participate in the exchange program. [Student Application & Approval-Exchange] They are advised by the FSU faculty and advisors who are associated with the program as to the proper courses they may take at the host institution. All proposed coursework (coverage, objectives, assessment) that students will take at the host institution is reviewed and approved in advance by an FSU faculty member from the relevant academic department. This prior approval by faculty members and advisors is recorded on the "Outgoing FSU Exchange Student Application" form. [Course Equivalency Process Example]

The host institutions agree to enroll exchange students and to provide tuition and fee exemptions according to the rules and regulations of their institution. The host institutions provide pre-departure and arrival information, visa and insurance requirements, information on housing options and other program-related assistance as deemed appropriate and as normally available to enrolled students. Exchange students have access to learning resources and services including the library, computer labs, health and fitness facilities, academic counseling and advising, assistance in selecting and enrolling in courses and the institution's grievance and complaint process. If either institution becomes aware of any emergency situation involving an exchange student, the host institution notifies the home institution. Upon request, the host institution informs the home institution of the student's enrollment status and promptly informs the home institution if any exchange student withdraws or reduces the number of credits attempted. The host institution further agrees to immediately notify the home institution in writing of any changes in the academic status of the exchange student. In the event that an FSU student at the host institution receives a stipend, scholarship, or other source of funding from the host institution, the host institution agrees to notify FSU of the nature, amount, and dates of such funding in order that FSU may comply with State of Florida, U.S. federal, and student home institution guidelines pertinent to the particular student. [FSU Policy Substantive Change, p.4] [FSU International Exchange Agreements Policy, p.9]

Course hour equivalencies are determined in accordance with the standards of World Education Services (WES), a third-party organization used for the evaluation of international academic credit. For example, the following conversion rate is used as a guideline for host institutions that use the European Credit Transfer System (ECTS) credits: (1 ECTS=.67 FSU credits). FSU course credits are rounded to a whole number. [See "ECTS Conversion Scale", FSU International Exchange Agreements Policy, pp.8-9]

The Department/College designee is responsible for determining the equivalence of a course taken on an exchange to a course offered at FSU following Department/College procedures. If the courses on the student's transcript were pre-approved, no further action is needed. If a transcript contains courses that were not pre-approved, the student is responsible for working with the Department/College designee and his/her Academic Advisor to determine FSU course equivalencies. The Registrar's Office designee creates FSU class sections in the university's scheduling system, coding the courses as part of the international exchange program, and including in the course comments: "Student Exchange at [international partner, country]." The student's FSU transcript will read "Articulated credits earned on exchange at [international institution, country]" for the semester in which the student participated in an international exchange. "NG," No Grade, is assigned if the transcript has not arrived prior to the end of the FSU semester. Transcripts for FSU graduate students are processed using the same procedure. FSU reports these courses to the Florida Board of Governors on the Student Information File with a student section funding flag of "R" (for reciprocal) on data element 01103.

After the student completes the exchange and the transcript has been received from the exchange partner, the Program Director for Exchanges reviews the student's transcript and assigns grades and number of credit hours earned for each course taken on the exchange based on the established grade scale and credit conversion rate for the exchange program. [FSU International

Exchange Agreement and Policy, pp.7-8] The grade for the course is transmitted to the Registrar's Office by the Program Director for Exchanges. [Example of Grades Submitted at End of Program and Course Approval Documentation] Examples of how the course equivalencies are approved by FSU faculty and/or advisors, transcripts are received from the host institution, the transmission of the grade to the FSU Registrar's Office, and how it is transcripted are provided. [Student Transcript 1] [Student Transcript 2]

Agreements may be terminated prior to their sunset date under the provisions stated within the agreement, typically by either party giving 60 days' notice of termination in writing to the other party. Students already admitted to and participating in the exchange program must be allowed to complete the program. FSU may, at any time, suspend approval for an international reciprocal student exchange agreement or cancel a specific student's participation. Factors considered in immediate program suspension may include, but are not limited to, an increase in health or safety risk in the host country location, or an update in travel advisories or health notices for the host country. In this case, the university works with the student to identify alternative coursework on campus, an alternative exchange placement, or will refund the student's FSU tuition and fees for the semester if necessary. Factors considered in cancelling a specific student's participation may include, but are not limited to, behavioral concerns, student conduct code violations, or a violation of signed travel and program agreements and waivers. If a student's participation is canceled due to a violation on their part of the said rules, regulations, instructions, and/or standards of conduct and behavior, the student will be sent home at their own expense with no refund from FSU. In this case, the university works with the student to identify alternative coursework on campus. FSU may also refuse to grant permission for an FSU student to participate by denying the student's "Exemption Request for Travel to Locations on the U.S. Department of State Travel Warning or Alert List." [FSU International Exchange Agreement Policy, pp.5-6]

FSU's Center for Global Engagement (CGE) assists incoming and outgoing students with admission and registration processes (including health insurance requirements). For FSU students who are participating in exchange programs, CGE provides information about the process, course approvals and changes to courses, tuition, and communication while abroad about emergencies. [Final Reminders to Outbound Students] Further, CGE provides a required pre-departure session. During this session, students are notified to contact their host university coordinator in the event of an emergency as well as CGE. If the university receives an alert from Cultural Insurance Services International (CISI), or any news of a global emergency in a location where students are enrolled, the students are emailed and asked to check in that they are not impacted. If a student has any difficulties with the host institution, they are encouraged to contact CGE to facilitate with the host institution as needed. Further, students report their local contact information in Canvas, the university's learning management system, as well as confirm their enrollment and classes being taken abroad. Revisions to their initial course approvals at the beginning of their exchange term are reported as needed. CGE staff email the host university coordinators at the beginning of the term to confirm students' departure and obtain confirmation of their arrival and enrollment. As the exchange is ending, students are emailed information about returning to FSU and provided information regarding their return including ways to continue their international experience based upon return. When students return from

participating in an exchange program, CGE has a "welcome back" forum in which transcripts, financial aid, and other related topics are discussed. Returning students complete a survey regarding their experience which is used by the CGE staff to assess the student experience. [Returned Students Top 6 Things to Know] Lastly, CGE provides all FSU students who participated in an international student exchange with a "Welcome Home Re-Entry Guide." [Welcome Home Re-Entry Guide-Spring 2022]

The university has an Exchange Oversight Committee that provides oversight and direction for international academic exchange agreements, ensures the quality and integrity of academic credit, and oversees the implementation of the university Policy on Reciprocal Academic Exchanges. Its responsibilities include the following:

1. Review and evaluate new, existing, and renewing academic exchange agreements;

2. Ensure the quality and integrity of academic credit recorded on the Florida State University academic transcript as part of the exchange agreements;

3. Review reports of student experiences in academic exchanges;

4. Rank order student nominees for inclusion in the exchange;

5. Provide advice to the Provost on directions and strategic priorities for academic exchange agreements.

The Exchange Oversight Committee includes faculty members as a majority of voting members and is chaired by an Associate Vice President for Academic Affairs who reports to the Provost. International student exchange agreements are reviewed in advance of their expiration date. [Exchange Oversight Agenda and Minutes March 2022] [EOC Approval of Minutes 04.21.21]

The Exchange Oversight Committee receives a bi-annual report on each international student exchange program from the program director and directly reviews student files (approved applications, foreign transcripts, and FSU transcripts) at its discretion. [List of Exchange Agreements] [Exchange Oversight Committee Agenda and Minutes March 2022] [2023 Sunsetting Exchanges for EOC Review] This oversight ensures that the courses meet the quality of the course needed for the FSU degree. Students are limited in the number of credit hours that may be earned through an exchange agreement to less than 25% of the total hours required for the degree. University advisors are charged with specifically noting this during their advising reviews. [Course Approval Form Student 1] [Course Approval Form Student 2]

Conclusion

The university has two types of cooperative academic agreements. All of the agreements are formal, written agreements. The university regularly evaluates the integrity of these agreements

in order to ensure the quality of the work recorded and the quality of the courses or credits transcripted as its own.

Evidentiary Documents

- FSUGeneralBulletin2022-2023.pdf
- UndergraduateCO-OPTranscriptRedacted.pdf
- FSUFAMUUndergraduateCO-OPTranscript.pdf
- ExchangeAgreementTranscriptNotation.pdf
- FloridaStatutes1007.24StatewideCommonCourseNumberi.pdf
- StatewideArticulationManual.pdf
- FSUBSC1005SCNSEntry.pdf
- FAMUBSC1005SCNSEntry.pdf
- FloridaStatutes1007.23StatewideArticulationAgreeme.pdf
- FSUGraduateBulletin2022-2023.pdf
- FAMUFSUAgreement2022Signed.pdf
- FSUInternationalExchangeAgreementsPolicy.pdf
- ListOfExchangeAgreements.pdf
- PerugiaFSUExchangeRenewal2019.pdf
- IntentToEstablishInternationalWestIndiesExchangeAg.pdf
- UniversityOfWestIndiesExchangeAgreementFSULaw.pdf
- StudentApplicationAndApprovalExchange.pdf
- CourseEquivalencyProcessExample.pdf
- FSUPolicySubstantiveChange.pdf
- ExampleOfGradesSubmittedAtEndOfProgramAndCourseApp.pdf
- StudentTranscript1.pdf
- StudentTranscript2.pdf
- FinalRemindersToOutboundStudents.pdf
- ReturnedStudentsTop6ThingsToKnow.pdf
- WelcomeHomeReentryGuideSpring2022.pdf
- ExchangeOversightCommitteeAgendaAndMinutesMarch202.pdf
- EOCApprovalOfMinutesApril2021.pdf
- 2023SunsettingExchangesForEOCReview.pdf
- CourseApprovalFormStudent1.pdf
- CourseApprovalFormStudent2.pdf

11 LIBRARY AND LEARNING/INFORMATION RESOURCES

> **11.1** *The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (**Library and Learning/Information Resources**)*
>
> *__X__ Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

The mission of the University Libraries is to "support and enhance the learning, teaching, research, and service activities of the Florida State University by providing organized access to quality information in all formats, promoting information literacy, preserving information and engaging in collaborative partnerships to disseminate ideas to advance intellectual discovery". [Library Mission] In order to accomplish this mission, and to ensure that the Libraries are providing adequate and appropriate resources, services, and support, the University Libraries works to accomplish five strategic goals: 1) ensure equitable access to information, 2) establish the library as a center of intellectual community, 3) enhance research and scholarship, 4) invest in people, and 5) promote critical thinking. [Library Strategic Plan]

Florida State University Libraries include seven libraries on the Tallahassee campus: Strozier Library, Dirac Science Library, Claude Pepper Library, College of Music Allen Music Library, College of Law Research Center, College of Medicine Maguire Medical Library, and FAMU-FSU College of Engineering Library. Library materials and services are also available at the FSU Panama City, Florida, campus, at the FSU Ringling Center for Cultural Arts in Sarasota, Florida, and at the FSU Panama, Republic of Panama, campus. [FSU Factbook, University Libraries, p.106, 2021-2022]

The adequacy and appropriateness of library collections for all university degree programs, as well as the research and public service activities of the institution, (critical aspects of the university's mission) is assured through collection development policies, faculty feedback, patron-driven acquisitions, subject expertise and strategy, and the monitoring of materials usage and holdings data. [University Mission Statement]

Campus libraries offer many of the same services and resources customized to complement the disciplines they serve. Libraries include: Robert Manning Strozier Library (Main), Paul A. M. Dirac Science Library, Mildred and Claude Pepper Library, the FAMU-FSU College of Engineering Library, and FSU Panama City--Florida Library and Learning Center. The following are designated dean-directed libraries: Warren Allen Music Library, College of Law Legal Research Center, College of Medicine Medical Library, and the John and Mable Ringling Museum of Art Library in Sarasota, Florida. International Programs study centers in London, Florence, Valencia, and Panama also provide library services, resources, and spaces. [FSU Factbook, University Libraries, p.106, 2021-2022]

Library Collection

FSU's library collections compare favorably with those of other academic research institutions. The FSU Libraries belong to the Association of Research Libraries (ARL), which includes the top 125 research libraries in the U.S. and Canada. [ARL Annual Report 2021] Among the 116 US academic libraries in ARL, FSU ranked 79th overall in FY 2019-20. [ARL Rankings]

FSU Libraries allocates $7.9 million for collection resources. [Materials Budget] FSU Libraries own 4.3 million titles; 439,767 serial titles (both electronic and print) [ACRL Trends and Statistics Survey 2020-2021]; 759,623 government documents; 14,876 linear feet of manuscript collections [SCA Space Report]; and 462,629 Media Collections, including maps, microform, and video recordings. [Active Bib Counts 2021] The Libraries subscribe to more than 652 databases, 1.6 million e-books, and 371,783 electronic journals. [FSU Factbook, University Libraries, 2021-2022] FSU's electronic resources are available to all current FSU faculty, staff, and students regardless of location or mode of delivery.

FSU Libraries has several policy documents that guide both collection development and de-accession activities. The *Collection Development Values Statement on Diversity, Equity, and Inclusion* is a key document that informs all collection activities, decisions, and policy. [Collection Development Values Statement on DEI] The *Collection Development Policies, Principles and Guidelines* provides general guidance related to relevancy, currency, language, quality, usability, access, and format when purchasing or subscribing to content. [FSU Libraries Collection Development Policy] The *Open Access Collection Development Policy* provides strategic direction and guidance regarding the allocation of FSU Libraries' collections funds to support the dissemination of scholarly resources through open access models. [OA Collection Policy] The *General Collections Materials Donation Policy* gives instruction for material donations and the *Guidelines for De-accessioning University Libraries General Collections* informs strategy and decision-making when withdrawing materials from the collections. [Materials Donation Policy] [Guidelines for De-accessioning]

Faculty provide feedback on the adequacy and appropriateness of the collections in several ways. The Faculty Senate Library Committee (FSLC), whose purpose is to act as a link between the library and the faculty, assures faculty input into library policies and priorities. [Faculty Library Senate Committee] The FSLC also provides feedback on library services and on major collections projects. In a process designed in coordination with the FSLC, faculty members across the university are invited to provide feedback to the Libraries regarding database and journal package cancellations, as well as large monograph withdrawal projects. Below are two examples of collaborating with faculty to ensure the Libraries maintain and build appropriate collections:

1. In 2018, it became necessary for the University Libraries to cut approximately $1 million worth of Elsevier journal subscriptions. Library administration worked closely with the FSLC and the Faculty Senate to ensure support and clear communication, and subject librarians worked with individual departments to ensure that the Libraries continued to subscribe to journals critical to faculty research. In addition, a technical team collaborated with the resource sharing department to build

a new service for expedited article delivery of those journals to which we no longer subscribed. Faculty helped to make decisions on which journals they maintained immediate access to and which journals they could gain access through an expedited delivery service. [Elsevier Subscription Changes]

2. FSU Libraries is a participating member of the Eastern Academic Scholars Trust (EAST). [EAST] EAST is a consortium of 82 research libraries collaborating to make retention commitments on over 9 million scholarly monographs. In 2020 and 2021, FSU Libraries conducted a review of the circulating monograph collection. Using a collection analysis tool, the Libraries ran reports of low-use monograph titles with large numbers of U.S. holdings and multiple retention commitments within EAST to consider for withdrawal. To ensure that the Libraries retained the necessary titles for faculty research and instruction, subject librarians shared these reports with faculty and solicited their feedback on which titles to retain and which to withdraw. [Monograph Review Project]

Two different grants allow faculty to select library materials necessary for their research and instruction needs. The New Faculty Grant is funded by the University Libraries, and it provides each newly hired tenure-track faculty member with $1,000 to purchase books for the library collection to fill in gaps or increase the strength of the collection in their area of research and/or instruction. [New Faculty Grant] The Robert B. Bradley Library Research Grant is funded by the University Libraries and Sponsored Research Administration and managed by the Faculty Senate Library Committee; it provides grants to support the research and creative work of faculty with new library acquisitions accessible for the whole FSU community. [Bradley Research Grant] This program is generally funded at approximately $100,000 per year.

The FSU Libraries has a robust Library Liaison Program, through which subject librarians consult with academic departments on the selection and de-selection of information resources to ensure that the library collections meet university research and learning needs. [Liaison List 2022] Liaison librarians (also called subject librarians) annually review serial subscriptions and work with their assigned academic departments to ensure the most relevant titles are available. Subject librarians review new electronic resource collections for possible addition to the collection and set up trials with vendors to give faculty the opportunity to explore new resources. Electronic resource usage is regularly monitored to determine relevance and need. [Journal Usage]

Students, faculty and staff may all influence book purchases through online selection of books through Demand Driven Acquisition (DDA). With DDA, bibliographic information for select ebooks not yet purchased is loaded into the Libraries' discovery system. When patron usage meets preset parameters, the ebook is "triggered" for purchase by the library. Evidence Based Acquisition plans (EBA) also ensure the appropriateness of materials by making purchase decisions based upon patron-use data within a specific publisher's ebook collection. With EBA, the publisher's collection of ebooks meeting the library's parameters are loaded into the Libraries' discovery system. After twelve months, the Libraries make purchase decisions based

on the usage of individual items within the collection, spending an agreed set amount of money. [EBA 2021]

Several approval plans (the automated selection of books), encompassing both domestic and relevant foreign imprints, have been collaboratively developed and reviewed by librarians and faculty. These plans provide balanced disciplinary coverage as well as subject depth in FSU's research and curricular areas. [Gobi Approval Profile] [Casalini Approval Profile] A web-based materials purchase suggestion form allows both faculty and students to submit suggestions and requests for the collections to ensure that relevant titles missed from the approval plan process can be ordered. [Materials Suggestion Form] Subject librarians are allocated funds to order materials from these suggestion forms, and to fill gaps in the materials they notice through their outreach activities.

Quality Enhancement Reviews (QER), through which the university systematically reviews its graduate and undergraduate programs, include a section about the adequacy of library resources for each program. The Libraries often participate in, or are allowed to respond to, that section of the QER survey. A member of the Libraries' faculty participates in QER meetings to answer questions and discuss findings. [QER] For example, in 2020, the Program in Interdisciplinary Humanities' QER self-study reported that neither the university nor the Libraries offer a solution for faculty to host projects on the web, as is commonly the case at other research institutions. [2020 Humanities QER Self Study, 34] In response, the Libraries launched Create FSU, an initiative that provides web hosting for digital projects through an educational technology company called Reclaim Hosting. This service is available to any FSU faculty member, graduate student, or undergraduate Honors students who want a web domain to host content related to their research. [Create FSU]

Special Collections and Archives serve as the repository for rare materials and university history in Florida State University Libraries. The collections support the research and instruction needs of scholars whose work relies on primary resource materials, including undergraduates, graduates, and faculty within FSU, researchers from other institutions, community partners, and members of the general public. In order to meet the research and instruction needs of the university, collection decisions are guided by our collecting principles and in consideration of our primary collecting areas. [SCA Collecting Strategy]

FSU Libraries' eTextbook program exists to support student success by ensuring equitable access to teaching and learning materials by providing course-adopted materials at no cost to the student. [eTextbook Report] The Libraries review course-adopted materials each semester, identify ebooks already available, and purchases ebooks not currently owned within a feasible budget. Faculty can also request that ebooks be purchased for their course through the materials purchase request form. [Materials Suggestion Form] Instructors and students are able to search by course code, instructor, or book title to access course materials available online through the Libraries. [eTextbooks]

The Office of Distance Library Services, a team dedicated to serving the needs of distance students, conducts regular surveys of fully online students to assess the usage and satisfaction of

FSU Libraries services and resources. [Office of Distance Library Services] [Distance Library Services Assessment] All current FSU students and employees, regardless of their status, location, or campus, have access to the FSU Libraries' electronic resources, including databases, electronic journals, ebooks, the Digital Library, and the institutional repository.

The Law Research Center determines the adequacy of its collections by adhering to the guidelines of the collection development policy when acquiring content in state, American, foreign, and international law. [Law Research Center Collection Policies] Law Research Center collections include legal and law-related information in electronic, print, audio/video, and micrographic formats. A core collection of essential materials is maintained, including statutory codes and standard reports for the United States and Florida. Federal and Florida documents, as well as treaties and international agreements, are collected. All primary sources of state and federal law are current, either electronically or in print. The Research Center is a Selective Depository for federal government documents. The Law Research Center utilizes the American Bar Association (ABA) accreditation guidelines on core academic library collections as a starting point for determining collection adequacy and appropriateness. Direct input from law faculty is regularly sought on what materials are needed/desired to meet research and curricular needs, such as requesting for course reserve. [Law Course Reserve Request]

The Maguire Medical Library is the primary library for students enrolled in the academic programs, residencies, and research programs of the FSU College of Medicine. Medical librarians are actively involved in a variety of aspects of the medical education curriculum at the Florida State University College of Medicine. A medical librarian serves on the College of Medicine Curriculum Committee, the Year 1-2 Curriculum Committee, and the Year 3-4 Curriculum Committee as a voting member. Medical librarians serve on review teams of the Year 1-2 and 3-4 committees, help identify library resources to support curriculum objectives. The medical library also maintains a "Suggest a Purchase" form for library users to request new resources to be considered for addition to the library's electronic collection, with decisions being made in consideration with curriculum leadership, academic program learning objectives, and/or research needs. [Suggest a Purchase Form]

The Allen Music Library consults with faculty to support the curriculum and research of the College of Music. The library director sends out regular email announcements to the College of Music faculty to update them on library services and resources and request input on resource needs. [Music Library Announcements] This includes monographs, journals, scores, and audio/video items and streaming databases. The Allen Music Library houses a small Special Collections component. Items in this collection include rare items such as first and early editions of music theory treatises, manuscript collections, facsimile editions of music manuscripts, and unique audio recording collections on reel-to-reel tapes. A digitization program has begun for selected Special Collections items and made available through the FSU digital library. Audio digitization for older FSU College of Music recordings is an ongoing project to preserve the audio content for thousands of reel-to-reel and Digital Audio Tape (DAT) recordings dating from the late 1960s.

The FSU Panama Library consults with local faculty to select materials in support of the curriculum and research activities. Faculty are also engaged in evaluating the library's resources in terms of relevancy to the curriculum, age, physical condition, depth, and diversity. The faculty determine the adequacy of the collection by submitting individual input and requests to the librarian, input from the Library Committee, and through coordinated collections projects organized by the Library Committee. [Panama Collections Project] The Library Committee is a group comprised of the librarian and rotating faculty members; their charge includes recommending priorities for collection development and investigating viable electronic resources. [Panama Library Committee] Through university authentication, Republic of Panama faculty and students have complete access to all electronic resources provided by the FSU Libraries, and through the Interlibrary Loan service, print materials from the Tallahassee campus libraries are delivered to the Panama library. [Interlibrary Loan]

The FSU Panama City, Florida, Library routinely conducts bench marking exercises for new and existing programs, collecting materials to meet the collection quality of the highest-ranked U.S. programs. The library meets regularly with faculty to learn what items are needed to better support their curriculum, research interests, and student assignments. An annual library survey is conducted, asking students if the library provides adequate scholarly resources to meet their needs. [FSUPC Library Survey] Through university authentication, Panama City faculty and students have complete access to all electronic resources provided by the FSU Libraries, and through the request feature in the library catalog, print materials from the Tallahassee campus libraries are delivered to the Panama City library. [Materials Request]

The Ringling Art Library provides resources that support The Ringling's art collection and exhibitions. The library acquires resources that assist curators in their research for planning new exhibitions. Current scholarly publications that address specific artists or works of art in the collection are purchased. These resources also provide learning materials for the instruction of Ringling Museum guides. The Asolo Conservatory for Actor Training also utilizes the collections for research on costumes and scenery. [Asolo Conservatory] Through university authentication, Scholars at the Ringling Art Library have complete access to all electronic resources provided by the FSU Libraries, and through the request feature in the library catalog, print materials from the Tallahassee campus libraries are delivered to the Ringling Art Library. [Materials Request]

FSU Libraries draws upon several documents to guide both collection development and de-accession. Collection policies are recommended, reviewed, and written by the Collections Strategies and Services Committee (COSSCO) and approved by the Associate Dean for Research Management and Discovery Services. [COSSCO Terms of Reference] Collection policies and guidelines are also shared with the Faculty Senate Library Committee for review and feedback. [Faculty Senate Library Committee]

The *Collection Development Values Statement on Diversity, Equity, and Inclusion* is a key document that informs all collection activities, decisions, and policy. [Collection Development Values Statement on DEI] The purpose of the values statement is to:

- define what a diverse, equitable, and inclusive research library collection should look like;

- outline collection development strategies that increase the presence of historically underrepresented voices and scholarship;

- acknowledge that traditional models of library collecting and cataloging have historically and systematically excluded underrepresented voices;

  suggest practical steps for library selectors; and

- create a blueprint for deliberately reprioritizing the work of the Library to advance DEI values.

One project that embodies this value statement is the strategic initiative, "Improving Access to Collections through Inclusive Metadata," which seeks to redress inequalities and injustice in the descriptive language and narrative framing of archives, special collections, and the institutional repository. [Inclusive Metadata]

The *Collection Development Policies, Principles and Guidelines* provides guidance related to relevancy, currency, language, quality, usability, access, and format when purchasing or subscribing to content. [FSU Libraries Collection Development Policy] The policy describes purchase and subscription agreements with cooperative programs, gives instructions for selecting and securing new journal subscriptions, and for making decisions to select and deselect government documents. The *Open Access Collection Development Policy* explains the benefit of open access research in alignment with the Libraries' mission to "preserve, expand and disseminate knowledge," and provides strategic direction and guidance regarding the allocation of FSU Libraries' collections funds to support the dissemination of scholarly resources through open access models. [OA Collection Policy] The *General Collections Materials Donation Policy* provides guidance for material donations and the *Guidelines for De-accessioning University Libraries General Collections* informs strategy and decision-making when withdrawing materials from the collections. [Materials Donation Policy] [Guidelines for De-Accessioning] The *Guidelines for De-accessioning* provided important guidance in a major monograph review project in 2021-2022. [Monograph Review Project]

The policies for the New Faculty Grant and the Robert B. Bradley Library Research Grant provide both faculty and the University Libraries with direction on applying for and managing the grants. The New Faculty Grant is funded by the University Libraries, and it provides each newly hired tenure-track faculty members with $1,000 to purchase books for the collection to fill in gaps or increase the strength of the library collection in their area of research or instruction. [New Faculty Grant] The Robert B. Bradley Library Research Grant is funded by the University Libraries and Sponsored Research Administration and managed by the Faculty Senate Library Committee; it provides grants to support the research and creative work of faculty with new library acquisitions accessible for the whole FSU community. [Bradley Research Grant]

The *FSU Libraries Special Collections and Archives Collection Development Strategy* defines the collecting principles for Special Collections and Archives and clearly designates the strengths, or primary collecting areas, such as Napoleon and the French Revolution, poetry, political papers, Florida history, Southern business history, and the history of Florida State University. [SCA Collecting Strategy]

The Law Research Center, the Maguire Medical Library, the Allen Music Library, and the Ringling Art Library each maintain individual collection development policies that set forth the goals, priorities, and preferences for the acquisition and maintenance of their unique collections. [Law Research Center Collection Policies] [Medical Library Collection Development Policy] [Music Library Collection Development Policy] [Ringling Collection Development Policy] The Republic of Panama Library and the library at Panama City, Florida, adheres to the FSU Libraries' *Collection Development Policies, Principles and Guidelines.* [FSU Libraries Collection Development Policy]

FSU Libraries is committed to providing equitable resources and service to all scholars, regardless of where they reside or study. The Office of Distance Library Services is a team dedicated to serving the needs of online and extended campus students, faculty, and staff. [Office of Distance Library Services] The Office of Distance Library Services maintains all library integrations within Canvas, creates video tutorials of library services and resources, learning modules in Canvas, virtual library orientations, and serves as a liaison to the International Programs and the FSU study centers abroad. [Canvas Library Course] [FSU Libraries Youtube Channel]

Through the FSU Libraries' website, all students, regardless of location or mode of delivery, have full access to all electronic resources owned or subscribed to by the FSU Libraries. This includes continual access to all databases, e-journals, e-books, electronic course reserves, government information, research guides, the eTextbook portal, and to DigiNole, FSU's digital repository providing online access to the Digital Library and the Institutional Repository. [FSU Libraries Website] [A-Z Databases] [Journal Search] [Course Reserves] [Research Guides] [Government Information] [eTextbooks] [Digital Library] [DigiNole] The Libraries subscribe to more than 652 databases, 1.6 million e-books, and 371,783 electronic journals. [FSU Factbook, University Libraries, 2021-2022] [ACRL Trends and Statistics Survey 2020-2021] With the exception of a few subject areas in the arts and humanities, FSU Libraries has an e-preferred approval plan [Gobi Approval Profile], and the *Collection Development Policies, Principles and Guidelines* states that "the preference for new journal subscriptions is electronic only." [FSU Libraries Collection Development Policy]

Distance learners can receive assistance in locating materials through Virtual Reference (VR), an online chat service, whenever Strozier Library is open, and they can make appointments to meet directly with librarians and Special Collections and Archives specialists on Zoom. [Virtual Reference] [Consultation Request Form] FSU distance learners living outside of the Tallahassee area can request that FSU print journal articles or book chapters be scanned and delivered to them by email through the Interlibrary Loan service. [Interlibrary Loan] FSU students and faculty have access to the libraries of the 40 public universities and colleges in Florida, where

they can directly borrow print materials. [Reciprocal Borrowing] Print materials located at a different FSU campus (i.e., Tallahassee, Panama City, Republic of Panama, and FSU Ringling Center for Cultural Arts) can be requested and delivered via the FSU Libraries' discovery system. [Campus Delivery Request]

The Maguire Medical Library's collection of medical and clinical resources are near 100% digital and are available via the medical library's and FSU Libraries' websites to students, residents, faculty, researchers, and staff with an active appointment with the Florida State University College of Medicine. The focus on electronic resources by the Maguire Medical Library team ensures that all authorized FSU library users can access and use medical library resources and textbooks to their full extent whether they are on or off campus, including at home and in professional and clinical settings. When help is needed, medical librarians are available during normal business hours, or will respond to after-hours inquiries within one business day, regardless of where the request originated. The medical library also has an extensive collection of frequently asked questions on its website, enabling users to answer many common questions independently, as needed. [Medical Library FAQ]

Library Support Resources

FSU Libraries is committed to providing equitable access to resources and services to all scholars, whether online or in-person. From the service desks at any library, scholars can check out general collections and print course reserve materials. [Course Reserves] Conference rooms, and individual and group study rooms are available for check out at the Strozier and Dirac libraries. [Study Rooms] Conference rooms and group study rooms are equipped with computers and large screens for presentations and collaborative work. Scholars are also able to check out technology such as laptops, cameras, projectors, audio recording equipment, calculators, headphones, phone chargers, and gaming consoles. [Technology Check Out] The Libraries provide numerous scanners, video and audio editing software, and specialty software for statistics, data analysis, and data visualization. [Technology Check Out] [Software] Library staff at the service desks are trained to help scholars with technology needs. The FSUVlab, provided by the University Information Technology Services, ensures that off-campus scholars have access to university software anytime, anywhere. [FSUVlab]

In addition to the newly renovated Scholar Support Desk, Strozier Library is also home to "The Tech Desk," a new service point where library staff assist scholars with our collection of circulating technology, multimedia projects associated with course work, and general tech troubleshooting. They also help scholars operate collaborative technology and software in our group study spaces, and other technology associated with the accessing of library materials and resources. [Tech Desk Handbook]

Scholars have several options for requesting and receiving research help. Regardless of their position or degree status, scholars can ask reference questions at the service desks of all libraries. During key times, tutoring is freely provided both in-person at Strozier Library and Dirac Library and on Zoom. [Tutoring] All scholars can receive immediate reference help through Virtual Reference, an online chat service, or submit a research consultation request form

to make an individual appointment (either in-person or on Zoom) with a librarian or archivist. [Virtual Reference] [Consultation Request Form] The Libraries provides in-depth research consultations for subject-specific research projects, rare books and archival materials, government information, data management, data analysis and visualization, geographic information system, digital scholarship, digital humanities, publishing, authors-rights, and copyright. In addition, some librarians hold regular office hours in academic department buildings where students and faculty can stop by for questions or assistance.

FSU Libraries provide multiple services for scholars to gain access to necessary research and learning materials. The Libraries' website allows for all FSU scholars to access electronic resources at any time or location, including databases, electronic journals, eBooks, the Digital Library collections, and the research and scholarship in our institutional repository. [FSU Libraries Website] [Digital Library] [DigiNole] Students can search the eTextbook portal for course-adopted eBooks owned or subscribed to by the Libraries. [eTextbooks] Faculty and students both can submit suggestions for the Libraries to purchase materials. [Materials Suggestion Form] The Library Express Delivery Service (LEDS) delivers library materials directly to the department offices of faculty members, university staff, and graduate students, and emails scanned articles and book chapters. [LEDS] In the Fall 2022 semester, LEDS will pilot their delivery service to the FSU Student Athlete Academic Services. [Student Athlete Academic Services] This will allow undergraduate student athletes to request library materials be delivered to the student athlete tutoring center on the other side of campus.

The Libraries also provide all scholars with the option of curbside delivery of print books. [Curbside Delivery] If a scholar needs materials not available at FSU, the state-wide UBorrow service allows direct borrowing and delivery from any of the public universities or colleges in Florida, as well as FLARE, the Florida Academic Repository. [UBorrow] [FLARE] FLARE is a high-density storage facility that houses a shared collection of low use print materials from academic libraries across Florida that have been committed to long term retention. The FSU Libraries are a member of the Center for Research Libraries (CRL) and can request materials in print or electronic copies from their document delivery services. [CRL] In addition, the Interlibrary Loan Department will search for and request materials from around the world. [Interlibrary Loan]

The Special Collections and Archives Division of the Florida State University Libraries advances research by acquiring, preserving, and providing access to rare and unusual books and original primary source materials. [Special Collections & Archives] The division includes the Special Collections and Archives Research Center, Heritage and University Archives, the Claude Pepper Library, the Digital Library Center, and the Sunshine State Digital Network. Through digitization, classroom engagement, exhibitions, and programs, the division supports active learning and engagement. Collections of unique manuscripts, historic maps, rare books, photographs, and university archives offer abundant opportunities for discovery and scholarship. Strengths of the collections include Napoleon and the French Revolution, poetry, political papers, Florida history, Southern business history, and the history of Florida State University. [SCA Collecting Strategy]

The Sunshine State Digital Network (SSDN) is the Digital Public Library of America (DPLA) Service Hub for the state of Florida. [Sunshine State Digital Network] SSDN works with cultural heritage organizations across the state to provide their metadata to the DPLA and increase discovery of their content. Content shared to DPLA is accessible to FSU scholars and the general public free of charge and provides access to millions of open materials including primary and secondary sources from thousands of organizations across the country. Additionally, materials are curated into educational resources including primary source sets, exhibitions, and browsable topics related to history, technology, science, and literature. The SSDN is directed by a Florida State University librarian.

The Office of Digital Research and Scholarship (DRS) provides mini-grants, material development expertise, consultations, and platforms and tools to create open educational resources. [DRS] DRS provides a community of practice for those publishing open access and they work to increase the access and impact of various products of original research, including data. One such initiative of DRS, Florida State Open Publishing is a digitally focused, fully open-access publishing program that supports a diverse range of peer-reviewed publications and projects, including experimental scholarship and student research. [Florida State Open Publishing] The program offers platform hosting, technical support and other publishing support services for journals, open textbooks, monographs, research reports, conference proceedings, digital scholarship and other scholarly communications created by faculty, students, and staff.

Additionally, DRS collaborates with faculty, students, and researchers on finding, evaluating, and implementing digital tools and technologies to create innovative scholarly outputs. [Technology and Innovation] Areas of specialty include 3D printing, 3D modeling, data visualization, virtual reality, and GIS mapping. DRS runs a Project Enhancement Network and Incubator to support the development and creation of digital humanities and digital scholarship projects, and they provide a web-hosting service called CreateFSU for digital research projects. With CreateFSU, faculty, staff and students can host and publish websites related to their digital research and pedagogy projects using cutting-edge and industry-standard web publishing tools. [Create FSU]

FSU Libraries provides a variety of instructional services, for all majors and degrees, including general library orientation, instruction on using primary sources, researching with rare books and manuscripts, digital literacy, data literacy, and subject-specific information literacy. Librarians work with faculty to design library instruction sessions to meet learning objectives and the goals of the course. [Library Instruction] Librarians are available to teach on Zoom, in the classroom, or in one of the Libraries' instruction or computer labs. Special Collections and Archives hosts classes (both virtually and in-person) to interact with rare and historical materials as a way of enriching the classroom experience. Instructors can reach out to librarians or archivists directly, or they can submit an instruction request form. [Instruction Request Form]

All FSU students are automatically enrolled in a library course available in Canvas (the university's learning management system), which includes a virtual orientation and video tutorials of basic research skills and how to navigate library databases and electronic resources. A Canvas course on library research was also designed for all students enrolled in

ENC 2135, a course required for all first-time-in-college students. [Canvas Library Course] The Libraries conduct workshops (both virtually and in-person) on such topics as data, GIS, digital humanities, citation management, conducting literature reviews, and developing good search strategies. [Workshops] [Data at Your Desk Workshops] The Dissertation Boot Camp and Writing Retreat is a series of workshops offered each semester followed by dedicated times for scholars to come together and write in a supportive community. The workshops feature speakers from the FSU Libraries and various campus partners and are aimed at supporting the needs of dissertation and thesis scholars. [Dissertation Boot Camp] The Libraries also hosts interdisciplinary symposia and speaker series, such as the Diverse Voices in STEM Speaker Series. [Diverse Voices in STEM Speaker Series]

GEOSET (Global Educational Outreach for Science Engineering and Technology) is an initiative founded by Nobel Laureate Sir Harold Kroto to provide free video resources to educators and students. The GEOSET Studies, located in the Dirac Science Library, offers media production and training to the FSU community. Library staff provide media consultation, live stream consultation and management, media training, audio and video recording and editing, and voice over. [GEOSET Studio]

The Student Engagement Team develops high-impact programming to promote student success and raise awareness of the Libraries' resources, services, and events throughout the academic year. The engagement team coordinates both formal and informal outreach events, such as the "Dirac-ula" Fall Festival, engagement board displays, social media campaigns, and Finals Week Events. [Dirac-ula Fest Event Promotion] The Libraries also contributes to campus-wide programming initiatives such as Orientation and Welcome Week and facilitate partner-led events that are held in the Libraries, like the University Health Services pop-up tabling.

The Office of Distance Library Services is a team dedicated to providing a suite of services for the online and extended campus students, faculty, and staff. [Office of Distance Library Services] The Office of Distance Library Services maintains all library integrations within Canvas, creates video tutorials of library services and resources, learning modules in Canvas, and virtual library orientations, and serves as a liaison to the International Programs and our study centers abroad.

The Law Research Center provides reference, instruction, interlibrary loan, document delivery, digitization, and bibliographic support services for faculty, students, administrators, and staff at the College of Law. [Research Student Services Center] The Research Center supports research and service programs through a close connection with the Law School's faculty, students, staff, and administration. Research Center librarians actively participate in Law School and campus life by conducting research, collaborating with faculty and students on research projects, supervising research assistants, providing research instruction, research certificate courses, teaching substantive law courses, and offering orientations for all students, including newly admitted students. [Legal Research Certificate] Librarians mentor moot court teams, serve as liaisons to the first-year Legal Writing Program, work closely with the law journal boards and staff, attend faculty colloquia and faculty candidate presentations, and serve on Research Center and University Libraries committees. [About the Research Center]

Medical librarians actively participate in research initiatives at Florida State University and the College of Medicine, holding human subjects research certifications and assisting with the FSU Institutional Review Board approved studies. Medical librarians provide research consultations, data management planning, and assistance with data collection, data analyses, literature reviews, creation and review of methodological processes, peer reviews, and publication of research at the FSU College of Medicine. [Medical Library Research Services] [Medical Library Services]

Medical librarians create and deliver instruction related to conducting research, utilizing library resources, and linking trusted sources of information to basic science foundations and clinical training; they are included in the workshops and seminars offered by the College of Medicine. [College of Medicine Workshops and Seminars] Medical librarians are involved in the delivery of small group instruction in Years 1-2, the introduction of clinical tools to M.D. and physician assistant students in foundational courses and teach the fundamentals of literature searching and citation management for graduate students in the biomedical sciences enrolled in GMS6003 - Professional and Career Development for the Biomedical Sciences. [GMS6003] Additionally, the medical library director serves as co-course director for the Residency Preparation Boot Camp in Year 4 of the M.D. academic program. [Residency Preparation Boot Camp Syllabus]

As of Academic Year 2018-19, the director of the Maguire Medical Library assumed position responsibilities of the Director of Medical Informatics Education. The position works with the Informatics Librarian and Informatics Curriculum Directors (ICDs) to direct the development and delivery of medical informatics education and related faculty development instruction throughout Florida, FSU College of Medicine-sponsored residency programs, and rural training sites. Instruction in these settings is provided via a train-the-trainer format, where medical librarians and medical informatics faculty teach clinical faculty and residents how to use medical library and health information resources to facilitate appropriate and meaningful medical education learning opportunities for students, other residents, and fellow clinical faculty.

The focus on electronic resources by the Maguire Medical Library team ensures that all authorized FSU library users can access and use medical library resources and textbooks to their full extent whether they are on or off campus, including at home and in professional and clinical settings. When help is needed, medical librarians are available during normal business hours, or will respond to after-hours inquiries within one business day, regardless of where the request originated. The medical library also has an extensive collection of frequently asked questions on its website, enabling users access to the answer many common questions independently, as needed. [Medical Library FAQ]

The Allen Music Library provides subject-specific reference, research consultation, copyright consultation, and information literacy instruction for the FSU College of Music. The library facilities provide desktop computers, scanners, conference rooms, specialty software for music composition, and equipment to checkout such as cameras, video and audio recording devices, and keyboards. [Music Library Borrowing Equipment]

The Republic of Panama campus library offers reference and bibliographic services via in-person and virtual settings, either one-on-one or in small groups. The library facilities provide computer workstations and scanning equipment, collaborative and learning spaces for group problem solving and for viewing and listening to audio-visual resources. The library provides individualized assistance with print and database searching as well as classroom instruction.

The library at the Panama City, Florida, campus provides reference and research assistance, information literacy instruction, and technical assistance with computer software. The facilities offer printing, scanning, desktop computers, and technology for checkout.

The Ringling Art Library provides both on-site reference assistance and online chat reference, a computer lab, reading room, and study carrels. The Art Library also subscribes to several art and museum-specific databases and online resources.

The Libraries determine the adequacy and appropriateness of its services by aligning initiatives with the FSU Libraries' Strategic Plan, and through regular assessment with surveys and monitoring statistics and usage data. The FSU Libraries' 2022-2023 Strategic Plan provides vision, guidance, and assessment for its resources and services. [FSU Libraries Strategic Plan] The strategic plan identifies five overarching goals: (1) ensure equitable access to information; (2) establish the library as a center of intellectual community; (3) enhance research and scholarship; (4) invest in people; and (5) promote critical thinking.

These five goals are supported and realized by twenty-two initiatives (as of May 2022). [Initiatives] All library employees are invited to propose initiatives that excite them or align most closely with their work, while also supporting or advancing the strategic goals. Initiative proposals undergo a review process and, if approved, are published on the Libraries' website. Initiative leaders are expected to post updates concerning their initiatives to the website, assess the effectiveness of their initiative in advancing the strategic goals, and they are asked to present the outcomes of their projects to the organization.

The FSU Libraries participate every three years in the Association of Research Libraries' LIBQUAL+ Program [FSU LibQUAL 2021], which polls students and faculty to determine how satisfied they are with the Libraries. This program defines and measures library service quality across a number of academic libraries and institutions. It provides benchmark data and creates useful quality assessment tools for local planning and provides a valuable longitudinal view of the Libraries' progress. LibQUAL has documented substantial improvements in user satisfaction over the last three surveys, with student satisfaction rising dramatically. Graduate student and faculty satisfaction has risen as well, though less steeply.

Access Services and Delivery, and the Interlibrary Loan Department both regularly monitor fulfillment statistics to determine the adequacy and effectiveness of their retrieval and delivery services. [LEDS Delivery Totals] Tutoring Services track attendance numbers [Tutoring Report], and the instruction librarian uses an assessment measure at the end of several tutorials to help gauge efficacy.

The Office of Distance Library Services, a team of library professionals and staff dedicated to serving the needs of distance students, conducts regular surveys of fully online students to assess the usage and satisfaction of FSU Libraries services and resources. [Office of Distance Services, Distance Library Services Assessment] The Office of Distance Library Services also collaborates with the FSU Office of Distance Learning to create and disseminate an annual survey to all Canvas users, both faculty and students. A portion of that annual survey assesses the scholars' experiences with library resources and services. [2021 Canvas Student Use and Satisfaction Survey]

The Faculty Senate Library Committee, whose purpose is to act as a link between the library and the faculty, assures faculty input into library policies and priorities. [Faculty Library Senate Committee]

The Library Liaison Program, through which librarians, many of whom have disciplinary expertise, consult with academic departments on collection development and selection of information resources to ensure that the library collections meet university research and learning needs. [Liaison List 2022]

Quality Enhancement Reviews (QER), through which the University systematically reviews its graduate and undergraduate programs, includes a section about the adequacy of library resources and services for each program. Each QER evaluates the adequacy of library resources, and the Libraries are allowed to respond to that section of the survey. A member of the Libraries' faculty participates in QER meetings to answer questions and discuss findings. [QER]

To assess the appropriateness of their programing, the Student Engagement Team utilizes an FSU-specific Card Swipe Application that allows them to track event attendance and maintain student privacy. They also perform micro assessments using one-question surveys administered via an iPad taken to events. [Event Assessment]

Regular evaluation of the library services at the Law Research Center ensures that faculty and student needs are being met. Direct input from faculty, students, and administration is regularly solicited and acted upon. This input happens both informally via conversations, email, and meetings, and through formal methods such as surveys, focus groups, and quantitative measurement of service usage. The Research Center collects and assesses yearly statistical data on reference/research services, instructional services, and workshop attendance.

The College of Medicine is accredited by the Association of American Medical Colleges (AAMC) Liaison Committee on Medical Education (LCME), and is reviewed formally every seven years, and informally as part of continuing quality improvement during interim years. The Maguire Medical Library is evaluated as part of this process, and consistently exceeds the national average of satisfaction as reported annually by graduating students on the AAMC's Graduate Questionnaire.

The Panama City, Florida library conducts an annual survey of all students to assess satisfaction with library facilities, computing, collection access, and library staff. [FSUPC Library

Survey] Survey results are used each year to establish goals and improve services and workflows.

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In March 2020, FSU Libraries closed its facilities due to Covid-19. In response, the Libraries immediately created the curbside delivery service, which gave scholars access to print collections while the buildings were closed. To meet the new demands of remote learning, FSU Libraries joined the HathiTrust Emergency Temporary Access Service (ETAS). ETAS made it possible for member libraries to obtain lawful access to specific digital materials in HathiTrust that correspond to physical books held by their own library. [ETAS] This provided FSU scholars with digital access to over 2.9 million titles that otherwise would have been inaccessible during the Covid lockdown. [HathiTrust]

The Law Research Center provides reference, instruction, interlibrary loan, document delivery, digitization, and bibliographic support services for faculty, students, administrators, and staff at the College of Law. [Research Center Student Services] The Research Center supports research and service programs through a close connection with the Law School's faculty, students, staff, and administration. Research Center faculty actively participate in Law School and campus life

by conducting research, collaborating with faculty and students on research projects, supervising research assistants, providing research instruction, research certificate courses, teaching substantive law courses, and offering orientations for all students, including newly admitted students. [Legal Research Certificate] Librarians mentor moot court teams, serve as liaisons to the first-year Legal Writing Program, work closely with the law journal boards and staff, attend faculty colloquia and faculty candidate presentations, and serve on Research Center and University Libraries committees. [About The Research Center]

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The FSU Panama (Republic of Panama) campus library offers reference and bibliographic services via in-person and virtual settings, either one-on-one or in small groups. The library facilities provide computer workstations and scanning equipment, collaborative and learning spaces for group problem solving and for viewing and listening to audio-visual resources. The library provides individualized assistance with print and database searching as well as classroom instruction.

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The Ringling Art Library provides both on-site reference assistance and online chat reference, a computer lab, reading room, and study carrels. The Ringling Art Library also subscribes to several art and museum-specific databases and online resources.

FSU is a participating member institution of the Florida Academic Library Services Cooperative (FALSC), Center for Research Libraries (CRL), Association of Southeastern Research Libraries (ASERL), Association of Research Libraries (ARL), Council of Library and Information Resources (CLIR), Florida Library Association (FLA), Islandora Foundation, Scholarly Publishing and Academic Resources Coalition (SPARC), HathiTrust, and Coalition for Networked Information (CNI). [FALSC] [CRL] [ASERL] [ARL] [CLIR] [FLA] [Islandora Foundation] [SPARC] [HathiTrust] [CNI] Participation in such consortia supplement the adequacy and appropriateness of the university's collections and services.

As one of the 40 public colleges and universities in Florida, FSU is a participating member of the Florida Postsecondary Academic Library Network (FPALN), a division of the Florida Virtual Campus (FLVC) which was created by the Florida Legislature in 2014. [FLVC] [s.1006.73 and s.1006.735, Florida Statutes] FLVC provides a suite of services, funded by the State of Florida, to the students and staff of Florida's public college and university libraries, including:

- a shared catalog of library holdings;

- a shared collection of low use print materials stored in a centrally located high density facility [FLARE];

- an integrated library system for libraries to manage their local collections;

- funding, negotiation, and procurement of statewide e-resource collections;

- in-person training and consultation on FLVC products and services;

- a statewide Help Desk providing user and technical support for all FLVC library services; and

- statewide delivery to support UBorrow, the unmediated resource-sharing service among the 40 public colleges and universities. [UBorrow]

FSU Libraries participates in this process through active membership and participation on the Members Council on Library Services (MCLS), the Members Council Executive Committee, and seven different standing committees. The MCLS and Executive Committee meet regularly to advise FLVC on services and resources, organize quarterly meetings of all members, and administer the charge and membership of the standing committees. The standing committees include the following: Collection Management and E-Resources, Digital Initiatives, Library Assessment, Resource Sharing, Technical Services, Textbook Affordability and Open Educational Resources, and User Interfaces. [FALSC Standing Committees]

Each standing committee seeks input from member libraries. For instance, the State of Florida funds the licensing of electronic library resources to be shared among the 40 state universities and colleges. These funds and resources are administered by FLVC, but the resources are selected by the Collection Management and Resources Committee (CMESC), and approved by the MCLS, thus providing ample opportunity to provide input from member libraries. The CMESC regularly sends out surveys to member libraries regarding statewide resources, and the Collections Strategy and Services Committee at FSU provides input to ensure adequacy and appropriateness of the resources acquired by FLVC.

In 2021, FLVC implemented a new statewide integrated library service and discovery system. FSU Libraries participated in the planning and implementation of these services by providing representation on the Implementation Committee and the various working groups: the Acquisitions, Cataloging, Discovery, E-Resources Management, Systems, and Training working groups. [Alma-Primo]

OpenAthens is another service provided by FLVC in which FSU had the opportunity to provide feedback and direction. [OpenAthens] OpenAthens functions by reversing the traditional concept of authentication - instead of connecting a library to a resource, OpenAthens connects a resource back to a library. This conceptual change improves access by uncoupling the authentication from an access point at the library and permits platform-level data collection to assess usage. OpenAthens also improves eResources management, especially in a consortial environment, by allowing joint management of member's eResources collections and makes managing access far easier than our legacy system. FSU is currently in the process of implementing OpenAthens.

FSU Libraries is an active member of the Panhandle Library Access Network (PLAN), a consortium of both public and academic libraries across the Florida panhandle. [PLAN] PLAN offers webinars, conferences, and professional development scholarships to member

libraries. FSU Libraries participates in the assessment of the appropriateness of PLAN services by designating a representative to sit on the PLAN Board of Directors.

FSU Libraries is a participating member of the Eastern Academic Scholars Trust (EAST), a consortium of 82 research libraries. Member libraries share collection data to make retention commitments on over 9 million scholarly monographs. [EAST]

FSU Libraries is a participating member of the Center for Research Libraries (CRL). New electronic databases or collections are offered for member libraries to subscribe to or purchase with their local funds on a regular basis. FSU Libraries regularly review offerings to determine how they may meet our research or curricular needs. CRL also has an annual Purchase Program process for microfilm collections deemed too expensive or esoteric for individual libraries to purchase on their own. Once a year, nominations are compiled into a ballot and CRL voting members rank their preferences for purchase. CRL then buys down the ranked list as far as funds allow. CRL offers interlibrary loan of their research collections to member libraries. FSU is a frequent requestor from CRL to meet our researchers' needs. [CRL]

FSU Libraries is a consortium member of HathiTrust, along with other state university libraries within Florida. Membership in HathiTrust was approved to enhance and supplement digital access to research materials, especially difficult to obtain archival titles. [HathiTrust]

FSU Libraries is also a participating member of the Association of Southeastern Research Libraries (ASERL). ASERL provides webinar training for member libraries throughout the calendar year as well as committees and interest groups to discuss current trends within librarianship. ASERL also provides opportunities for collaborative purchasing at a discount. FSU Libraries consider ASERL offerings when products meet research and curricular needs. [ASERL]

FSU Libraries is a member of LYRASIS which offers a variety of services including collaborative purchasing, continuing education development, shared systems, and more. The FSU Libraries use LYRASIS as a collaborative purchasing agent when there is a financial benefit to using their services above other collaborative bodies mentioned above. [LYRASIS]

The FSU Maguire Medical Library is a member of the Florida Collaboration of Academic Libraries of Medicine (FCALM). A collaboration of eight academic university health science and/or medical libraries throughout the state of Florida, including Florida Atlantic University, Florida International University, Florida State University, Nova Southeastern University, University of Central Florida, University of Florida, University of Miami, and University of South Florida. Benefits of this group are in shared discounts to individual-library subscribed resources and shared decision-making in conjunction with the broader State University System library consortia. Adequacy and appropriateness of resources and services derived as a benefit of these cooperations are determined like other library resources.

The FSU Libraries provide substantial collections, resources, and types of services. They are available to faculty, staff, and students regardless of location or mode of delivery in furtherance of the university's mission.

Evidentiary Documents
LibraryMission.pdf
LibraryStrategicPlan.pdf
FSUFactBook2021-2022.pdf
UniversityMissionStatement.pdf
ARLAnnualReport2021.pdf
ARLRankings.pdf
MaterialsBudget.pdf
ACRLTrendsAndStatisticsSurvey2020-2021.pdf
SCASpaceReport.pdf
ActiveBibCounts2021.pdf
CollectionDevelopmentValuesStatementOnDEI.pdf
FSULibrariesCollectionDevelopmentPolicy.pdf
OACollectionPolicy.pdf
MaterialsDonationPolicy.pdf
GuidelinesForDeaccessioning.pdf
FacultySenateLibraryCommittee.pdf
ElsevierSubscriptionChanges.pdf
EAST.pdf
MonographReviewProject.pdf
NewFacultyGrant.pdf
BradleyResearchGrant.pdf
LiaisonList2022.pdf
JournalUsage.pdf
EBA2021.pdf
GobiApprovalProfile.pdf
CasaliniApprovalProfile.pdf
MaterialsSuggestionForm.pdf
QER.pdf
2020HumanitiesQERSelfStudy.pdf
CreateFSU.pdf
SCACollectingStrategy.pdf
eTextbookReport.pdf

eTextbooks.pdf

OfficeOfDistanceLibraryServices.pdf

DistanceLibraryServicesAssessment.pdf

LawResearchCenterCollectionPolicies.pdf

LawCourseReserveRequest.pdf

SuggestAPurchaseForm.pdf

MusicEmailAnnouncements.pdf

PanamaCollectionsProject.pdf

PanamaLibraryCommittee.pdf

InterlibraryLoan.pdf

FSUPCLibrarySurvey.pdf

MaterialsRequest.pdf

AsoloConservatory.pdf

COSSCOTermsOfReference.pdf

InclusiveMetadata.pdf

MedicalLibraryCollectionDevelopmentPolicy.pdf

MusicLibraryCollectionsPolicy.pdf

RinglingCollectionDevelopmentPolicy.pdf

CanvasLibraryCourse.pdf

FSULibrariesYouTubeChannel.pdf

FSULibrariesWebsite.pdf

A-ZDatabases.pdf

JournalSearch.pdf

CourseReserves.pdf

ResearchGuides.pdf

GovernmentInformation.pdf

DigitalLibrary.pdf

DigiNole.pdf

VirtualReference.pdf

ConsultationRequestForm.pdf

ReciprocalBorrowing.pdf

CampusDeliveryRequest.pdf

MedicalLibraryFAQ.pdf

StudyRooms.pdf

TechnologyCheckOut.pdf

Software.pdf

FSUVlab.pdf

- TechDeskHandbook.pdf
- Tutoring.pdf
- LEDS.pdf
- StudentAthleteAcademicServices.pdf
- CurbsideDelivery.pdf
- UBorrow.pdf
- FLARE.pdf
- [CRL.pdf](CRL.pdf)
- SpecialCollectionsAndArchives.pdf
- SunshineStateDigitalNetwork.pdf
- [DRS.pdf](DRS.pdf)
- FloridaStateOpenPublishing.pdf
- TechnologyAndInnovation.pdf
- LibraryInstruction.pdf
- InstructionRequestForm.pdf
- Workshops.pdf
- DataAtYourDeskWorkshops.pdf
- DissertationBootCamp.pdf
- DiverseVoicesInSTEMSpeakerSeries.pdf
- GEOSETStudio.pdf
- Dirac-ulaFestEventPromotion.pdf
- ResearchCenterStudentServices.pdf
- LegalResearchCertificate.pdf
- AboutTheResearchCenter.pdf
- MedicalLibraryResearchServices.pdf
- MedicalLibraryServices.pdf
- CollegeOfMedicineWorkshopsAndSeminars.pdf
- [GMS6003.pdf](GMS6003.pdf)
- ResidencyPreparationBootCampSyllabus.pdf
- MusicLibraryBorrowingEquipment.pdf
- FSULibrariesStrategicPlan.pdf
- Initiatives.pdf
- FSULibQUAL2021.pdf
- LEDSDeliveryTotals.pdf
- Tutoring Report.pdf
- 2021CanvasStudentUseAndSatisfactionSurvey.pdf
- EventAssessment.pdf

- ETAS.pdf
- HathiTrust.pdf
- MedicalLibraryMission.pdf
- FALSC.pdf
- ASERL.pdf
- [ARL.pdf](ARL.pdf)
- CLIR.pdf
- [FLA.pdf](FLA.pdf)
- IslandoraFoundation.pdf
- SPARC.pdf
- [CNI.pdf](CNI.pdf)
- FLVC.pdf
- FloridaStatutes1006.73and1006.735.pdf
- FALSCStandingCommittees.pdf
- AlmaPrimo.pdf
- OpenAthens.pdf
- PLAN.pdf
- LYRASIS.pdf

11.2 *The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.* (***Library and Learning/Information Staff***)

_X_ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

FSU Libraries ensures an adequate number of professional and nonprofessional staff with appropriate education and experience to accomplish the mission of the university and the Libraries. The mission of the Libraries is to support and enhance the learning, teaching, research, and service activities of Florida State University by providing organized access to quality information in all formats, promoting information literacy, preserving information and engaging in collaborative partnerships to disseminate ideas to advance intellectual discovery. [Library Mission] Through faculty engagement, surveys, and Quality Enhancement Reports, the Libraries continually strive to align staffing, services, and resources with the research and learning needs of the university.

Florida State University Libraries include seven libraries on the Tallahassee campus: Strozier Library, Dirac Science Library, Claude Pepper Library, College of Music Allen Music Library, College of Law Research Center, College of Medicine Maguire Medical Library, and FAMU-FSU College of Engineering Library. Library materials and services are also available at the FSU Panama City, Florida, campus, at the FSU Ringling Center for Cultural Arts in Sarasota, Florida, and at the FSU Panama, Republic of Panama, campus. [FSU Graduate Bulletin, p.64, 2022-2023]

The University Libraries are staffed in a manner that allows us to provide a high level of service to all patrons. The University Libraries are staffed by 51 full time equivalent (FTE) faculty librarians, all of whom hold American Library Association accredited master's degrees in library and information studies or advanced degrees in appropriate fields for their job responsibilities. Several librarians also hold doctoral degrees, or are currently working towards a PhD, which enhance their ability to provide advanced research services to students and faculty. The Libraries also employ 31 Administrative and Professional (A&P) staff, some of whom also have library degrees, who bring with them expertise in their specific areas of responsibility. Support staff in the University Libraries consists of 43 non-exempt classified University Support Personnel System (USPS) staff in addition to over 100 FTE student and part time assistants. [University Libraries Organizational Chart]

The Maguire Medical Library is staffed by six full-time faculty librarians, all of whom are credentialed with the Academy of Health Information Professionals (AHIP) with the Medical Library Association. [AHIP] The Allen Music Library is staffed with four full-time faculty librarians, four full-time nonprofessional staff, and several part-time assistants and student interns. The Law Research Center employs eight full-time librarians, seven of whom hold Juris Doctor degrees, and is supported by four full-time support staff, three part-time staff, and five

FTE student assistants. The Republic of Panama campus library is staffed and directed by one full-time librarian who is supported by five part-time assistants, and the Panama City, Florida, campus library is directed by one full-time librarian, and supported by one full-time nonprofessional who holds a master's in information science, and seven part-time assistants. The Ringling Art Library is currently staffed by two nonprofessional staff, both of whom hold master's degrees in library information science, and a team of volunteers and student interns.

Faculty librarians at all libraries at Florida State University have Specialized Faculty status and are not tenure-earning. The titles of librarians in order by rank are: Assistant Librarian, Associate Librarian and University Librarian. Librarians have a standard work week and are appointed for 12 months. Faculty librarian activities are governed by the United Faculty of Florida-FSU Collective Bargaining Agreement. [Collective Bargaining Agreement] A progressive, hierarchical system of professional ranks and promotion criteria, outlined in the UFF-FSU Collective Bargaining Agreement and in Appendix A and B of the Libraries' Faculty Bylaws, directly address and ensure the qualifications of librarians. [Collective Bargaining Agreement] [Faculty Bylaws Appendix A-B] A librarian with the beginning rank of Assistant Librarian will have earned a master's degree from an American Library Association-accredited library school, or a master's degree in an appropriate discipline. Although the period of time in a given rank at FSU is typically five years, demonstration of sustained meritorious performance of duties must be considered of primary importance. Promotion is not automatic, nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification. A candidate must have been appointed in rank for at least one year at Florida State University by October 1 of the year in which the candidate wishes to be considered for promotion for the next contract year.

Librarians are evaluated annually in the spring semester in accordance with the guidelines established in the Collective Bargaining Agreement and section 5 and Appendix A of the Libraries' Faculty Bylaws. [Collective Bargaining Agreement] [Faculty Bylaws Section 5 and Appendix A] Librarians are evaluated in the areas of service, research, and instruction, as outlined in Appendix A of the Faculty Bylaws and specified in each faculty member's annual Assignment of Responsibilities. [Faculty Bylaws Appendix A] [Assignment of Responsibility] The Libraries' evaluation criteria are designed to promote the evaluation of each faculty member's unique contributions to the Libraries, the university, and the community. Faculty evaluations are based upon assigned duties and responsibilities, taking into consideration the proportions, duties, nature of the assignments and the quality of performance.

Library support staff activities at all libraries are governed by the employment practices outlined in the university's Employee Handbook. [FSU Employee Handbook] Job descriptions and annual evaluations are required for all support staff. Upon hire, all new employees are provided with a copy of the position description for review and signature. Annually the supervisor and employee review together the performance evaluation form completed by the supervisor. In this process, the employee's progress on goals and performance towards the accomplishment of department objectives are discussed. This process applies to all exempt (Administrative and Professional) and non-exempt (University Support Personnel System) library employees.

Ongoing communications occur throughout the year between employees and supervisors regarding job expectations and performance. Where deficiencies exist, a performance improvement plan is established. Failure to improve performance to meet department expectations may result in disciplinary action being taken.

Faculty Roster: FSU Libraries Professionals (Strozier, Dirac, Engineering, and Pepper Libraries along with technical services)

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Brian Arsenault	Full	Assistant University Librarian, Web Developer	Master of Science - Library and Information Studies	[Arsenault]
Jessica Barmon	Full	Assistant University Librarian, Tech. Support Analyst	Master of Science - Information Technology	[Barmon]
Adam Beauchamp	Full	Associate University Librarian, Humanities Librarian	Master of Science - Library and Information Studies, Master of Arts - History, Ph.D. - History (in progress)	[Beauchamp]
Mohamed Berray	Full	Associate University Librarian, Social Sciences Librarian	Master of Arts - Development Studies and International Law, Master of Library Information Science	[Berray]
Bridgett Birmingham	Full	University Librarian, Diversity & Inclusion Librarian	Master of Science Library Science and Information Architecture, Ph.D. in Sociology (in progress)	[Birmingham]
Valerie Boulos	Full	University Librarian, Associate Dean for Resource Management & Discovery Services	Master of Library Information Science	[Boulos]

Bryan Brown	Full	Associate University Librarian and Repository Developer	Master of Information Science, Master of Library Science - Digital Libraries	[Brown]
Favenzio Calvo	Full	Associate University Librarian, Director of Software Development	Master of Science - Library Science	[Calvo]
Alexander Chisum	Full	Assistant University Librarian, eResources Metadata Librarian	Master of Fine Arts, Master of Library Science	[Chisum]
Jonathan DaSo	Full	Associate University Librarian, Modern Languages Librarian	Master of Arts - Hispanic Literature and Cultural Studies, Master in Library and Information Studies	[DaSo]
Hannah Davis	Full	Associate University Librarian, Special Collections and Archives	Master of Science - Library and Information Studies	[Davis]
Rachel Duke	Full	Associate University Librarian, Rare Books Librarian	Master of Arts - English Literature, Ph.D. in Literature, Media, & Culture (in progress)	[Duke]
Elizabeth Dunne	Full	Assistant University Librarian, Instruction and Reference Librarian	Master of Science in Instructional Systems and Learning Technology, Master of Science in Information	[Dunne]
Gale Etschmaier	Full	Dean & University Librarian, Dean of University Libraries	Doctor of Education in Higher Education Management, Master of Library Science	[Etschmaier]

Margaret Glerum	Full	University Librarian, Discovery Data Services Librarian	Master of Science - Library and Information Science	[Glerum]
Rory Grennan	Full	Associate University Librarian, Manuscript Archivist	Master of Science - Library and Information Science	[Grennan]
Kelly Grove	Full	Associate University Librarian, STEM Research & Learning Librarian	Master of Geographic Information Systems, Master of Library Information Studies	[Grove]
Mason Hall	Full	Associate University Librarian, E-Resources Integration Management	Master of Science - Library and Information Science	[Hall]
Jeff Hipsher	Full	Assistant University Librarian, Head of Access Services & Delivery	Master of Fine Arts, Master of Science in Information	[Hipsher]
Kassidy Hof-Mahoney	Full	Assistant University Librarian, Open Science Librarian	Master of Library Information Science	[Hof Mahoney]
Matthew Hunter	Full	Assistant University Librarian, Digital Scholarship Librarian	Master of Library & Information Science, Master of Arts in Latin, PhD in Medieval History (in progress)	[Hunter]
Renaine Julian	Full	Associate University Librarian, Director of STEM Libraries	Master of Library and Information Science, Master of Science in Urban Planning	[Julian]
Nancy Kellett	Full	Associate University Librarian, Systems Librarian	Master of Science - Library Science, Master of Science - Computer Science	[Kellett]
Kyung Kim	Full	Associate University Librarian, Social Sciences Librarian	Ph.D. in Library and Information Science,	[Kim]

			Master of Arts in Library and Information Science	
Kirsten Kinsley	Full	University Librarian, Assessment Librarian	Master of Science - Library and Information Studies, Master of Science - Counseling and Human Systems, Education Specialist - Career Counseling	[Kinsley]
Yue Li	Full	University Librarian, Cataloger and East Asian Collections Librarian	Master of Science - Library Science, Master of Arts - Applied Linguistics & English Linguistics	[Li]
April Lovett	Full	Assistant University Librarian, Academic Health Data Services	Master of Education - Higher Education Administration, Doctor of Education (in progress)	[Lovett]
Katie McCormick	Full	University Librarian, Associate Dean of Special Collections and Archives	Master of Arts - Concentration in Irish Literature and Culture, Master of Science - Library Science	[McCormick]
Charles McElroy	Full	University Librarian, Serial Department Head	Master of Arts - Library Science	[McElory]
Matthew Miguez	Full	Associate University Librarian, Metadata Librarian	Master of Science - Archives Management	[Miguez]
Jean Phillips	Full	University Librarian, Administration	Master of Science - Library Science	[Phillips Jean]
Jeff Phillips	Full	Associate University Librarian, Social Sciences Librarian	Ph.D. - Instructional Systems & Learning Technologies,	[Phillips Jeff]

			Master of Science - Library & Information Studies, Master of Science - Instructional Systems & Learning Technologies	
Mallary Rawls	Full	Associate University Librarian, Humanities Librarian	Master of Arts - History, Master of Library & Information Studies	[Rawls]
Semhal Redda	Full	Assistant University Librarian, Academic Health Data Librarian	Master of Public Health	[Redda]
David Rodriguez	Full	Assistant University Librarian 12 Mo SAL, Digital Services Librarian	Master of Arts - Film and Media Studies, Master of Science - Information Science	[Rodriguez]
Robert Rubero	Full	Assistant University Librarian 12 Mo SAL, Pepper Library Archivist	Master of Library & Information Science	[Rubero]
Nick Ruhs	Full	Associate University Librarian 12 Mo SAL, Research Data Management Librarian	Ph.D. in Chemistry	[Ruhs]
Scott Schmucker	Full	Assistant University Librarian 12 Mo SAL, Electronic Resources Librarian	Master of Library Information Science	[Schmucker Scott]
Shelly Schmucker	Full	Associate University Librarian 12 Mo SAL, Acquisitions and Resource Sharing Librarian	Master of Science - Library Science/ Librarianship	[Schmucker Shelly]
Dan Schoonover	Full	University Librarian 12 Mo SAL, Social Sciences, Arts, and Humanities Director	Master of Arts in Religion, Master of Science - Library & Information Studies	[Schoonover]

Leah Sherman	Full	Associate University Librarian 12 Mo SAL, Visual & Performing Arts Librarian	Master of Arts - Criticism & Conservation - Italian Modernism, Master of Science - Library & Information Science, Ph.D. in Art History (in progress)	[Sherman]
Velma Smith	Full	University Librarian, University Librarian - Resource Sharing Librarian	Master of Science - Library and Information Science - Special Libraries, Master of Science - Media Specialist	[Smith]
Devin Soper	Full	Associate University Librarian, Director of the Office of Digital Research and Scholarship	Master of Library Information Science, Master of Arts - Cultural, Social and Political Thought	[Soper]
Sarah Stanley	Full	Associate University Librarian, Digital Humanities Librarian	Master of Arts - English, Master of Science - Information	[Stanley]
Camille Thomas	Full	Associate University Librarian, Scholarly Communications Librarian	Master of Library and Information Studies	[Thomas Camille]
Krystal Thomas	Full	University Librarian, Digital Archivist	Master of Science - Archives and Records Management	[Thomas Krystal]
Mila Turner	Full	Associate University Librarian, Social Science Data & Research Librarian	Ph.D. in Sociology, Master of Arts in Sociology	[Turner]
Amy Weiss	Full	University Librarian, Special Collections and Rare Book Cataloger	Master of Arts - Fine Art, Master of Science - Library Science	[Weiss]

Lindsey Wharton	Full	University Librarian, Extended Campus and Distance Services Librarian	Master of Science - Library and Information Science	[Wharton]
Trip Wyckoff	Full	University Librarian, Entrepreneurial Outreach Librarian	Master of Science - Library Science	[Wyckoff]
Keila Zayas Ruiz	Full	Associate University Librarian, Sunshine State Digital Network Coordinator	Master of Library and Information Studies	[Zayas Ruiz]

Faculty Roster: Maguire Medical Library

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Melodie Gardner	Full	Associate University Librarian, Information Services Librarian	Master of Library and Information Science	[Gardner]
Martin Wood	Full	University Librarian, Director, Maguire Medical Library	Master of Science in Sociology, Master of Library Science	[Wood]
Robyn Rosasco	Full	Associate University Librarian, Public Services Librarian	Master of Library Science	[Rosasco]
Roxann Mouratidis	Full	Associate University Librarian, Head of Scholarly Communications	Master of Library and Information Studies	[Mouratidis]
Susan Epstein	Full	Head of Library Access Systems	Master of Library Science Information Technology	[Epstein]
Terri Johnson	Full	Assistant University Librarian, Medical Informatics Librarian	Master of Library and Information Studies	[Johnson]

Faculty Roster: Allen Music Library

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Arianne Quinn	Full	Visiting Assistant University Librarian, Music Special Collections Librarian	Master of Science in Cultural Informatics and Information Leadership, Ph.D. in Musicology, Master of Arts in Musicology, Master of Arts in Musicology/ Women's and Gender Studies	[Quinn]
Laura Gayle Green	Full	University Librarian, Head of the Allen Music Library	Master of Library Science, Master in Musicology	[Green]
Sarah Cohen	Full	University Librarian, Head of Technical Services & Cataloging	Master of Library and Information Studies, Master of Music Education	[Cohen]
Elizabeth Uchimura	Full	Assistant Librarian, Music Digital Services Librarian	Master of Music, Historical Musicology	[Uchimura]

Faculty Roster: Law Research Center

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Elizabeth Farrell Clifford	Full	University Librarian	Master of Science in Library & Information Studies, JD	[Clifford]
Kathryn Crandall	Full	University Librarian	Master of Science in Library Science, JD	[Crandall]
Margaret Clark	Full	University Librarian	Master of Library Science	[Clark]

Amy Lipford	Full	University Librarian	Master of Library Science, JD	[Lipford]
Katrina Miller	Full	University Librarian	Master of Science in Library Science, JD	[Katrina Miller]
Kathleen Klepfer	Full	Assoc University Librarian	Master of Science in Library & Information Studies, JD	[Klepfer]
Dylan Dunn	Full	Assistant University Librarian	Master of Science in Information, JD	[Dunn]
Britt Hunter	Full	Assistant University Librarian	Master of Science in Library & Information Studies, JD	[Hunter]

Faculty Roster: Republic of Panama

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Anthony Blackie	Full	Head Librarian	Master of Science in Criminal Justice, Master of Science in Library and Information Studies	[Blackie]

Faculty Roster: Panama City, FL

Faculty Name	FT/PT	Rank and Title	Academic Degrees	CV
Robert Shaun Saxon	Full	University Librarian, Library Director	Master of Library and Information Studies	[Saxon]

Strozier, Dirac, Engineering, and Pepper Libraries along with technical services employs 73 nonprofessional staff and over 100 part-time student employees to augment nearly all library services. [University Libraries Organizational Chart] Nonprofessional staff play a critical role in the mission of the library to provide organized access to quality information in all formats, promoting information literacy, preserving information and engaging in collaborative partnerships to disseminate ideas to advance intellectual discovery. [Library Mission]

Nonprofessional staff and student employees staff the Scholar Support desks at all library locations. They are responsible for circulating library materials, course reserves, and technology. Staff members process course reserve materials, digitize library materials for course reserves, and make course-adopted ebooks discoverable in the eTextbook portal. [eTextbooks] Nonprofessional staff manage the circulating technology (i.e., laptops, calculators, cameras, and audio and video recording), and study room reservations. The desk staff are trained to provide technology support for students who need assistance.

Reference Associates (graduate students and part-time staff) provide walk-up reference services, virtual reference assistance, and refer complex questions to subject librarians. [Virtual Reference] Staff organize and manage the tutoring services in Strozier Library. [Tutoring] Nonprofessional staff assist librarians and archivists in creating video tutorials, online learning objects, as well as hosting library tours, library orientation sessions, and classroom instruction. [FSU Libraries Youtube Channel] The assessment librarian is assisted by a team of graduate assistants with specializations in statistics to collect, analyze, and visualize library data. [Library Assessment]

Staff and student employees develop high-impact programming to promote student success and raise awareness of the library resources, services, and events throughout the academic year. They coordinate both formal and informal outreach events, such as the "Dirac-ula" Fall Festival, engagement board displays, social media campaigns, and Finals Week Events. [Dirac-ula Fest Event Promotion] They also contribute to campus-wide programming initiatives such as Orientation and Welcome Week, and they facilitate partner-led events that are held in the libraries, like our University Health Services pop-up tabling. Nonprofessional staff serve as a point-of-contact for students with disabilities and work to provide an inclusive and accessible experience for all library users, regardless of ability. [Accessibility] A department of nonprofessional staff and student assistants are in charge of marketing, graphic design, and communication for the Libraries.

Nonprofessional staff and student employees are responsible for discharging library materials from library users' accounts. They are responsible for stacks maintenance (i.e., shelving, relocating, and shifting print materials to accommodate space needs), and retrieving print materials for Interlibrary Loan, curbside pickup, and campus delivery. [Interlibrary Loan] [Materials Request] [LEDS] Nonprofessional staff perform the daily duties of Interlibrary Loan services, the transfer of library materials between campus libraries, and the Library Express Delivery Service (i.e., the delivery of materials to academic department offices). [Interlibrary Loan] [LEDS] Staff members assist the preservation librarian in managing the preservation and space needs of Special Collections and Archives materials.

Staff and student employees assist the Government Information Librarian in processing new publications and creating learning objects, digital exhibits, and research guides. [Government Information] Several teams of nonprofessional staff purchase and acquire new library materials and resources, as well as describe, catalog, and ensure the discoverability of library resources, including ebooks, electronic journals, and databases. Nonprofessional staff manage DigiNole, our institutional repository, and perform the digitization work of the Digital Library. [DigiNole] [Digital Library] Staff also manage the equipment and services of the GEOSET Studios, including media consultations, livestream consultations and management, media training, audio and video recording and editing, and voice over. [GEOSET Studio] The department of digital infrastructure - responsible for systems administration, tech support, IT support, and user support - is staffed entirely by nonprofessionals since it has been determined within the profession that these skills can meaningfully support professionals with standard qualifications for library and information learning. The library facilities and security departments, and the business and administrative services department are all managed and operated by nonprofessional staff.

Adequacy

The FSU Libraries rely on several methods to assess and demonstrate the sufficiency of the staff to accomplish the mission: comparisons with academic research libraries, the triennial LibQUAL survey, participation in university Quality Enhancement Reports, faculty feedback, and user satisfaction surveys.

The adequacy of the number of professional and other library staff is judged in comparison with institutional peers such as Association of Research Libraries' (ARL) members. Based on the 2020 report, out of 116 academic libraries, FSU research libraries ranks in the mid-range for the number of volumes and activities. The university is ranked 43 in the number of professional staff [ARL Statistics 2020, p.53], 76 in the number of support staff [ARL Statistics 2020, p.54], and 49 in overall staffing. [ARL Statistics 2020, p.55]

The FSU Libraries participate every three years in the Association of Research Libraries' LIBQUAL+ Program [FSU LibQUAL 2021], which surveys students and faculty to determine how satisfied they are with the Libraries. This program defines and measures library service quality across a number of academic libraries and institutions. Survey results provide benchmark data, including user expectations and perceptions of library staff. The results create useful quality assessment tools for local planning and decision-making and provide a valuable longitudinal view of the Libraries' progress. Overall results of the 2021 survey indicate that in the dimensions of Information Control (IC), Affect of Service (AS), and Library as Place (LP), the Libraries are meeting the needs of the FSU community of students, faculty, and staff. [FSU LibQUAL 2021, p.23]

Of the 391 undergraduate students who participated in the LibQUAL 2021 survey, many felt that employees exceeded their expectations, giving them individual attention, instilling confidence, being consistently courteous, and understanding their needs. More than anything else, undergraduates expressed a desire for a comfortable and inviting location; they want library

spaces that inspire study and learning, and they want a getaway for study, learning and research. [LibQUAL Undergraduate Desires]

Overall, the 138 graduate students who responded to the survey were pleased with the Affect of Service. In some cases, libraries exceeded desired levels of expectations in how employees gave users individual attention, were consistently courteous and in their readiness to respond to graduate student user questions. The top desires of graduate students, or expectations for library quality of service, included access to print and/or electronic journal collections they require for their work, the library web site enabling them to locate information on their own, and having employees with a willingness to help, and easily accessible equipment that lets them easily access needed information. [LibQUAL Graduate Desires]

Of the 126 faculty who responded, many were pleased with the quality of service from employees. They were pleased with employee courteousness, level of care, and willingness to help. In the area of Information Control there were high expectations, including some that they perceived as below the minimum of what they found acceptable. The dimension of Library as Place was an area of low expectation for service quality. Top desires of faculty were centered on Information Control, including print and electronic journals required for their work, access to electronic resources from their home or office, a library website enabling them to locate information on their own, and easily accessible information. Also included as a top desire was employees' dependability in handling users' service problems. [LibQUAL Faculty Desires]

Quality Enhancement Reviews (QER), through which the university systematically reviews its graduate and undergraduate academic programs, includes a section about the adequacy of library personnel, services, and resources for each program. The Libraries participates in the review process. A member of the Libraries' faculty participates in QER meetings to answer questions and discuss findings. [QER] Quality Enhancement Reviews provide excellent information to help the Libraries align its staffing, services, and resources to meet the research and learning needs of the university. [FSU Public Health Program QER]

Recently, the Scholar Support Desk at Strozier library conducted a one-question survey of library users following their interaction with staff at the Scholar Support desk. Survey results indicated that 67% of respondents were happy with their interaction with the Scholar Support team. [ASD Survey]

Faculty provide feedback to all FSU libraries related to services, resources, policies, and major projects through the Faculty Senate Library Committee. [Faculty Senate Library Committee] Subject librarians meet with academic department chairs and program directors, they attend faculty meetings and department events, and they meet individually with faculty members in their assigned academic departments. [Liaison List 2022] Librarians at dean-directed libraries and extended campus libraries participate in college committees and meet with faculty and administrators within their colleges. Through these interactions, librarians and library administrators receive feedback and input from faculty about the library personnel, services, and resources needed for the research and learning needs of the university.

One of the five goals of the Libraries' strategic plan is to invest in people. [Library Strategic Plan] The Libraries support educational opportunities that promote professional development, improve technical or specialized skills, increase productivity, and encourage better service to patrons. The Libraries supports the professional development of all employees - faculty, nonprofessional staff, and part-time employees. [Libraries Professional Development Team]

The onboarding process for new library employees aspires to improve workplace culture, create a positive experience while new employees adjust to their new working environments and colleagues, and to help new employees understand how the Libraries work, who we are, and how we communicate. Some deliverables from this initiative include an onboarding wiki page with resources and employee checklist, a supervisor's checklist, and a new library employee handbook. [Onboarding Wiki Page] [Supervisor Checklist] [Libraries New Employee Handbook] Within the University Libraries, individual committees, groups, and departments promote and provide professional development opportunities in alignment with the goal of investing in people. The Libraries Professional Development Team (LPDT) includes representatives from all committees and groups that focus on professional development for library employees in order to coordinate programming. [Libraries Professional Development Team] The LPDT serves in the interest of all employees of the FSU Libraries. Their mission is to create, find, facilitate, and make available professional development opportunities and professional mentoring for all library employees so that everyone may aspire to their fullest potential in their careers. [Call for Staff Mentors]

The LPDT organizes training sessions on topics such as survey design, data collection, writing effective diversity statements, and hosting wiki edit-a-thon events. It hosts an annual day-long Professional Development Day, which is funded by a retired librarian. [Libraries Professional Development Day] Past events have included topics such as diversity and inclusion, time management, communication, and the future of library services. The LPDT hosts "Lunch N Learn" events where library employees discuss their job duties and workflows so that colleagues can learn more about the people and the work in other areas of the organization. [Lunch and Learn] The LPDT manages a staff mentoring program, hosts "Coffee Chats with an AD," and they promote webinars, courses, online tools, recommended readings, and conferences on their resource wiki page. [Coffee Chat] [Professional Development Resources]

The Scholarly Support Network (SSN) is an open forum composed of library faculty and staff members across all libraries and library divisions who engage the FSU community of scholars throughout the research and learning lifecycle. [Scholarly Support Network] Monthly forum topics have included accessibility, library outreach, instruction, data privacy, digital literacy, as well as presentations by the FSU Libraries' Digital Library, Institutional Repository, and Special Collections and Archives. The SSN also facilitates special interest groups that are open to all employees who wish to discuss matters relating to instruction, privacy, doctoral support, international students, and assessment.

All faculty librarians are expected to actively engage in regional and national organizations and committees, and to contribute to the library profession through research, formal presentations and publication. Appendix A of the Libraries' Faculty Bylaws describe the criteria for faculty

evaluation and promotion related to professional service and research and creative accomplishments. [Faculty Bylaws Appendix A] Individual faculty members work with their supervisors to set service and scholarship goals and to allocate the necessary time in their annual Assignment of Responsibilities to accomplish those expectations. [Assignment of Responsibility]

The FSU Libraries Faculty Assembly includes six standing committees, three of which are dedicated exclusively to the professional development of the library faculty - the Faculty Affairs Committee, the Mentoring Committee, and the Professional Development, Research, and Travel Committee (PDRT). [Faculty Assembly Standing Committees] The Faculty Affairs Committee exists to facilitate communication and information sharing, promote the discussion of issues and concerns to librarians, and to foster an environment of professionalism and collegiality. The Mentoring Committee manages a formal mentoring program by which mentors assist new faculty members in understanding the culture of the libraries and the university, assist them in navigating the promotion and merit processes, and help new faculty to seek university, state, and national-level mentoring and service opportunities. PDRT identifies and promotes faculty development and research needs; they provide training and information sessions on topics such as travel, attending conferences, publishing, and grant writing, and they provide promotion prep workshops to assist faculty going up for promotion to write and organize their promotion binder. [Promotion Prep Workshops]

The University Libraries budgets $107,400 to support the professional development and travel of library faculty and nonprofessional staff. [Professional Development Funds] Of this total annual allocation, each faculty librarian is allocated $1,400 for travel and professional development expenses, new faculty members are allocated $2,900 for their first year, and A&P nonprofessional staff are allocated $1,000 each year. In addition, six travel grants of $1,200 each are awarded each year to USPS staff members, and the members of Senior Leadership (the Dean of Libraries and the five Associate Deans) have a combined total of $23,000 in discretionary funds to pay for professional development opportunities or assigned travel for employees in their respective divisions. [Senior Leadership Discretionary Funds]

The Libraries' Travel, Training, and Professional Development policy outlines the Libraries' support for professional development activities for employees at all levels. [Travel Training and Professional Development Policy] The policy, as well as the Travel and Professional Development Opportunities wiki page, provide instructions for travel procedures and the use of allocated funds. [Travel and Professional Development Opportunities]

Florida State University's Office of Human Resources provides training for all university employees in classroom and online format. [Training and Organizational Development] Employees may attend a class during regular work hours, which is considered time worked. Classes are free of charge to FSU employees. In addition to individual classes in accounting, Microsoft products, or diversity, employees can earn certificates in areas such as customer service, leadership, and global partnership. The Office of Human Resources also provides anti-bias and procedure training for search committees and hiring teams, which is now mandatory training for all library search committees.

Library employees benefit from institutional membership of several library organizations and consortia. The Panhandle Library Access Network (PLAN) offers travel scholarships for member library employees (both faculty and nonprofessional staff) to attend conferences and other professional development opportunities. [PLAN Travel Scholarships] PLAN also hosts webinars and the annual Panhandle Academic Libraries Conference, which is open to all library employees and free of charge. [PLAN Webinars] [Panhandle Academic Libraries Conference] Lyrasis, a library network, provides online classes and training for member libraries [Lyrasis Classes], and the Association of College and Research Libraries (ACRL), the Association of Southeastern Research Libraries (ASERL), and Florida Library Webinars (a program of the State Library of Florida) all provide webinars accessible to FSU library employees. [ACRL Webinars] [ASERL Webinars] [Florida Library Webinars]

Some FSU libraries participate in additional professional development and service opportunities relevant to unique academic disciplines. The Ringling Art Library staff participate in the Art Libraries Society of North America (ARLIS/NA) Conference and the ARLIS Southeast Chapter conference, as well as Ringling Museum gallery talks and lectures. [Art Libraries Society of North America] [Conversations with the Library] All medical librarians are members of the Medical Library Association, the Southern Chapter of the Medical Library Association, the Florida Health Sciences Library Association, and American Medical Informatics Association. [Medical Library Association] [Florida Health Sciences Library Association] [American Medical Informatics Association] The Maguire Medical Library budgets a line item for professional development funded by the College of Medicine. Professional development funding is intended for annual meetings/conferences and continuing education courses, both online and in-person. All medical faculty librarians are encouraged to present and publish original research. Medical librarians are expected to earn the AHIP (Academy of Health Information Professionals) distinction from the Medical Library Association within their first year of appointment as an Assistant University Librarian within the FSU College of Medicine and keep their AHIP distinction current throughout their careers as faculty medical librarians at FSU. [AHIP] Librarians at the Law Research Center are supported with funding for professional memberships, online training, continuing legal education, and conference travel. The Research Center provides memberships to the American Association of Law Libraries and the Southeastern Chapter of the American Association of Law Libraries to all librarians. [American Association of Law Libraries] Individual librarians may have additional memberships funded depending on their job responsibilities (including memberships to the Florida Bar, American Bar Association, and the American Society of International Law). Allen Music Library faculty librarians and full-time staff participate in professional development and training opportunities offered through the Music Library Association, National Endowment for the Humanities, Society of American Archivists, Panhandle Library Access Network, and the Music Preservation Institute at Eastman School of Music. [Music Library Association] [Music Preservation Institute]

Evidentiary Documents

📄 LibraryMission.pdf

📄 FSUGraduateBulletin2022-2023.pdf

- OrganizationalChart.pdf
- AHIP.pdf
- CollectiveBargainingAgreement.pdf
- FacultyBylawsAppendixA-B.pdf
- FacultyBylawsSection5andAppendixA.pdf
- FacultyBylawsAppendixA.pdf
- AssignmentOfResponsibility.pdf
- FSUEmployeeHandbook.pdf
- Arsenualt.pdf
- Barmon.pdf
- Beauchamp.pdf
- Berray.pdf
- Birmingham.pdf
- Boulos.pdf
- Brown.pdf
- Calvo.pdf
- Chisum.pdf
- DaSo.pdf
- Davis.pdf
- Duke.pdf
- Dunne.pdf
- Etschmaier.pdf
- Glerum.pdf
- Grennan.pdf
- Grove.pdf
- Hall.pdf
- Hipsher.pdf
- HofMahoney.pdf
- Hunter.pdf
- Julian.pdf
- Kellett.pdf
- [Kim.pdf](Kim.pdf)
- Kinsley.pdf
- [Li.pdf](Li.pdf)
- Lovett.pdf
- McCormick.pdf
- McElory.pdf

- Miguez.pdf
- PhillipsJean.pdf
- PhillipsJeff.pdf
- Rawls.pdf
- Redda.pdf
- Rodriquez.pdf
- Rubero.pdf
- Ruhs.pdf
- SchmuckerScott.pdf
- SchmuckerShelly.pdf
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- Stanley.pdf
- CamilleThomas.pdf
- KrystalThomas.pdf
- Turner.pdf
- Weiss.pdf
- Wharton.pdf
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- Dunn.pdf
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- Saxon.pdf
- eTextbooks.pdf
- VirtualReference.pdf
- Tutoring.pdf
- FSULibrariesYouTubeChannel.pdf
- LibraryAssessment.pdf
- Dirac-ulaFestEventPromotion.pdf
- Accessibility.pdf
- InterlibraryLoan.pdf
- MaterialsRequest.pdf
- LEDS.pdf
- GovernmentInformation.pdf
- DigiNole.pdf
- DigitalLibrary.pdf
- GEOSETStudio.pdf
- ARLStatistics2020.pdf
- FSULibQUAL2021.pdf
- LibQUALUndergraduateDesires.pdf
- LibQUALGraduateDesires.pdf
- LibQUALFacultyDesires.pdf
- [QER.pdf](QER.pdf)
- FSUPublicHealthProgramQER.pdf
- ASDSurvey.pdf
- FacultySenateLibraryCommittee.pdf
- LiaisonList2022.pdf
- LibraryStrategicPlan.pdf
- LibraryProfessionalDevelopmentDay.pdf
- OnboardingWikiPage.pdf
- SupervisorChecklist.pdf
- LibrariesNewEmployeeHandbook.pdf
- LibrariesProfessionalDevelopmentTeam.pdf
- CallForStaffMentors.pdf
- LunchAndLearn.pdf
- CoffeeChat.pdf

- ProfessionalDevelopmentResources.pdf
- ScholarlySupportNetwork.pdf
- FacultyAssemblyStandingCommittees.pdf
- PromotionPrepWorkshops.pdf
- ProfessionalDevelopmentFunds.pdf
- SeniorLeadershipDiscretionaryFunds.pdf
- TravelTrainingAndProfessinoalDevelopmentPolicy.pdf
- TravelAndProfessionalDevelopmentOpportunities.pdf
- TrainingAndOrganizationalDevelopment.pdf
- PLANTravelScholarships.pdf
- PLANWebinars.pdf
- PanhandleAcademicLibrariesConference.pdf
- LyrasisClasses.pdf
- ACRLWebinars.pdf
- ASERLWebinars.pdf
- FloridaLibraryWebinars.pdf
- ArtLibrariesSocietyOfNorthAmerica.pdf
- ConversationWithTheLibrary.pdf
- MedicalLibraryAssociation.pdf
- FloridaHealthSciencesLibraryAssociation.pdf
- AmericanMedicalInformaticsAssociation.pdf
- AmericanAssociationOfLawLibraries.pdf
- MusicLibraryAssociation.pdf
- MusicPreservationInstitute.pdf

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11.3   *The institution provides*

(a) student and faculty access and user privileges to its library services and

(b) access to regular and timely instruction in the use of the library and other learning/information resources.   ***(Library and Learning/Information Access)***

   _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

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Narrative

Library Services and Resources

FSU Libraries provide students and faculty access to library services and resources, and access to regular and timely instruction in the use of the library and other learning and information resources. The vision of the FSU Libraries is to be a center of intellectual community. We seek to "inspire curiosity, discovery, and learning by providing equitable access to information, enhancing scholarship, promoting critical thinking, and fostering a culture of diversity and inclusion." [Library Vision] [Library Strategic Plan]

Campus libraries offer many of the same services and resources customized to complement the disciplines they serve. Libraries include: Robert Manning Strozier Library (Main), Paul A. M. Dirac Science Library, Mildred and Claude Pepper Library, the FAMU-FSU College of Engineering Library, and FSU Panama City--Florida Library and Learning Center. The following are designated academic dean-directed libraries: Warren Allen Music Library, College of Law Legal Research Center, College of Medicine Medical Library, and the Ringling Museum of Art Library in Sarasota, Florida. International Programs study centers in London, Florence, Valencia, and Panama also provide library services, resources, and spaces. [FSU Factbook, University Libraries, 2021-2022]

University Libraries is committed to serving the information needs of FSU students and faculty, regardless of their location. While on campus, faculty and students (scholars) can access and check out general collection materials and print course reserve items. [Course Reserves] Conference rooms, individual, and group study rooms are available for check out at the Strozier and Dirac libraries. [Study Rooms] Conference rooms and group study rooms are equipped with computers and large screens for presentations, video conferencing, and collaborative work. Faculty and students are also able to check out technology such as laptops, cameras, projectors, audio and video recording equipment, calculators, headphones, phone chargers, and gaming consoles. [Technology Check Out] The Strozier, Dirac, and Engineering libraries maintain 200 laptops for checkout and 400 desktop computers are spaced throughout the buildings. There are numerous scanners in all libraries, microfilm readers, video and audio editing software, and specialty software for statistics, data analysis, and data visualization. [Technology Check Out] [Software] Library staff at the service desks are trained to assist scholars with technology needs. The academic dean-directed and extended campus libraries also

provide desktop computers, scanners, study rooms, and conference rooms for faculty and students. The Music Library also lends audio and video recording equipment, cameras, and small keyboards, and they provide music notation software and listening stations for audio recordings. [Music Library Borrowing Equipment]

The Special Collections and Archives Division of Florida State University Libraries advances research by acquiring, preserving, and providing access to rare and unusual books and original primary source materials. [Special Collections & Archives] Through classroom engagement, exhibitions, and programs, the Division supports active learning and engagement. Collections of unique manuscripts, historic maps, rare books, photographs, and university archives offer abundant opportunities for discovery and scholarship. Scholars are able to engage with the collections in the Special Collections and Archives Research Center, the Heritage and University Archives, and the Claude Pepper Library. [Heritage and University Archives] [Claude Pepper Library]

Scholars can ask reference questions at the Scholar Support Desks at all libraries. During evening and late night, tutoring is freely provided in-person at Strozier Library and Dirac Library. [Tutoring] Scholars can submit a research consultation request form to make an individual appointment with a librarian or archivist. [Consultation Request Form] The Libraries provide in-depth research consultations for subject-specific research projects, rare books and archival materials, government information, data management, data analysis and visualization, geographic information systems (GIS), digital scholarship, immersive scholarship, digital humanities, publishing, authors-rights, and copyright.

FSU Libraries provides a variety of instructional services, for all degrees, including general library orientation, instruction on using primary sources, researching with rare books and manuscripts, digital literacy, data literacy, and subject-specific information literacy. [Library Instruction] [Special Collections Instruction] [Dissertation Boot Camp] [Data at Your Desk Workshops] Librarians and archivists work with faculty to design library instruction sessions to meet learning objectives and the goals of the course. [Library Instruction] Based on the goals, librarians and archivists are available to teach in the classroom, on Zoom, or in one of the Libraries' instruction or computer labs. Special Collections and Archives hosts classes (both virtually and in-person) to interact with rare and historical materials as a way of enriching the classroom experience. Instructors can contact librarians or archivists directly or they can submit an instruction request form. [Instruction Request Form]

The Libraries conduct workshops in-person on such topics as data, GIS, digital humanities, citation management, conducting literature reviews, and developing good search strategies. [Workshops] [Library Workshops for Anthropology] [Data at Your Desk Workshops] The Dissertation Boot Camp and Writing Retreat is a series of workshops offered each semester followed by dedicated times for scholars to come together and write in a supportive community. The workshops feature speakers from the FSU Libraries and various campus partners and are aimed at supporting the needs of dissertation and thesis scholars. [Dissertation Boot Camp]

In addition to the newly renovated Scholar Support Desk, Strozier Library is also home to "The Tech Desk," a new service point where library staff assist scholars with our collection of circulating technology, multimedia projects associated with course work, and general tech troubleshooting. They also help scholars operate collaborative technology and software in our group study spaces, and other technology associated with the accessing of library materials and resources. [Tech Desk Handbook]

The Library Express Delivery Service (LEDS) delivers library materials directly to the department offices of faculty members, university staff, and select student populations. Scanned articles and book chapters are sent directly by email. [LEDS] The Libraries also provide all scholars with the option of curbside delivery of print books. [Curbside Delivery]

The Global Educational Outreach for Science Engineering and Technology (GEOSET) Studios, located in the Dirac Science Library, offers media equipment, production, and training to the FSU community. Library staff provide media consultation, livestream consultation and management, media training, audio and video recording and editing, and voice over. [GEOSET Studio]

The Student Engagement Team develops high-impact programming to promote student success and raise awareness of the Libraries' resources, services, and events throughout the academic year. It coordinates both formal and informal outreach events, such as the "Dirac-ula" Fall Festival, engagement board displays, social media campaigns, and Finals Week Events. [Dirac-ula Fest Event Promotion] The Team also contributes to campus-wide programming initiatives such as Orientation and Welcome Week, and they facilitate partner-led events that are held in the Libraries, like the University Health Services pop-up tabling. The Libraries engage virtually with the FSU community through FSULIB, the FSU Libraries' blog, with blog posts introducing library staff, library news, digital book displays, and engaging articles. [Library Blog] The Libraries are also active on social media posting news and events. [Library Twitter] All programming is provided to promote access to library and information resources.

Distance and Off-Campus Instructional Sites

FSU Libraries is committed to providing resources and service to all scholars, regardless of where they reside or study. The Office of Distance Library Services is a team dedicated to serving the needs of online and students, faculty, and staff located at off-campus instructional sites. [Office of Distance Library Services] The Office of Distance Library Services maintains library integrations within Canvas (the university's learning management system), creates video tutorials of library services and resources, learning modules in Canvas, virtual library orientations, and serves as a liaison to the International Programs and the FSU study centers abroad. [Canvas Library Course] [FSU Libraries Youtube Channel] Distance Library Services maintains a webpage that provides off-campus scholars with information about library electronic resources, student services, and faculty services, and they manage an extensive online FAQ database of commonly asked questions about services, resources, and access to information. [Off Campus] [FAQ]

Through the FSU Libraries' website and the use of OpenAthens authentication, scholars who are off-campus or taking distance education, or studying at any of the extended campuses, have full access to all electronic resources owned or subscribed to by the FSU Libraries. This includes continual access to all databases, e-journals, e-books, electronic course reserves, government information, research guides, the eTextbook portal, and DigiNole, FSU's digital repository providing online access to the Digital Library and the Institutional Repository. [FSU Libraries Website] [A-Z Databases] [Journal Search] [Course Reserves] [Research Guides] [Government Information] [eTextbooks] [Digital Library] [DigiNole] The Libraries subscribe to more than 652 databases, 1.6 million e-books, and 371,783 electronic journals. [FSU Factbook, University Libraries, 2021-2022] With the exception of a few subject areas in the arts and humanities, FSU Libraries has an e-preferred approval plan [Gobi Approval Profile], and the Collection Development Policies, Principles and Guidelines states that "the preference for new journal subscriptions is electronic only." [FSU Libraries Collection Development Policy]

The focus on electronic resources by the Maguire Medical Library team ensures that all authorized medical library users can access and use library resources to their full extent from any device, be it computer, tablet, or personal mobile device, whether they are on or off campus, including at home and in professional and clinical settings. [Medical Library Mission]

Distance learners living outside the Tallahassee area can request that FSU print journal articles or book chapters be scanned and delivered to them by email through the Library Express Delivery Service. [LEDS] FSU students and faculty have access to the libraries of the 40 public universities and colleges in Florida, where they can directly borrow print materials. [Reciprocal Borrowing] Print materials located at a different FSU campus (i.e., Tallahassee, Panama City, Republic of Panama, and FSU Ringling Center for Cultural Arts) can be requested and delivered via the FSU Libraries' discovery system. [Campus Delivery Request]

Off-campus scholars receive research assistance through Virtual Reference (VR), an online chat service, whenever Strozier Library is open, and they can make appointments to meet online (using Zoom) with librarians and Special Collections and Archives specialists. [Virtual Reference] [Consultation Request Form] Librarians and archivists work with faculty to design instruction sessions on Zoom, and library workshops, such as the Data @ Your Desk series, are offered on Zoom. [Data At Your Desk Workshops]

Several online, asynchronous resources and learning tools have been created for faculty and students to access from any location at any time. The Libraries created a Canvas course in which all students are automatically enrolled. This online course provides a virtual orientation of the Libraries, descriptions and links to library services, resources, and librarians, as well as video tutorials demonstrating basic research skills and how to navigate library databases and electronic resources. [Library Canvas Course] A Canvas course was also designed for the use of all students enrolled in ENC 2135, guiding them through the research process and how to effectively search for, evaluate, and use scholarly information.

An extensive online FAQ database for common questions about research and library resources is available on the FSU Libraries website. [FAQ] The Medical Library maintains a specialized

FAQ for College of Medicine students. [Medical Library FAQ] Research guides - online guides with subject-specific resources and research methods, as well as guides on topics like copyright, citation management, and literature reviews - are also available on the webpages of all libraries. [Research Guides] A YouTube channel, linked from the Libraries' website, has video tutorials about the research process and using and navigating library resources, as well as recorded workshops and symposia. [Libraries Youtube Channel] During evenings and late nights, tutoring is available at no cost on Zoom. [Tutoring] The FSUVlab, provided by the University Information Technology Services, ensures that off-campus scholars have access to university software anytime, anywhere. [FSUVlab]

The Ringling Art Library is a non-circulating research library. The Library has open stacks, and visitors may browse the collection and view materials in the Library's Reading Room. [Ringling Library FAQ] Researchers may view the online collections of the Art Museum and rare books from the Ringling Art Library on the eMuseum database and the Art Library's Flickr account. [eMuseum] [Ringling Flickr]

Access to Library Resources and Services

All students and faculty have equal access to the library facilities, the ability to browse and borrow from the general collections, and access to the materials in Special Collections and Archives. Faculty and students are able to check out laptops, cameras, audio and video recording equipment, and calculators. All scholars have equal access to all electronic resources, including databases, electronic journals, ebooks, government information, research guides, the Digital Library, and DigiNole, the institutional repository. Regardless of status, all students and faculty members receive the same loan periods for items borrowed through the Interlibrary Loan Service and UBorrow, the state-wide service that provides direct borrowing and delivery from the public universities and colleges in Florida. [Interlibrary Loan] [UBorrow]

Faculty and students have equal access to the virtual reference service, and all scholars can receive immediate research assistance at the Scholar Support Desks at all libraries. All scholars can submit a research consultation request form to make an individual appointment with a librarian or archivist. [Consultation Request Form] The Libraries provide in-depth research consultations for subject-specific research projects, rare books and archival materials, government information, data management, data analysis and visualization, GIS, digital scholarship, immersive scholarship, digital humanities, publishing, authors-rights, and copyright. Some librarians hold regular office hours in academic department buildings where students and faculty can stop by for questions or assistance. All scholars are invited to attend library orientations, workshops, and symposia. Students and faculty can make reservations and use the group study rooms, conference rooms, and individual study carrels in each library. [Study Rooms]

Due to their more extensive research projects, graduate students and faculty receive longer loan periods than undergraduates for general collection materials. Undergraduate students have a loan period of 4 weeks, graduate students have 8 weeks, and faculty have 16 weeks. [Loan Periods] All FSU scholars can renew their loans up to 5 times. Students affiliated with another

State of Florida university receive 3-week loan periods, and faculty from other Florida universities receive 16 weeks.

All scholars can place delivery requests in the library discovery tool for print items. [Materials Request] Undergraduates can request that print items be retrieved and picked up at the library which owns the book. Faculty, graduate students, and university staff can request that books be retrieved and delivered to any library or have it delivered to their office through the Library Express Delivery Service. [LEDS] All students, faculty, and staff at Panama City can request any materials from any library to be delivered daily to the Panama City library.

FSU faculty members, graduate students with appointments (i.e., graduate assistants and teaching assistants), post-docs, and university staff members are eligible for the Library Express Delivery Services (LEDS). [LEDS] Through the LEDS service, users can request library materials to be delivered to their department office and have book chapters and print journal articles scanned and delivered by email.

In Strozier Library, there are 25 study carrels available on a two-week loan for faculty and graduate students. There are also 5 individual carrels that are available for faculty members to check out for an entire semester, and on the lower level of Strozier Library, there are 4 group study rooms, two conference rooms, and the Bradley Reading Room that are available for faculty and graduate students only. [Study Rooms] [Bradley Reading Room]

The FSU Libraries' website lists the operating hours of the Tallahassee campus libraries: Strozier Library, Dirac Science Library, the Engineering Library, Pepper Library, Allen Music Library, Law Research Center, and the Maguire Medical Library. Within Strozier Library, the website lists the operating hours of the circulation desk, the Special Collections Research Center, and the Norwood Reading Room, which houses FSU heritage materials and memorabilia. The Strozier circulation desk (also known as the Scholar Support Desk) is listed separately because during the summer, fall, and spring semesters the desk closes in the evening while the building remains open for student use. The operating hours of the FSU Heritage Museum and the Innovation Hub are listed (the Hub is a partner of the Libraries that provides immersive technology and experiential learning [Hub]), and the Panama City, Florida, campus library hours are listed as well.

During the fall and spring semesters, most libraries have extended operating hours with slightly reduced hours for summer semesters. [Regular Semester Hours] [Summer Hours] Strozier Library is open 24 hours Sunday through Thursday during fall, spring, and summer semesters. During semester intercessions, some libraries are closed while others are open 8AM - 5PM. [Intercession Hours] All libraries are closed during the Winter Holiday.

Both the Medical Library study space and the Law Research Center are available to their students and faculty 24/7 with swipe card access. The Ringling Museum of Art Library holds special hours for students and museum members: 8:30 to 4:00 for students; 10:00 to 4:00 for museum members; and 1:00 to 4:00 for the general public. [Ringling Brochure]

Through the FSU Libraries' website, students and faculty have continuous access to all electronic resources owned or subscribed to by the FSU Libraries, regardless of whether the library facilities are open or closed. This includes continual access to all databases, e-journals, e-books, electronic course reserves, government information, the eTextbook portal, and DigiNole, FSU's digital repository providing online access to the Digital Library and the Institutional Repository. [FSU Libraries Website] [A-Z Databases] [Journal Search] [Course Reserves] [Government Information] [eTextbooks] [Digital Library] [DigiNole] The Libraries subscribe to more than 652 databases, 1.6 million e-books, and 371,783 electronic journals. [FSU Factbook, University Libraries, 2021-2022] Researchers can connect to library electronic resources remotely through OpenAthens authentication regardless of library hours.

With the exception of a few subject areas in the arts and humanities, FSU Libraries has an e-preferred approval plan [Gobi Approval Profile], and the Collection Development Policies, Principles and Guidelines states that "the preference for new journal subscriptions is electronic only." [FSU Libraries Collection Development Policy] The focus on electronic resources by the Maguire Medical Library team ensures that all authorized medical library users are able to access and use library resources to their full extent from any device, be it computer, tablet, or personal mobile device, whether they are on or off campus, including at home and in professional and clinical settings. [Medical Library Mission] The Ringling Art Library offers two ways for researchers to freely explore online collections from the museum's grounds in Sarasota regardless of when the facilities are open.

The Ringling Museum's "eMuseum" offers curated online collections culled from the museum's grounds in Sarasota, as well as its permanent holdings of fine art, decorative art, and historical circus materials. Thematic collections such as Carved Gems, European and American Art, and Peter Paul Rubens highlights offer both top-level description as well as an online gallery of individual works owned by the Ringling Museum. [eMuseum] The Ringling Art Library Flickr account provides over 2,000 photos of rare books from the library's collection and images of the museum. [Ringling Flickr]

Several online, asynchronous resources and learning tools have been created for scholars to access and use at any time. The Libraries maintain Canvas modules to guide students through the research process. [Libraries Canvas Course] An extensive online FAQ database for common questions about research and library resources is available on the FSU Libraries website. [FAQ] The Medical Library maintains a specialized FAQ for College of Medicine students. [Medical Library FAQ] Research guides - online guides with subject-specific resources and research methods, as well as guides on topics like copyright, citation management, and literature reviews - are also available on the websites of all libraries. [Research Guides] A YouTube channel, linked from the Libraries' website, has video tutorials about the research process and using and navigating library resources, as well as recorded workshops and symposia. [Libraries Youtube Channel]

When library facilities are closed, scholars are still able to continue their work by placing online requests for Interlibrary Loan and UBorrow requests (UBorrow is the state-wide borrowing and delivery service). [Interlibrary Loan] [UBorrow] The automated systems for both Interlibrary

Loan and UBorrow quickly locate available items and lending libraries around the clock so that requested items are processed and shipped when library staff return to work. While the facilities are closed, scholars are able to submit online request forms for purchasing library materials, setting up a library instruction session, placing items on Course Reserve, and submitting manuscripts or documents to DigiNole, FSU's research repository. [Materials Suggestion Form] [Instruction Request Form] [Course Reserve Request] [DigiNole] Both the Medical Library study space and the Law Research Center are available to their respective students and faculty 24/7 with swipe card access.

Library Instruction and Assistance

The FSU Libraries' strategic goal to promote critical thinking states that the Libraries "will enhance the critical thinking skills of our users and employees through teaching, training, and advocating for the effective discovery, analysis, evaluation, and use of information." [Library Strategic Plan] The Libraries strive to accomplish this goal through a variety of instructional methods: in-person instruction in the classroom, hands-on classes in the Special Collections Research Center, Zoom sessions, library tours and orientation sessions, workshops in a library instruction room, recorded workshops available on YouTube, video tutorials, asynchronous Canvas modules, virtual reference, an online FAQ database, research guides, tutoring (both in-person and on Zoom), and one-on-one research consultations (both in-person and on Zoom).

FSU Libraries provides a variety of instructional services, for all degrees, including general library orientation, instruction on using primary sources, researching with rare books and manuscripts, digital literacy, digital humanities, data literacy, and subject-specific information literacy. Librarians and archivists work with faculty to design library instruction sessions to meet learning objectives and the goals of the course. [Library Instruction] Librarians are available to teach on Zoom, in the classroom, or in one of the Libraries' instruction rooms or computer labs. Special Collections and Archives partners with faculty to design classes (both virtually and in-person) for students to interact with rare and historical materials as a way of enriching the classroom experience. Instructors can reach out to librarians or archivists directly, or they can submit an instruction request form. [Instruction Request Form] The Office of Digital Research and Scholarship (DRS) provides instructional opportunities on finding, evaluating, and implementing digital tools and technologies to create innovative scholarly outputs. [Technology and Innovation] Areas of specialty include 3D printing, 3D modeling, data visualization, virtual reality, and GIS mapping.

Librarians participate in the university's graduate student orientation, international student orientation, and in departmental orientations for new students to introduce them to library resources and services. Orientation and instruction for teaching assistants is provided in collaboration with the Graduate School's Program for Instructional Excellence (PIE), and the Libraries conduct a day-long orientation for first-generation students in collaboration with the Center for Academic Retention and Enhancement (CARE).

The Libraries conduct workshops (both virtually and in-person) on such topics as data, GIS, digital humanities, citation management, conducting literature reviews, and developing effective

search strategies. [Workshops] [Library Workshops for Anthropology] The Dissertation Boot Camp and Writing Retreat is a series of workshops offered each semester followed by dedicated times for scholars to come together and write in a supportive community. The workshops feature speakers from the FSU Libraries and various campus partners and are aimed at supporting the needs of dissertation and thesis scholars. [Dissertation Boot Camp]

Regardless of their position, degree status, or college, scholars can ask reference questions at the service desks at all libraries. Students and faculty can also receive immediate reference help through Virtual Reference, an online chat service, or submit a research consultation request form to make an individual appointment (either in-person or on Zoom) with a librarian or archivist. [Virtual Reference] [Consultation Request Form] Some librarians hold regular office hours in academic department buildings where students and faculty can stop by for questions or assistance, and during the evening and late-night, tutoring is freely provided both in-person at Strozier Library and Dirac Library and on Zoom. [Tutoring]

Dean-directed libraries provide specialized research support and instruction services to meet the unique research and learning needs of their colleges. This includes orientations, instruction sessions (both in-person and on Zoom), research consultations (both in-person and on Zoom), both virtual and phone reference, workshops, guest lectures, and asynchronous learning tools such as research guides, Canvas modules, and videos. For example, the Ringling Art Library hosts a regular lecture series called "Conversations with the Library, " an informal lecture series related to the Art Library's special collections, and is open to students, faculty, staff, and guests. [Conversations with the Library]

Evidentiary Documents

- LibraryVision.pdf
- LibraryStrategicPlan.pdf
- FSUFactBook2021-2022.pdf
- CourseReserves.pdf
- StudyRooms.pdf
- TechnologyCheckOut.pdf
- Software.pdf
- MusicLibraryBorrowingEquipment.pdf
- SpecialCollectionsAndArchivesUniversityLibraries.pdf
- HeritageAndUniversityArchives.pdf
- ClaudePepperLibrary.pdf
- Tutoring.pdf
- ConsultationRequestForm.pdf
- LibraryInstruction.pdf
- SpecialCollectionsInstruction.pdf
- DissertationBootCamp.pdf

DataAtYourDeskWorkshops.pdf

InstructionRequestForm.pdf

Workshops.pdf

LibraryWorkshopsForAnthropology.pdf

TechDeskHandbook.pdf

LEDS.pdf

CurbsideDelivery.pdf

GEOSETStudio.pdf

Dirac-ulaFestEventPromotion.pdf

LibraryBlog.pdf

LibraryTwitter.pdf

OfficeOfDistanceLibraryServices.pdf

CanvasLibraryCourse.pdf

FSULibrariesYouTubeChannel.pdf

OffCampus.pdf

FAQ.pdf

FSULibrariesWebsite.pdf

A-ZDatabases.pdf

JournalSearch.pdf

ResearchGuides.pdf

GovernmentInformation.pdf

eTextbooks.pdf

DigitalLibrary.pdf

DigiNole.pdf

GobiApprovalProfile.pdf

FSULibrariesCollectionDevelopmentPolicy.pdf

MedicalLibraryMission.pdf

ReciprocalBorrowing.pdf

CampusDeliveryRequest.pdf

VirtualReference.pdf

MedicalLibraryFAQs.pdf

FSUVlab.pdf

RinglingLibraryFAQ.pdf

eMuseum.pdf

RinglingFlickr.pdf

InterlibraryLoan.pdf

UBorrow.pdf

- LoanPeriods.pdf
- MaterialsRequest.pdf
- BradleyReadingRoom.pdf
- [Hub.pdf](Hub.pdf)
- RegularSemesterHours.pdf
- SummerHours.pdf
- IntercessionHours.pdf
- RinglingBrochure.pdf
- MaterialsSuggestionForm.pdf
- CourseReserveRequestForm.pdf
- TechnologyAndInnovation.pdf
- ConversationWithTheLibrary.pdf

12 ACADEMIC AND STUDENT SUPPORT SERVICES

> **12.1**   *The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (**Student Support Services**)*
>
>
>   *X* Compliance   Partial Compliance   Non-compliance

Narrative

Florida State University (FSU) provides academic and student support programs, services, and activities consistent with its mission and its diverse students. [Mission Statement] For a research institution, FSU has a high percentage of undergraduates in service of the state's goals on postsecondary access. In fall 2021, FSU enrolled 45,493 students who were 73.6% undergraduate, 24.5% graduate and professional, and 1.9% non-degree seeking. The student body is largely full-time (81.3%) and reflects the diversity of Florida's population. In fall 2021, FSU students were 58.1% female, 38.1% racial or ethnic minority, and 4.8% international. Of the total student population, 20.7% were Hispanic, 9.2% were Black, and 4.2% reported two or more races. [FSU Factbook, pp.24-28, 2021-2022] FSU enrolls a significant number of low-income and first-generation college students. In fall 2021, 25.3% of the undergraduates were Pell recipients and 26.2% were first-generation. [IR Data Dashboard Fall 2021] While most undergraduates are admitted as first-year students, nearly one-quarter are admitted as transfers. Most of these transfer students have earned the Associate of Arts degree (AA) from a Florida College System institution as part of the State's 2+2 postsecondary system that relies on access to the baccalaureate through AA degree transfer to a state university. For all undergraduates enrolled in fall 2021, 75% were admitted as first-time-in-college students, 23% as transfers primarily from a state college in Florida, and 2.0% as other. [FSU Factbook, p.37, 2021-2022] In fall 2021, FSU enrolled 11,143 graduate and professional students, including 6,997 master's, 2,778 doctoral, 171 specialist, 485 medical (MD), 574 law (JD), and 138 other professional students (i.e., Doctor of Nursing Practice and Doctor of Nurse Anesthesia Practice). [IR Data Dashboard Graduate Students]

In addition to the Tallahassee campus, FSU has three off-campus instructional sites with fall 2021 enrollments as follows: Panama City, Florida, branch campus (1,178 students); Panama, Republic of Panama campus (373 students); and the Ringling Center for Cultural Arts in Sarasota, Florida (46 students). [FSU Factbook, p.28, 2021-2022] The university has offered distance learning classes since 1999 and on an ongoing basis has had thousands of students enrolled. The 2020-2021 numbers are distorted by the Covid-19 pandemic response.

Organizational Structure for Delivery of Academic and Student Support Services

FSU is organized into divisions and units that perform core functions designed to accomplish its mission. The Division of Academic Affairs and the Division of Student Affairs serve as the primary providers of academic and student support services for all campuses, instructional sites,

and distance learning. Collectively, these divisions provide direct services at the Tallahassee campus and offer supplemental support to what is available on site at the two branch campuses (Panama City, Florida, and Republic of Panama), the off-campus instructional site in Sarasota, and for distance learning. [PC Campus Organizational Chart, 2023] [ROP Organizational Chart, 2023] [FSU Sarasota, 2022] [FSU Distance Campus, 2023] The relationships between academic and student support services in Tallahassee, at instructional sites, and online is varied and may involve one or more of the following strategies: direct on-site provision of services, shared supervision of services across locations and modalities, communication and collaboration across locations and modalities, and open access to virtual services provided through the main campus. In this way, FSU provides a robust set of programs and services that are widely available to meet the needs of students. These partnerships allow the institution to meet student needs and support learning in alignment with the university's strategic priorities. The following chart provides a summary list of services found at the Tallahassee campus, branch campuses, off-campus instructional site, and distance learning. [Academic and Student Support Services Chart, 2022]

Division of Student Affairs

The mission of the Division of Student Affairs (DSA) is to support all students to achieve their full potential. [DSA Mission Vision Values, 2018] DSA is organized to support students' well-being and academic success through activities of departments such as New Student and Family Programs, University Housing and Childcare, University Health Services, Counseling and Psychological Services, the Career Center, and other offices that provide engagement and support. [DSA Organizational Chart] In 2021, the DSA created a new director for student life position assigned to the Panama City campus and reporting to DSA in Tallahassee with a dotted line to the associate dean on the Panama City campus (Division of Academic Affairs). This was intended to augment the student affairs programs and services already available at that campus. [DSA Overview, p.53, 2021] The DSA on the main campus provides services and support to distance learning students as well as students at all three off-campus instructional sites. The DSA collaborates with units across campus such as Undergraduate Studies, the Graduate School, Office of Distance Learning, International Programs, University Libraries, and academic colleges to develop student-centered programs, services, and policies.

Division of Academic Affairs

The Division of Academic Affairs is the largest organizational unit within the university consisting of the 18 colleges, Undergraduate Studies, the Graduate School, Office of Distance Learning, University Libraries, Office of Faculty Development and Advancement, and other administrative and support units such as Enrollment Management (including Admissions, Financial Aid, and Registrar), International Programs, Institutional Research, and Information Technology Services. [Academic Affairs Organization Chart, 2023] The Division of Academic Affairs includes multiple units that offer academic and support services across all locations and modalities.

Undergraduate Studies, Division of Academic Affairs

The Division of Undergraduate Studies (UGS) is composed of multiple offices that work closely with the colleges, the Division of Student Affairs, and other campus partners to provide support services to undergraduate students. The mission of UGS is to assure that each undergraduate student at Florida State University receives a strong educational foundation on which to build a successful academic program of studies. Within the scope of this mission, UGS serves as the academic dean for most first-year and sophomore students, coordinates advising for most lower-division students, and sponsors and directs programs designed to promote engagement, retention, and academic excellence. [UGS Mission, 2022] The Office of Undergraduate Studies fulfills the day-to-day academic functions of the dean's office (i.e., approvals, appeals, monitoring requirements). Advising First provides academic advising for lower-division students and coordinates training and information in support of the undergraduate advising done by the colleges. Other UGS offices provide academic support to students including, for example, Academic Center for Excellence, Center for Academic Retention and Enhancement, Center for Undergraduate Research and Academic Engagement, Honors Program, Student Athlete Academic Services, and Transfer Student Services. [UGS Offices, 2022] [UGS Organization Chart, 2023]

Graduate School, Division of Academic Affairs

The Graduate School offers student services such as the Program for Instructional Excellence and the Fellows Society. Additionally, the Graduate School offers recurring professional development opportunities in collaboration with academic programs, departments, and colleges as well as the Career Center, Center for Leadership and Social Change, Office of Distance Learning, and University Libraries. [Graduate School Professional Development Catalog, 2022-2023] These professional development sessions provide graduate students the opportunity to develop skills such as communication, teaching, professionalism, scholarly development, and career development at the early, mid, and late stages of their program. [Professional Development Core Competencies and Workshops, 2022-2023]

Office of Distance Learning, Division of Academic Affairs

The Office of Distance Learning (ODL) provides services and resources to FSU's undergraduate and graduate students enrolled in online course work. These activities serve both distance learning and traditional students taking online courses and include the development, delivery, and sustainability of courses and programs of study. Distance learning and online students have access to study skills resources and virtual tutoring; career planning, networking, and mock phone and Skype interviews; virtual career fairs; distance library services; virtual computer lab; technical support and training; student veterans' services; student disability services; and access to ODL academic program specialists for inquiries specific to distance learning. [FSU Distance Campus, 2023] Students in distance learning courses access these services online using a variety of tools that include text and video chats, file sharing, email, web-based applications, and online databases.

Office of the Dean, Panama City, Florida, Campus

On the Panama City campus, academic and student support services are under the supervision of the campus dean. These services include orientation, academic advising, registration, financial aid, learning support, accessibility services, mental health counseling, student activities, and campus life. Students enrolled at the Panama City, Florida, campus are also able to access Tallahassee campus services and resources online. [PC Campus Organizational Chart, 2023]

Office of the Vice Rector for Academic Affairs, Republic of Panama Campus

On the Republic of Panama campus, academic and student support services are under the supervision of the Vice Rector for Academic Affairs. These activities include both academic services (e.g., admissions and records, orientation, academic advising, math learning center, writing center) and student affairs (e.g., residence, conduct, and campus life, student well-being, and student activities and organizations). Republic of Panama campus students are also able to access some Tallahassee campus services and resources remotely. [ROP Organizational Chart] [Republic of Panama Guide to Residence Living]

College of Fine Arts

At the FSU Ringling Center for Cultural Arts in Sarasota, Florida, graduate students in the Master of Fine Arts (MFA) program are supported by administrators and staff in the College of Fine Arts. Additionally, they are able to access many Tallahassee campus services and resources remotely. [FSU Sarasota, 2022]

Infrastructure to Promote Student Learning and Success

Infrastructure to promote student success includes orientation, advising, housing, programs to support academic achievement, career development resources, preparation for graduate school, financial aid, and additional student support services.

Orientation

Orientation services help students become acquainted with their campus and academic program. This onboarding introduces students to the academic and student support services available at the university. Once an undergraduate student has been admitted to FSU, the student is required to complete orientation prior to enrolling in classes. New students are required to complete a set of online modules, called Starting at State, before attending in-person orientation sessions on campus. [Starting at State Pre-Orientation Modules, 2022] At required in-person orientation sessions, new students are provided with a more detailed overview of the structure of academic programs, policies, and resources for academic success as well as information about conduct, campus safety, and co-curricular engagement. [New Student Orientation Guide, 2022] [Transfer Student Orientation Guide, 2022]

A university orientation session for new graduate students likewise introduces graduate students to the university resources available to them. [New Graduate Student Orientation, 2022] [New

Current Students, 2022] The university orientation complements individual departmental orientations offered to new graduate students. [College of Music Graduate Student Orientation, 2022] For example, in the College of Law and the College of Medicine, professional students participate in an orientation to their respective academic programs, resources, and faculty members. First-year law students attend a five-day orientation to acquaint them with the school, courses, and faculty members. [College of Law Admitted Students, 2022] The College of Medicine requires admitted students to attend a two-day orientation prior to classes starting in the summer semester. [College of Medicine Orientation, 2022]

The Office of Distance Learning (ODL) provides orientation information for distance learners in a suite of tutorials and offers all FSU students access to an online Canvas Student Orientation Course, ensuring they can access and navigate course content in the university's learning management system. [New Student Checklist, 2022] [Student Guide to Learning Online, 2022] [Getting Started Student Edition, 2022]

The Panama City, Florida, branch campus provides new student orientation for new degree-seeking students during summer, fall, and spring terms. [Panama City New Student Orientation, 2022] [Panama City New Student Orientation Booklet, 2022]

The Republic of Panama campus offers new student orientation for all new students every semester and provides continuous support and guidance during registration for new students through its Admissions and Records office. [Republic of Panama New Student Orientation Spring, 2022] [Republic of Panama Graduate Orientation Fall, 2021]

The Ringling Center for Cultural Arts in Sarasota provides an annual orientation for new and returning students in the MFA program, including topics related to academics, student resources, policies, and procedures. [Sarasota MFA Orientation Agenda, 2022] [Sarasota MFA Handbook, 2022]

Advising

Most undergraduate students are admitted to FSU in pre-majors and are assigned to the Division of Undergraduate Studies as their academic dean's office, which handles administrative approvals, permissions, and exceptions until the student is formally admitted into their major at roughly 52 credit hours. Once admitted to the major, students are transitioned to the academic dean's office in the college that houses their major. First-year students or transfers who are admitted directly into Bachelor of Fine Arts (BFA) programs in Theater, Dance, Film, or Music are assigned to the academic dean in the college that houses their major. Transfer students entering at the lower level are assigned to the Division of Undergraduate Studies while transfer students entering with the Associate of Arts (AA) degree are admitted to FSU and the major concurrently and assigned to the academic dean in their respective colleges. In addition to handling academic matters, academic deans offices are a resource and advising office for students experiencing severe academic difficulties, medical and/or mental health issues, personal hardships, and other barriers or disruptions to the college experience. [Office of Undergraduate Studies, 2022]

Since advising is specific to academic programs, undergraduate academic advising offices are housed in the departments and colleges that offer those majors. Some departments have faculty advisors, but most colleges also hire and supervise their own professional advisors to better serve students. Students are expected to see their academic advisors prior to registration each semester. Students are introduced to their advisors during new student orientation, and advisor contact information is available on the advisor search website. [Advisor Search Website, 2022] The Graduation Planning and Strategies (GPS) office provides programming and academic support for undergraduate students entering FSU with high number of college credit hours to promote effective planning for graduation and beyond. [GPS Overview, 2021] Support programs include, for example, "Degree in Three" (D3) and "More in Four" (M4) for students completing the bachelor's degree in three years. [D3 and M4 Participation Data, 2022] [D3 and M4 Event Examples, 2022] [More in Four Canvas Modules, 2022]

High school dual enrollment students at the Tallahassee campus are advised by the Academic Center for Excellence for eligible in-person courses taught exclusively at the Tallahassee campus. High school dual enrollment students at the Panama City, Florida, campus are advised by the Office of Admissions and Records for eligible in-person courses taught exclusively at the Panama City campus. Other special population advising offices and programs across campus include University Honors Program; Pre-Law, Pre-Medical, and Pre-Health Professions; and student athletes. [Honors Advising, 2022] [High School Dual Enrollment, 2022] [Panama City Dual Enrollment, 2022] [Pre Law Advisor Handout, 2022] [Pre Medical Advising, 2022] [Pre Health Advising, 2022] [Student Athlete Academic Services, 2022]

In support of advising and timely degree completion, FSU provides an academic map for every undergraduate major to assist students in navigating through their degree programs and graduating on time. The map for each degree program includes a list of courses taken in a recommended sequence over eight terms and any "milestone" requirements that must be completed for the program in a designated term. Students who do not meet a mapping milestone are required to meet with their advisor to get back on map or make a degree program change if appropriate. Academic maps are available online via the Academic Program Guide for students in all undergraduate programs. [Academic Mapping Example, 2022] [Academic Program Guide, 2022] In order to streamline student pathways and success from our principal college feeder, the articulation agreement with Tallahassee Community College (TCC) includes a map of specific courses to be taken at TCC as part of every major and options for completing graduation requirements as part of the AA degree. [ASPIRE Maps, 2022]

The Division of Undergraduate Studies, the colleges, and the Graduate School collaborate to maintain public information on the University Advising website and other advising documents. [Advising Website, 2023]

Graduate students have access to advising in support of their academic success from a major advisor, committee chair, and/or supervisory committee. Since many departments have relatively few graduate students, faculty provide individual mentoring and attention.

At the FSU Ringling Center for Cultural Arts, faculty advise students on course selection and degree progress while staff assist with course registration and support. [Graduate and Professional Student Handbook, pp.28-30 and pp.34-36, 2021-2022]

On the Panama City, Florida, campus, centralized academic advising services are provided through the Chapman Center for Academic Advising and Student Success. University trained professional advisors are responsible for the academic guidance of students from new student orientation to registration, course selection, add/drop services, academic mapping/major selection, and degree completion. In conjunction with the director of student success, the Chapman Center for Academic Advising and Student Success provides students with updated information on new policies as advised by the Tallahassee campus, helps students select the classes they need, and assists students in the process of transferring to the Tallahassee campus if appropriate. Students receive proactive and individualized attention in these areas. Staff members in this office use the same information resources available to advisors at the Tallahassee campus, such as web access to the same Student Central database resources, Campus Connect advising records, as well as Academic Requirements Reports and enrollment files. [Panama City Academic Advising and Student Success, 2022]

On the Republic of Panama campus, the Office of Admissions and Records (OAR) is responsible for the academic guidance of students, including new student orientation, registration, course selection, add/drop services, and academic mapping/major selection. [Republic of Panama Advising, 2022] OAR provides students with updated information on new policies as advised by the Tallahassee campus, helps students select the classes they need, and assists students in the process of transferring to the Tallahassee campus if appropriate. Students receive individualized attention. Advising sessions are offered on a regular basis, through walk-in hours and individual appointments. All staff members in this office utilize the same information resources available to advisors at the Tallahassee campus, such as web access to the same Student Central database resources and Campus Connect advising records as well as Academic Requirements Reports and enrollment files. At the beginning of each semester, students also receive a comprehensive guide with essential information about policies, procedures, and important resources and contacts. [Its All Academic ROP, 2022] [Republic of Panama Student Guide Spring, 2022]

At the FSU Ringling Center for Cultural Arts, graduate students work with the MFA program director during their first semester to create a plan of study which is updated every semester during the advising period. [Sarasota MFA Handbook]

Distance learning students are supported by academic advising services through staff on the Tallahassee and Panama City campuses related to their own academic programs offering both in-person and online advising sessions. [New Student Checklist, p.4]

Housing

University Housing on the Tallahassee campus manages 18 on-campus residence halls accommodating 6,700 students in a variety of suite- and apartment-style living areas. The halls offer electronic access to assigned residents, have staffed area front desks, and supportive full-

time and student staff. Each hall has designated recreation space, public kitchens, study areas and are equipped with pervasive wireless connections. On-campus housing includes opportunities to get involved on campus, build leadership and academic skills, and cultivate a sense of belonging. [Guide-to-Residence-Living, 2022] Approximately 80% of first-year students are assigned in campus housing each year while preserving limited opportunities for returning undergraduate and graduate students. Additionally, undergraduate, graduate, and professional students have access to a website that publicizes Tallahassee off-campus housing options and offers educational materials on leasing terminology and considerations. [Off Campus Housing Information, 2023] On the Panama City campus, students have the option to live in Seminole Landing, an on-campus apartment facility available exclusively for FSU undergraduate, graduate, or professional students. Seminole Landing is a public-private collaboration through which FSU owns the land while the building is owned and managed privately. [PC Seminole Landing, 2023] On the Republic of Panama campus, student housing facilities are rented from the City of Knowledge, a private non-profit foundation with a mission that includes learning, service, and research. Staff on the Republic of Panama campus oversee room assignments and residence life functions. [ROP Residence Living Guide, 2023]

Programs to Support Academic Achievement

Faculty and staff have a common mission in assisting students to earn undergraduate, graduate, and professional degrees. The university provides programs to support academic achievement.

The Center for Academic Retention and Enhancement (CARE) coordinates student engagement networks to aid first-generation students in adjusting to college, engaging in high impact practices, developing skills for academic success, and preparing for success beyond FSU. [FGEN Noles Network, 2022] [Limited Income Noles Network, 2022] [Renaissance MAN, 2022] Additionally, CARE offers services that include academic advising, college life coaching, financial aid advising, financial wellness coaching, peer mentorship, post-graduation advising, study rooms, tutoring, and a computer lab. Study rooms, tutoring, and the computer lab are available to any student, not just students in the CARE program. [CARE Academic Advising, 2022] [CARE College Life Coaching, 2022] [CARE Financial Wellness, 2022] [CARE Study Rooms, 2022] [CARE Tutoring, 2022] [CARE Tutoring and Computer Lab, 2022] The department's programs and services create a coordinated system of support to increase the retention and graduation of undergraduate students who have been disadvantaged by economic or educational circumstances. In 2020, there were 1,689 students enrolled in CARE programs with the 2019 cohort achieving a 96.4% fall-to-fall retention rate and the 2014 cohort reaching a 76.5% 6-year graduation rate. [CARE Retention Graduation Institutional Research Dashboard, 2022]

Student Athlete Academic Services (SAAS) enables student athletes to reach their full potential while maintaining a balance between the demands of athletics and academics. The primary focus of SAAS is to provide an environment that facilitates the academic success of each student athlete through comprehensive academic advising/counseling, study skills development, individualized assessment and learning specialist support, and a wide array of tutorial and mentoring services. [Student Athlete Academic Services, 2022] [SAAS Leaders Yearning for

Excellence May Newsletter, 2022] [SAAS Leaders Yearning for Excellence February Newsletter, 2022]

The Academic Center of Excellence (ACE) is a university learning center that helps undergraduates develop study skills and personal success habits that encourage the highest level of scholarship and academic achievement. ACE assists with time management, learning strategies, and other college success skills through a robust offering of workshops, personal academic consultations, online learning resources, and credit courses available in person and virtually to serve all students regardless of location or mode of delivery. ACE instructors teach SLS1122, Strategies for Academic Success, which is available to anyone but required for those first-year students with an FSU GPA below 2.0. [SLS1122 Syllabus, 2022] Additionally, ACE provides course-based tutoring in historically challenging gateway courses and high-tech study space in several large studios, two seminar rooms, and 14 group study rooms. Many of the ACE services (e.g., workshops, consultations, SLS1122 course, and tutoring if arranged in advance) are available in person and virtually so they are accessible to students on all campuses, educational sites, and distance learning. [ACE Annual Report, 2021] [ACE Workshops, 2022] [ACE Six Weeks to Success, 2022]

Like ACE, Transfer Student Services (TSS) instructors teach SLS3140, Academic Success Strategies for Transfer Students, which is available to any transfer student but required for those with a first-term FSU GPA below 2.0. This one-credit course focuses on goal setting, motivation, self-regulated learning, and overcoming personal barriers, especially those that are unique to the transfer experience. [SLS3140 Syllabus, 2022] TSS also assists students in acclimating to the academic culture and expectations of a large research university.

The Center for the Advancement of Teaching (CAT) supports a Learning Assistant (LA) program, in which advanced undergraduates are hired and trained to work with faculty in facilitating classroom learning activities and helping students to develop their reasoning and skills. This program supports teaching at FSU by embedding LAs in classrooms and by supporting faculty in teaching transformation that is made possible by the presence and assistance of the LAs. [CAT Learning Assistant Program, 2022] [CAT Teaching Transformation for Student Success, 2021]

The Reading-Writing Center (RWC) is a resource managed by the English department for students in any academic program. The RWC provides feedback and advice on academic papers and projects as well as career or professional documents, applications, or other personal endeavors. Writing consultants help students learn skills and strategies for proofing their work more effectively on their own. RWC services can be accessed in person or online for students on all campuses, educational sites, and distance learning. [Reading Writing Center, 2022]

To increase student awareness of academic support options, FSU has a centralized website (tutoring.fsu.edu) linked from the FSU home page that highlights FSU sponsored tutoring (e.g., Academic Center for Excellence, University Libraries, Center for Academic Retention and Engagement) and volunteer tutoring options (e.g., student organizations and honor societies) by subject area. [Tutoring Resources at FSU, 2022]

The Panama City, Florida, campus offers peer tutoring for a variety of subjects in person at the John and Gail Robbins Center for Academic Excellence and Innovation or remotely via Zoom. Students also may seek virtual assistance through ACE or the RWC. [Panama City Peer Tutoring, 2022]

The Republic of Panama campus provides in-person mathematics support through the Math Learning Center and students may seek virtual assistance through ACE on the Tallahassee campus. [Republic of Panama Math Learning Center, 2021] The Department of English at the Republic of Panama campus offers individualized instruction in composition and reading through one-on-one tutoring and small group workshops. Additionally, students may get virtual assistance from the Reading-Writing Center at the Tallahassee campus. [Republic of Panama It's All Academic, p.26, 2022]

The Office of Accessibility Services (OAS) provides students with academic, housing, and dining accommodations; testing support; assistive technologies; and space for students to feel part of the FSU community. The OAS provides support services at no cost to students with disabilities. As the primary advocate for students with disabilities, OAS works with faculty and staff to review and approve reasonable accommodations for the unique needs of students both in and out of the classroom at all branch campuses, off-campus sites, and distance learning programs. Due to its size, the Panama City, Florida, campus has its own Student Accessibility Services with a coordinator to implement accommodations in concert with OAS on the Tallahassee campus. [Office of Accessibility Services, 2022] [Panama City Student Accessibility Services, 2022]

Career Development

The FSU Career Center serves undergraduate, graduate, and professional students regardless of location or mode of delivery. With individualized career advising, a library offering over 3,000 information resources, employability skills workshops, and mock interviews, the Career Center helps students plan their careers. [Undergraduate Road Map, 2022] [Graduate Road Map, 2022] Career advisors, career liaisons, and staff assist students in person and virtually with choosing a major, researching occupations and employers, identifying internship opportunities, exploring post-graduate study, preparing professional documents (e.g., resume and cover letter), and developing job search strategies. [Career Center Advising, 2022]

The Career Center connects students directly with employers through in-person and virtual career fairs, on-campus interviewing, experiential learning opportunities, internships, job shadowing, and a network of Florida State University alumni, parents, and friends of the university. These opportunities allow students to network with employers nationwide and apply for positions. [Career Center Events, 2022] [January Career Events, 2022] The FSUshadow Program connects students with employers, community partners, alumni, and friends of the university for one-day job shadowing opportunities to provide exposure to a wide variety of career fields and industries. [FSUshadow Host Information, 2022] [FSUshadow Student Information, 2022] The InternFSU program provides 100 on-campus paid experiential learning opportunities for currently enrolled full-time, undergraduate, degree-seeking FSU students

during the fall and spring semesters. [InternFSU, 2022] ProfessioNole Mentors connects FSU students with alumni and friends of Florida State for career advice and guidance. [ProfessioNole Mentors Program, 2022] [ProfessioNole Mentor Guide, 2022] [ProfessioNole Mentor Student Guide, 2022]

The Panama City, Florida, campus partners with the Career Center on the main campus to provide undergraduate, graduate, and professional students with career development and preparedness opportunities. [Panama City Career Services, 2022] [Panama City Career Fair, 2022]

The Republic of Panama campus partners with the Career Center to provide career development and preparedness throughout their enrollment and beyond. This includes communication with students and alumni through email listservs. All career and job openings are kept in a database and made available to current students and alumni. In addition, the Office of Admissions and Records on the Republic of Panama campus places students in internships based on their academic needs and preparation. A strong component of the internship program is the series of agreements with local and international agencies that relate to the academic programs, such as UNICEF, United Nations Office for Project Services (UNOPS), World Food Programme and other nongovernmental organizations, or government entities. [Internship International Red Cross, 2021] [Internship Republic of Panama, 2021] [Job Opportunity MAPFRE, 2022] [Internship World Food Programme, 2021] [Internship UNOPS, 2022]

Preparation for Graduate School

A variety of FSU offices collaborate to provide undergraduate students with preparation for graduate and professional school applications and admissions. The FSU Colleges of Medicine and Law both have outreach programs designed to mentor students from groups that are historically underrepresented in graduate and professional education. The Career Center has a broad array of information online designed to help students plan for graduate school, research programs and schools, and prepare for admissions applications and tests. [Applying to Graduate School, 2022] [Going to Graduate School, 2022] [Writing a Personal Statement, 2022] The Career Center has a dedicated Career Liaison who provides targeted advising to undergraduate students who express an interest in going to graduate or professional school. Additionally, the Career Center offers a Grad School Boot Camp, graduate school fairs, and graduate school information and preparation workshops. These services are available to students on all campuses, educational sites, and distance learning programs. [Grad School Boot Camp, 2021] [Law Graduate and Professional Schools Fairs, 2019]

Financial Aid

The Office of Financial Aid (OFA) on the Tallahassee campus coordinates financial aid services for all students. OFA provides financial assistance, information, options, and advice that serves to remove financial barriers for students, enabling them to enroll and continue their studies until their successful graduation. OFA assists students and families with the financial aid process by providing relevant information via multiple platforms including in-person and virtual financial aid events and workshops, a robust webpage, one-on-one counseling, and access to the FSU

financial aid portal with self-service options. OFA services are provided via email, phone, or face-to-face interactions. OFA on the Tallahassee campus coordinates financial aid services for distance learning programs and MFA students in Sarasota. Financial aid for branch campuses is coordinated by OFA with the support of a student information system that provides the requisite technology infrastructure for staff and students. [OFA Policies and Procedures, 2022] [OFA Website, 2023]

On the Panama City, Florida, campus, a financial aid officer in the Chapman Center for Academic Advising and Student Success is available to provide information about the financial aid application process; inform students about campus specific foundation and campus admissions scholarships; assist with Panama City campus federal work study; and serve as a Panama City campus point of contact for students working with OFA at the Tallahassee Campus. [Panama City Financial Aid Benefits, 2022]

Although the Republic of Panama campus is provided support by OFA at the Tallahassee campus, the Admissions and Records Office in the Republic of Panama provides on-site information about scholarships, grants, work-study, and loans available to students. [Republic of Panama Tuition and Fees, 2022]

Additional Support Services

FSU provides other types of support for challenges and barriers that could impede student success, including Case Management Services, Victim Advocate Program, and Food for Thought Pantry. [DSST Brochure, 2021] [Case Management Services, 2021] [DSA Emergency Relief Fund, 2020] [Victim Advocate Program, 2022] [VAP Resources, 2022] [Panama City Victim Advocate Program, 2022] [Food for Thought Pantry Fact Sheet, 2019] [Panama City Food Pantry, 2022] The university recognizes the need to support the academic goals of those with young children by providing convenient quality childcare for families of enrolled students. The FSU Childcare and Early Learning Program provides early education and affordable childcare for 133 infants, toddlers, and preschool children. [DSA Overview of Departments, pp.38-39, 2021] In fall 2021, the program hired an Early Intervention Specialist to support families and children with exceptionalities by providing resources, support, and individualized in-house services. [Early Intervention Specialist Announcement, 2022]

Student Engagement

FSU provides opportunities for campus engagement and involvement that promote student success. This is consistent with FSU's mission and vision which call for personal responsibility and transforming lives. [FSU Factbook, p.1, 2020-2021] By developing transferable skills, students are prepared to make meaningful contributions across their personal and professional lives following graduation. Academic and student support services foster engagement through programs, services, and opportunities for students at all levels on campus, in the community, and around the world.

Student Government Association

Student Government Association (SGA) provides students with representation, services, and advocacy. SGA provides leadership for, and accountability to, its constituency. [DSA Overview of Departments, p.30, 2021] SGA ensures student participation in governance and policy development; manages Activity and Service Fees; organizes events for students; receives and investigates complaints from students; acts on behalf of the student body on education-related topics; provides an official voice for student opinions; develops SGA policies; and encourages all students to participate in SGA activities. The three branches of the Student Government Association's elected and appointed students include the executive branch, legislative branch (Student Senate), and judicial branch (Student Supreme Court). [Constitution of the Student Body, 2020]

Congress of Graduate Students

The Congress of Graduate Students (COGS) is the official representative body of all post-baccalaureate, special, masters, specialist, professional, and doctoral students at the university. The Congress of Graduate Students supports the interests of graduate students in student life, campus services, and academics; manages the funds within its purview in a fiscally responsible manner; ensures student participation in governance and policy development; and provides an official voice for graduate student opinions. [COGS Administrative Code, p.4, 2018] COGS administers grants for academic and professional conference support. These grants help graduate students travel to academic conferences, present their research, and conduct research domestically and abroad. [COGS Attendance and Presentation Grants, 2022] [COGS Guidebook, 2020-2021] Aside from grants, COGS administers funds to graduate recognized student organizations (RSOs). Graduate RSOs provide essential activities and services to students of similar interests. [Congress of Graduate Student Budget, 2022-2023]

Student Union

The Student Union on the Tallahassee campus includes meeting spaces, an art center, bowling, billiards, and a music venue. [Student Union Programs and Departments, 2022] The Student Union underwent renovations between 2018 and 2022 to better serve the community and meet the needs of the student population. The renovations expanded opportunities for members of the FSU community to engage with one another in formal and informal spaces. [New Student Union Project, 2020]

Student Organizations and Involvement

Student Organizations and Involvement (SOI) supports over 650 recognized student organizations and provides resources for their leaders and advisors. SOI serves as a catalyst to engage and involve students by providing advising, training, and mentoring to student leaders and advisors; creating programs that foster interactions among the diverse members of the university community; and engaging student leaders in experiences. Through SOI's online portal, Nole Central, students can find, join, and create student organizations as well as learn about events hosted by student groups. [Nole Central, 2022] [Nole Central Organizations,

2022] SOI provides training and support for both students participating in recognized student organizations (RSO) and faculty or staff who are advising organizations. [RSO Handbook, 2021–2022] [RSO Advisor Handbook, 2021] [RSO 101 Back to Basics, 2022] SOI collaborates with campus partners to produce campus-wide signature events that foster traditions and community building, including the Involvement Fair, Market Wednesday, Family Weekend, and Homecoming. [Involvement Fair Spring, 2020] [Market Wednesday, 2022] [Family Weekend, 2021] [Homecoming Linked by Legacy, 2020] [Homecoming Channeling Tradition, 2021] [Panama City Homecoming, 2021]

The Panama City, Florida, branch campus provides opportunities for student involvement through recognized student organizations. [Panama City RSO Handbook, 2021-2022] [Panama City Registered Student Organizations, 2022] The Panama City campus also has a Student Government Council to provide students on that campus an opportunity to make decisions on behalf of their peers. [Panama City Student Government Council, 2022]

The Republic of Panama branch campus has a student government association with active student clubs that enrich campus life and student involvement. [Republic of Panama Student Government, 2022] [Republic of Panama Student Clubs, 2022] [Republic of Panama Club Fair, 2022] [Republic of Panama Debate Club, 2021] [Republic of Panama Writing Refinement Club, 2020]

Learning Communities

On the Tallahassee campus, ten Living-Learning Communities (LLCs) and a residential community for Honors students provide opportunities for those seeking an academically focused residential experience. All Living-Learning Communities benefit from the leadership of a faculty director who designs unique coursework and co-curricular activities based on a common theme or major of interest to participating students. [Living Learning Communities, 2022] The Honors Community houses students in a residence hall near the Honors, Scholars, and Fellows House on the Tallahassee campus. Along with other Honors program opportunities, members of this community benefit from in-hall advising, faculty speakers, and an Academic Resource Center that provides space to study, collaborate, and excel academically. [Honors Housing, 2019] The Panama City, Florida, Campus hosts two non-residential Learning Communities for students regardless of living situation. [Panama City Campus Learning Communities, 2022] "Engage 100" courses on the Tallahassee and Panama City campuses offer first-year learning communities that are not tied to on-campus housing. Similar to first-year experience classes at other institutions, "Engage 100" courses promote connection to peers along with utilization of campus resources and awareness of opportunities that promote the highest level of engagement and academic success. [Engage 100, 2022]

Student Veterans Center

The Student Veterans Center (SVC) coordinates and directs the university's resources and support programs for students who are veterans, active-duty personnel, Reserve and National Guard members, and military/veteran dependents. The transition to campus life for these students is eased through veteran-specific orientation sessions, a one-credit veteran success

course (SLS3407) for new students, and assistance with military and Veterans Affairs educational benefits. [Veterans Checklist, 2022] [Post 9/11 GI Bill at FSU, 2022] The FSU Veterans Alliance includes campus partners and represents the university's campus-wide commitment to veteran support and success. [Veterans Alliance Overview, 2022] Central to the SVC's mission is the integration of military/veteran students into the general student population and the leveraging of university resources to provide a quality educational experience. [Veterans Alliance Presentation, 2022] The SVC engages the university community in supporting its student veterans through events, education, and advocacy. [Veterans Alliance Monthly Briefing Sample, 2022] Guiding principles for the SVC include its focus on elevating veteran retention and graduation rates and facilitating opportunities and activities for personal growth, relationship building, and post-graduation success. [Veterans Alliance Information Sheet, 2021]

Transfer Student Services

Transfer Student Services (TSS) provides meaningful and productive educational experiences for students who transfer to FSU, achieved through outreach activities to promote effective academic strategies, use of campus resources, and connection to peer mentoring and faculty support. TSS offers the Transfers Creating Community program that matches students with a transfer community mentor who is trained to provide individual and small group activities for new transfer students. [Transfer Creating Community Mentoring Program, 2022] TSS also sponsors transfer roundtable events for students to engage in discussions with faculty and staff. Roundtable topics include, for example, networking, campus resources, career planning, and wellness. [Transfer Student Roundtable Samples, 2022]

Honors, Scholars, and Fellows

FSU has a history of providing recognition and support for outstanding students through its Honors Program, which has two pathways: University Honors Program and Honors in the Major. [Honors Program, 2022] Students in the University Honors Program are selected upon admission to FSU or after their first semester through the lateral admit process. These students are required to complete the Honors Colloquium Course and Honors Signature Courses. Honors Signature Courses are designed to foster flexible, higher-order thinking as a foundation for success in future courses such as those in the major or in post-graduate programs, leadership roles, and life-long learning. [Honors Signature Courses, 2022] The University Honors Program also includes specialty programs in pre-medicine, pre-law, and pre-business open exclusively to honors students. [Honors Medical Scholars, 2022] [Honors Legal Scholars, 2022] [Honors Business Scholars, 2022] Honors in the Major is open to any undergraduate with the minimum GPAs (3.2 FSU and 3.2 overall) and who applies within the requisite timeframe. Eligible students may graduate with honors by successfully completing an Honors in the Major project, which involves an original research or creative project developed under the direction of a faculty committee. [Honors in the Major Program, 2022]

The Center for Undergraduate Research and Academic Engagement involves students in academic engagement through a variety of programs. The Undergraduate Research Opportunity Program (UROP) pairs students with research mentors who give them experience as research assistants. These students assist faculty with research and creative projects while also engaging

with their peers in a UROP colloquium and presenting their research findings at the annual Undergraduate Research Symposium. [Undergraduate Research Opportunity Program, 2022] [Council on Undergraduate Research Award, 2019]

The Office of National Fellowships (ONF) seeks to benefit the development of student excellence and the personal growth of individuals whose efforts and contributions benefit the entire university community. ONF provides information and support throughout the fellowship application process for undergraduates to pursue fellowships for learning, international experiences, and research. Through one-on-one mentoring and direct assistance in applying for over 60 nationally competitive fellowships, ONF helps students to identify and achieve their academic, public service, creative, and leadership goals. [Office of National Fellowships, 2022] [ONF Success Stories, 2022] [ONF Spring Workshop Schedule, 2022]

The Graduate School sponsors programs to support the academic and professional development of graduate students. The Fellows Society, the university's graduate fellowship society, brings together outstanding graduate students who hold competitive university-wide fellowships for the purpose of interdisciplinary learning. Graduate students whose merits have been recognized through national fellowship programs, such as the Gates Millennium Scholars, National Science Foundation Graduate Research Fellowship Program, Charlotte Newcombe Woodrow Wilson Fellows, and other qualifying fellowship programs are also invited to become members. [Fellows Society, 2022] Fellows participate in regular events, including the Fellows Forum, the Annual Orientation and Leadership Training, President's Social, and other special events designed to encourage interdisciplinary exchange and to promote academic and professional development. [Fellows Society Events, 2022]

The Graduate School provides other opportunities for professional development open to all graduate students and postdoctoral fellows. Many fulfill requirements of the Preparing Future Faculty (PFF) Program or Preparing Future Professionals (PFP) Program. PFF assists doctoral students (and others headed toward academic careers) as they prepare for future faculty work. Through participation in coursework, workshops/seminars, online training, and/or mentoring, PFF Fellows increase their awareness of expectations for faculty performance and the resources available to aid in scholarly careers as well as build their readiness to address research, teaching, and related demands of faculty life. [Preparing Future Faculty, 2022] To prepare graduate students for professions outside of academia, the Graduate School offers a graduate certificate, Preparing Future Professionals (PFP) that includes coursework, professional development workshops, an internship/practicum or interviews in the field, and resume´ and portfolio development. [Preparing Future Professionals, 2022] Another professional development opportunity is the Program for Instructional Excellence (PIE) which supports the teaching efforts of graduate student teaching assistants. PIE also monitors compliance with university policies as well as state and federal requirements. PIE offers professional development programs that create opportunities to foster a sense of collaboration and community among all graduate student teaching assistants at FSU. [PIE Coffee Hour and Teaching Workshop Series, 2022] [PIE Flyer, 2022] [Biannual PIE Teaching Conference, 2022]

Service Learning

The Center for Leadership and Social Change (The Center) serves as a point of entry for all students interested in pursuing community service. [CLSC Mission and Vision, 2022] By engaging with the community through direct service, indirect service, advocacy, and research, students address areas of community need while also gaining valuable knowledge and skills. The Center offers resources to connect students with nonprofit agencies and community partners, whether they want to serve locally, domestically, or globally. In the 2020-2021 academic year, 3,365 FSU students (including those from off-campus instructional sites) utilized the university's ServScript program to report service hours on their official transcripts, totaling 204,656 hours of community service. [ServScript Program, 2021-2022] [ServScript Report, 2021-2022] The Center supports instructors incorporating service as a required or optional course component. In fall 2021 and spring 2022, students in 14 of the 18 colleges logged service hours associated with an academic course. [Course Related Service Report, 2021- 2022]

Student Recognition

The Garnet and Gold Scholar Society (GGSS) facilitates involvement and recognizes engaged, well-rounded undergraduate students who excel within and beyond the classroom in the areas of international, internship, leadership, research, and service. An undergraduate student who meets the criteria in three of these five areas and completes a Synthesis Reflection qualifies to graduate as a member of the GGSS. Through completion of engagement areas and associated reflections, Garnet and Gold Scholars exercise critical thinking and professional skills while enhancing their ability to synthesize and articulate information and experiences to varying audiences to demonstrate professional competencies. GGSS provides an opportunity for reflection and formal recognition for students on both the Tallahassee campus and the Panama City, Florida, campus. [Garnet and Gold Scholar Society, 2022] Since 2011, approximately 2,500 students have been inducted into the GGSS. [Career Center Annual Report, p.10, 2020-2021]

Student Academic Recognition

FSU has several ways of recognizing academic excellence that contribute to student motivation, confidence, and satisfaction. For example, high achieving undergraduate and graduate students may be invited to participate in academic honor societies. Some of these organizations are sources of networking opportunities and scholarships. Undergraduate Studies maintains a list of university recognized honor societies to help students avoid fraudulent invitations. [Scholastic Honor Societies, 2022] [College of Arts and Sciences Honor Societies, 2022]

Intercultural Learning and Global Engagement

Florida State University offers students options for global engagement. Annually, FSU sends over 1,500 students to study centers in London, Florence, and Valencia; the branch campus in the Republic of Panama; and abroad with faculty-led programs. [International Programs, 2022] Since 2006, FSU has ranked in the top 40 doctoral institutions for the number of students studying abroad. [Open Doors Study Abroad Leading Institutions, 2021]

The Center for Global Engagement (CGE) facilitates international diversity, fosters global understanding and awareness, and enhances internationalization efforts. The CGE provides support and programming in the following: intercultural programs; international student, scholar, and faculty services; workshops and trainings, certificate programs, and academic courses; international exchange programs; and other collaborative efforts with academic departments. [CGE Annual Report, 2020-2021] [CGE Brochure, 2022] The CGE's Intercultural Programs unit provides programs and events that promote, support, and enhance opportunities for international education and intercultural exchange. The CGE also provides opportunities for international students and scholars to act as cultural ambassadors of their home countries to the Tallahassee community. [Engage Your World Event, 2022] [Engage Your World Schedule, 2021-22] [International Coffee Hour, 2022] [International Bazaar, 2022] [Global Café, 2022] To share students' global learning experiences with the campus community, the CGE and International Programs collaborate to sponsor the Going Global Showcase of Student International Engagement during International Education Month. [Going Global Showcase, 2021] [International Education Month, 2021] [International Education Month Opening Reception, 2021]

Developing a Culture of Wellness

To support the university mission, which "strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement," student support services direct many efforts at serving and educating students about health and wellness. [FSU Factbook, p.7, 2020-2021] Student support services related to health and wellness include programs and services for physical wellness, mental health, emotional wellness, spiritual wellness, financial wellness, developing resilience, and student safety.

Student Health Center

In addition to providing direct medical services to students, University Health Services (UHS), through its health and wellness department, is committed to disease prevention and health promotion with special attention to nutrition, substance abuse, interpersonal violence, sexual health, and wellness. [UHS Annual Report, 2020]

Primary prevention strategies employed by UHS and designed to promote a culture of health and wellness include sexual health services and immunization campaigns. The Center for Health Advocacy and Wellness (CHAW) provides sexual health consultation for students. CHAW also provides free safer sex supplies, such as condoms, to students at designated locations and to student organizations upon request as well as free and confidential rapid HIV testing through certified counselors. [CHAW Sexual Health, 2022] UHS also offers a variety of immunizations for disease and illness prevention: Hepatitis A, Hepatitis B, HPV, Influenza, COVID-19, Japanese Encephalitis, Meningitis ACWY, Meningitis B, MMR, Pneumococcal, Polio, Td, Tdap, Typhoid, and Varicella. The UHS annual flu campaign promotes vaccination against influenza both within clinical appointments and in campus outreach events. [Stomp the Flu, 2021]

In response to COVID-19, University Health Services (UHS) developed and launched telehealth services and continues to offer both in-person and telehealth appointments. Services via

telehealth include primary care, mental health, women's care, physical therapy, nutrition, and wellness coaching. [UHS Services, 2022]

The Panama City, Florida, campus provides both immunization compliance and health services to students. [Panama City Student Health Services, 2022] [Panama City Health Requirements, 2022]

At the Republic of Panama campus, students receive assistance on a variety of topics through the Wellness Office. [Republic of Panama Wellness Office, 2019] Wellness Workshops deliver the tools students need to build emotional strength and resilience, handle stress, and develop healthy coping mechanisms. [Republic of Panama Brain Awareness Week, 2021] [Republic of Panama Wellness Workshops Spring, 2021]

Mental Health and Counseling

Counseling and Psychological Services (CAPS) on the Tallahassee campus provides tele-mental health and in-person mental health counseling services, treatment coordination services, and prevention programming for students on all campuses, educational sites, and distance learning programs. Services include single-session therapy, brief individual counseling, group psychotherapy, psychological assessment (including alcohol and other drug assessments), psycho-educational workshops and 24/7 crisis intervention services to help students resolve personal concerns which may be interfering with academic progress, social development, and emotional well-being. [CAPS Services, 2022] [CAPS In Case of Emergency, 2022] In addition, CAPS provides consultation services, outreach presentations, psycho-educational workshops, and prevention programming for the university community.

CAPS offers campus-wide events to increase awareness of mental health issues and educate students about healthy stress management tools and coping skills. [CAPS Campus Wide Events, 2021] [Fresh Check Day, 2022] [Stress Buster Day, 2021] Daily drop-in workshops for students began during the COVID-19 pandemic and have continued via Zoom as a convenient and accessible option for students. [CAPS Workshops, 2022] [CAPS Workshops Week of October 11, 2021] [CAPS Workshops Week of April 18, 2022]

On the Republic of Panama campus, the Wellness Office, staffed by the full-time faculty members in Psychology, offers basic counseling and referral services to students. [Republic of Panama Wellness Office, 2019] [Republic of Panama Mental Health Resources, 2021] In addition, the Wellness Office organizes seminars and workshops throughout the semester that address wellness topics and issues that are prevalent or relevant to the student population (e.g., handling stress, substance abuse, dealing with peer pressure). The open workshops are organized and announced at the beginning of each semester. [ROP Wellness Workshops, Fall 2020] [Republic of Panama Wellness Workshops Spring 2021]

The Panama City, Florida, campus has a Counseling Center staffed by a full-time mental health specialist who provides students with individual, couple, and group counseling services and mental assessments. The Counseling Center promotes mental health awareness, suicide prevention, and campus wellness through various outlets and events. In addition, the specialist

provides consultation regarding emotional, social, or academic issues as a part of crisis intervention and participates in on-campus committees and activities where mental health counseling services are needed. [Panama City Counseling Center, 2022]

Counseling and Psychological Services (CAPS) on the Tallahassee campus provides mental health care for the MFA students in Sarasota using tele-mental health. On the Tallahassee campus, it provides in-person or virtual services for distance learning students if they reside in the state of Florida. Current licensing laws prevent CAPS from providing ongoing mental health to individuals outside the state. For students living outside of Florida, CAPS helps distance learning students find local providers.

Physical Wellness

There are over 25,000 participants in Campus Recreation student programming. [Campus Recreation Annual Report, pp.1-2, 2019-2020] Campus Recreation provides co-curricular learning and recreational opportunities through its three areas: fitness, sports, and outdoors. [Campus Recreation Profile, 2019] The Bobby E. Leach Recreation Center and the Fitness and Movement Clinic provide indoor fitness and recreational space, group fitness classes, mind-body classes, cardio and weight equipment, and cross-functional training spaces. [Fitness Programs, 2022] Additionally, the Leach Recreation Center features an indoor track and a 16-lane by 25-yard pool with spa area including whirlpools and a sauna. Facilities include adaptive equipment to enhance accessibility. [Bobby E Leach Center Map, 2022] [Fitness and Movement Clinic Map, 2021] Students can participate in competitive or recreational sports through the Intramural Sports and Sport Clubs programs at the Rec SportsPlex, Main Campus Fields, Westside Courts, or Tully Gymnasium. The FSU Rez Lakefront Park provides an outdoor space for students to relax and enjoy nature. Students can swim, sun, kayak, canoe, play sand volleyball or disc golf, or be challenged on the high ropes course. [Sports and Outdoors, 2022] Through the official FSU Rec app, students access facilities and register for fitness classes, outdoor adventure trips, swim lessons, and safety courses as well as get details on personal training, intramural sports, and sport clubs. The app also provides hours of operation, real-time facility counts, and information on upcoming events. [FSU Rec App, 2022]

The Panama City, Florida, campus has opportunities for outdoor recreation. Situated on St. Andrews Bay, there is a private beach exclusively for FSU students. Students can also play sand volleyball at the edge of campus and go fishing at the North Bay pier. Other outdoor recreational opportunities in Panama City include basketball courts, horseshoes, disc golf, a walking trail, and an outdoor amphitheater. [Panama City Recreation, 2022]

On the Republic of Panama campus, students benefit from services offered through the sports coordinator. Sports offered include soccer, basketball, volleyball, table tennis, and golf, among others. Additionally, students at the Republic of Panama campus have access to the athletic facilities provided by the City of Knowledge (where the campus is located) with soccer and golf courts, gym, and a swimming pool. [Republic of Panama Athletic Report, 2018-2020]

Financial Wellness

FSU recognizes affordability is key to promoting student success and supporting first-generation and low-socioeconomic students. The university created financialsuccess.fsu.edu, an online resource for students. The website features resources related to paying for college; planning and budgeting; banking and credit; and investments, insurance, and taxes. [FSU Financial Success Hub, 2022] The website directs students to the Office of Financial Aid, which provides information and resources for financial literacy. [Office of Financial Aid Financial Literacy, 2022] [FSU Financial Aid GradMedLaw Budget Worksheet, 2022-2023] [FSU Financial Aid Undergraduate Budget Worksheet, 2022-2023] It also directs students to FS4U (Finding Scholarships for You), the campus-wide and centralized award management system for FSU Foundation scholarships. [FS4U, 2022]

The Center for Academic Retention and Enhancement (CARE) provides students with a full-time financial aid specialist dedicated to assisting students and parents with financial aid matters. The CARE financial aid specialist provides financial aid counseling services to students and parents covering topics such as eligibility, awards (including scholarships, grants, loans, and employment opportunities), budgeting, and other fiscal management issues. [CARE Financial Wellness, 2022]

Training and Resources for Supporting Student Wellness

Faculty and staff participate in Kognito, an online platform that creates simulated conversations where faculty and staff learn, practice, and self-assess their ability to manage difficult conversations, which can lead to positive changes in social, emotional, and physical health. [Kognito Mental Health Awareness Training, 2020]

To assist faculty and staff members who notice a student is struggling or needs assistance, the Department of Student Support and Transitions developed a quick reference sheet with tailored strategies for helping students in seven common scenarios (e.g., the student has not turned in assignments or logged into Canvas recently) and contact information for the department(s) that can assist the student. [How to Assist a Student of Concern, 2020]

Developed by Counseling and Psychological Services, the faculty well-being guidebook, *Promoting Well-being in Learning Environments*, provides a variety of research-based strategies, tools, and resources for faculty and staff to engage students in practices that promote mental health. [Promoting Wellbeing in Learning Environments, 2021]

The Office of Accessibility Services provides training for faculty and staff regarding supporting students with disabilities. [OAS Faculty Training Presentation, 2022]

Campus and Student Safety

The Florida State University Police Department (FSUPD) is an accredited Law Enforcement Agency. FSUPD currently maintains accreditation certification through the Commission for Florida Law Enforcement Accreditation, Inc. FSUPD supports the university mission by

promoting a safe and secure higher education environment, while providing proactive police and customer-related services aimed at reducing crime. [Message from the Chief, 2022]

FSUPD uses outreach programs to connect with the local community and promote crime prevention. [Crime Prevention and Outreach, 2022] Outreach programs include Adopt-A-C.O.P.P., a collaborative program with FSU Housing in which officers act as liaisons between the police department and the residence halls [Adopt a COPP Officers, 2022]; Citizen's Police Academy where students and staff can get a "hands on" learning experience of what being on the police force entails [Citizens Police Academy, 2022]; and Rape Aggression Defense (RAD) Training, a program that teaches self-defense tactics and techniques. [Rape Aggression Defense Training, 2022]

FSU Alert is the institution's emergency notification system. If there is a condition that threatens the health and safety of persons on campus, university officials warn the campus community using one or more delivery methods. [FSU Alert, 2022] Safety Connection, a computer application, is a free and optional personal safety service that is available to anyone with a valid FSUID. Safety Connection provides a way for students, faculty, and staff to call for help. Safety Connection includes multiple situational panic buttons that enable users to quickly contact FSU Police. Safety Connection features include check-in (sends their geo-location to FSU Police) and safe corridor (tracks their recent location, leaving a trail to the last visited site). If a user fails to check-in, an SOS Guardian is instantly triggered. SOS Guardian notifies FSU Police, providing the name and geo-coded location of the faculty, staff member, or student while transmitting live audio and streaming video of the surrounding area from their front-facing phone camera for two minutes. [FSU Everbridge, 2020]

FSUPD has produced an educational active shooter video at FSU, depicting a fictional attack in a residence hall. The video describes what do to in an active shooter event using the national law enforcement model of "Run, Hide, Fight." The video has been viewed over 532,900 times on YouTube. [Run Hide Fight Video Screenshot, 2018] [FSU Police Produce Education Active Shooter Video, 2018]

Information Technology and Library Resources

To enhance the range of programs and services mentioned above, the university provides an academic infrastructure for student support services.

Information Technology Services

The myFSU Portal serves as the hub for academic and student support services. From the myFSU Portal, students have personalized access to the myFSU Student Central system to view grades, register for classes, contact their advisor, and manage their student finances. Students may also use links within myFSU Portal for quick access to the university's learning management system (Canvas), technology support, and health and wellness services. [myFSU Portal, 2022] [Portal Screenshot, 2022] These services and more are also available via the free myFSU Mobile app, which further supports the academic and social engagement of students. [myFSU Mobile App, 2022] Through these tools, students connect to the resources and services

they need to be successful regardless of their location or device. [myFSU Portal Service Catalog, 2022] [myFSU Mobile Service Catalog, 2022]

FSU offers additional academic and student support services free of charge to encourage student success. Students, faculty, and staff members receive free downloads of Microsoft 365 Pro Plus, including Word, Excel, PowerPoint, OneDrive, Outlook, and Teams, to support coursework and communication. [Office Suite Service Catalog, 2022] A virtual computer lab, myFSUVLab, enables students and faculty to access additional, specialty software from anywhere with an internet connection, eliminating the need for students to purchase expensive subscriptions or licenses to course-specific software. [myFSUVLab Service Catalog, 2022] LinkedIn Learning grants access to online video tutorials and is provided free of charge to students, faculty, and staff to help them learn how to use new software and build in-demand soft skills crucial to their academic and professional success. Student Computing Support provides on-campus, discounted software support for students' personal devices, and the ITS Service Desk is available via phone, online chat, or webform to assist students with technology troubleshooting. [Office Suite Service Catalog, 2022] [myFSUVLab Service Catalog, 2022] [LinkedIn Learning Service Catalog, 2022] [Student Computing Support Service Catalog, 2022]

Learning Management System

The Office of Distance Learning (ODL) hosts and supports Canvas, the university-wide learning management system. Canvas delivers and manages instructional content in an interactive environment and handles course administration and tracking and reporting of student work. Students use Canvas to get assigned coursework and syllabi, turn in assignments, check grades, and communicate with instructors and classmates. Canvas features a notification system using email and text that students and faculty can respond to even when not logged into Canvas. [FSU Distance Learning Policy and Process, p.14, 2019]

Library Resources

The University Libraries support and enhance teaching, research, and service activities by providing organized access to information in a variety of formats, promoting information literacy, preserving information, and engaging in collaborative partnerships. The University Libraries' collection includes over 5.4 million volumes, with a website offering access to more than 446 databases, over 319,000 electronic journals, and over 2.8 million e-books. There are seven libraries on the Tallahassee campus: Robert Manning Strozier Library, Dirac Science Library, Claude Pepper Library, College of Music Allen Music Library, College of Law Research Center, College of Medicine Maguire Medical Library, and FAMU/FSU Engineering Library. Other FSU Libraries locations include FSU Panama City (Florida) Library and Learning Center, FSU Republic of Panama, John and Mable Ringling Museum of Art, FSU Florence Study Center, FSU London Study Center, and FSU Valencia Study Center. [Visiting our Libraries, 2022] The libraries offer extensive service hours, with Strozier Library offering up to 134 hours each week during the fall and spring terms. [Library Hours, 2022]

The extended campus and distance services librarian ensures access to library services and resources for all students and faculty at off-campus instructional sites or distance learning.

[Extended Campus and Distance Services Librarian, 2022] [Republic of Panama Research Ready with FSU Libraries, 2020]

Students and faculty at the FSU Ringling Center for Cultural Arts have access to the Conservatory library which consists of theatre, music, and film holdings and is located in the FSU Performing Arts Center. Additionally, students and faculty are given full online library privileges identical to those available at the main FSU campus. They also have access to the Ringling Museum of Art Library which is one of the largest and most comprehensive art research libraries in the Southeast.

FSU Libraries provides free peer tutoring both in-person and via Zoom in undergraduate subjects including chemistry, math, and physics. [FSU Libraries Annual Report, p.5, 2020-2021] [Libraries Tutoring, 2022] In spring 2022, the University Libraries provided over 1,200 eBook titles identified as adopted course materials, which saved students an estimated total of two million dollars. [eTextbooks, 2022]

University Libraries provides research assistance and resources to FSU students and faculty in all disciplines through its tiered service model, which ranges from walk up services to the expertise provided by the subject librarians and specialists in areas such as scholarly communication and data services. Library services can be accessed in person or virtually via the libraries' ask-a-librarian chat service. [FSU Libraries List of Services, 2022] [Ask a Librarian, 2022] The Library's website is a primary source of information for both on- and off-campus users and provides extensive information about services and resources provided by the libraries. The website is available to all students regardless of location or mode of delivery. Additionally, DigiNole, FSU's digital repository, provides online access to manuscripts, photographs, pamphlets, rare books, historic maps, and other materials from across the FSU campus libraries. [DigiNole, 2022] University Libraries supports scholars through the Interlibrary Loan, Library Express Delivery Service, and Curbside Delivery. [Interlibrary Loan, 2022] [Library Express Delivery Service, 2022] [FSU Libraries Curbside Pickup, 2022]

Academic Support Programs for Faculty and Advisors

Academic support programs and services for faculty provide a foundation for enhancing courses and engaging students in learning.

Center for the Advancement of Teaching, Division of Academic Affairs

The Center for the Advancement of Teaching (CAT) provides professional development opportunities to everyone who teaches at Florida State: faculty, including contingent faculty. CAT's support begins at the start of faculty careers, with a required, two-day course design institute for new faculty before their first fall semester begins. [CAT New Faculty Training, 2020]

CAT provides opportunities for faculty to attend course design seminars and workshops, and they also hold course design institutes for targeted groups in specific programs and those who teach the same course. In addition to multi-day course design seminars and curriculum retreats,

CAT also provides a variety of workshops, faculty reading groups, faculty learning communities, one-on-one consultations, and support for projects related to the scholarship of teaching and learning. Additionally, CAT provides consultative services such as feedback on teaching practices and course materials and opportunities to collect and discuss mid-semester feedback from students. Services are available in person and by Zoom. [CAT Faculty Reading Groups, 2022] [CAT Workshops and Seminars, 2021] [CAT Learning Centered Activities, 2022]

CAT also supports teaching through the Learning Assistant (LA) program, in which advanced undergraduates are hired and trained to work with faculty in their classrooms, facilitating learning activities. Further, through the LA program, CAT works with instructors to redesign courses and teaching practices to be more learning-centered; this intervention improves student success by improving final course grades and reducing course withdrawals. [CAT Learning Assistant Program, 2022] [CAT Teaching Transformation for Student Success, 2021]

Office of Distance Learning, Division of Academic Affairs

Office of Distance Learning (ODL) instructional personnel assist instructors with the design and development of online courses based on the national standards provided in the Quality Matters rubric. This includes guidance on universal design for learning, accessible course content, and techniques for improving student engagement with course content, peers, and instructors. Online courses are reviewed alongside quality standards, and instructors are provided feedback for revising courses. [FSU Online Quality Initiative, 2022] [FSU Distance Learning Policy and Process, pp.7-8, 11-12, 2019] Training is provided via webinars, workshops, and one-on-one consultations to support instructors on the use of academic technologies and application of best practices, accessibility of course content for a range of learners, methods for engaging students in online courses, and assessment design. [ODL Training and Workshops, 2022]

ODL provides testing services via online proctoring, on-campus proctored testing for specialty exams, and mark-sense form scanning for paper-based surveys and tests. [FSU Distance Learning Policy and Process, pp.14-16, 2019] [Proctored Testing, 2022] [Form Scanning, 2022] The Assessment and Testing unit within the Office of Distance Learning offers live proctoring and manages Honorlock, an online proctoring service used by faculty for some exams at no cost to students. [FSU Testing Center, 2022] [Florida Civic Literacy Test, 2022] Additionally, ODL administers anonymous course evaluations to students on behalf of the university that are used by faculty and administrators to evaluate and improve instruction. [Course Evaluations, 2022]

Advising First, Division of Undergraduate Studies

The university provides advisor training, information, and professional development that remains current with academic and related policies at the college, university, and state levels. The Advising First leadership team includes a full-time coordinator that facilitates new advisor training programs and ongoing professional development programs with help from a wide array of campus partners. [Advisor Training and Development, 2022] [Undergraduate Advising Orientation Guidebook, 2022]

Determination of Adequacy and Appropriateness to meet Student and Faculty Needs

The university determines the adequacy and appropriateness of academic and student support services primarily through surveys administered to students and faculty and through annual tracking of performance metrics at both the institutional and program levels. Additionally, national recognition of FSU programs and services provides some external validation of what is deemed adequate and appropriate to meet student and faculty needs.

Surveys

Florida State University participates in the National Survey of Student Engagement. In the most recent administration of the survey, 82% of first-year students indicated that the institution emphasized providing support to help students succeed academically and 84% indicated that the institution emphasized using learning support services such as tutoring services and the writing center. Additionally, 81% thought the institution emphasized support for overall well-being such as health care, counseling, and recreation. [NSSE Snapshot, 2020]

Results of FSU's annual Graduating Senior Survey indicate that the FSU Career Center is the primary way that students found employment after graduation (39%), exceeding other sources including family and friend connections (25%), internships (13%), internet ads (13%), and professional contacts (9%). [Graduating Senior Survey, 2021]

Regular ongoing surveys are administered to determine student satisfaction with advising provided by Advising First advisors. In 2021-2022, 92% of student respondents indicated that they were satisfied or very satisfied with their academic advising session. [Advising First Outcomes, p.1, 2021-22]

The Academic Center for Excellence surveys students who use academic support services. Among students attending study skills workshops in the 2020-2021 academic year, 96% of respondents strongly agree or agree they will use what they learned in the workshop while 94% strongly agree or agree that the workshop met their expectations. [ACE Annual Report, p.15, 2021]

The Office of National Fellowships (ONF) surveys students supported through the process of applying for competitive fellowships. In 2021-2022, 98% of respondents were very satisfied or satisfied with their ability to clarify academic and career goals through participation in ONF advising and programs. Additionally, 82% believed their writing abilities improved by working with the staff. [ONF Assessment, p.5, 2021-2022]

University Housing administers an annual survey of residents in campus housing. The Fall 2022 survey results indicate that students are highly satisfied with their on-campus housing experience. Specifically, 86% reported overall satisfaction with their on-campus housing experience and 97% feel safe living on campus. [Housing Satisfaction Survey, p.2, 2022]

Undergraduate Studies annually surveys Living-Learning Community (LLC) students who participate in specialized academic coursework and co-curricular activities. In the Spring 2021

administration, 94% of students indicated that participation in the LLC helped them experience a positive academic transition to college, 92% benefitted from positive interactions with faculty who taught LLC courses, and 91% would recommend the LLC to a new student. [LLC Survey Historical Summary, 2022]

In 2019, Information Technology Services (ITS) conducted a Voice of the Community (VOC) campaign to engage with the FSU community regarding their satisfaction with services. [VOC Infographic, 2019] [VOC Executive Summary, 2019] ITS regularly engages students to get feedback on programs and services. [Welcome Back to Campus Survey, 2021]

The Graduate School surveys students who participate in their programs. Results of the Program for Instructional Excellence (PIE) Fall 2021 survey indicated that 95% of the respondents will use ideas and materials from the PIE program and 95% strongly agree or agree that the program helped prepare them for their role as a teaching assistant at the university. [PIE Assessment, p.2, 2021-2022] The Office of Graduate Fellowships and Awards Fall 2020 survey results indicated that 96% of those who attended a workshop strongly agree or agree that the content was relevant to their needs for the fellowship application process. [OGFA Assessment, p.2, 2020-2021] A recent survey of all doctoral students indicated that 77% strongly agree or agree they received effective orientation to their academic program upon initial enrollment and 84% strongly agree or agree they have access to a comprehensive doctoral handbook detailing academic requirements and expectations. [Doctoral Student Survey, p.4, 2023]

The Office of Distance Learning (ODL) administers a Canvas User Survey each semester to assess if the learning management system meets the needs of instructors and students. The Spring 2021 Canvas User Survey for instructors showed that 68% strongly agreed or agreed that they are provided effective development opportunities to prepare and deliver quality online instruction. Instructors ranked the ODL Help Desk, websites, individual consultations, and workshops most helpful. Although fewer than half of instructors had completed the optional ODL asynchronous online Canvas Instructor Training Course, 73% of them strongly agreed or agreed that it was useful. [ODL Assessment, p.2, 2020-2021] [Canvas Instructor Survey, 2022] The Spring 2021 Canvas User Survey for students showed that 79% of students taking an online course rated the experience as very good or good and 92% said they would take another FSU online course. [ODL Assessment, p.3, 2020-2021]

The Office of Faculty Development and Advancement administers the Collaborative on Academic Careers in Higher Education (COACHE) survey every three years. This instrument assesses faculty satisfaction across multiple areas and compares institutional data to a national cohort and a select group of peer institutions. In 2021, 81% of respondents report overall satisfaction with FSU as place of employment and 94% recommend their department to others -- levels that exceed those reported at peer institutions. [COACHE Survey Highlights, 2021] [COACHE Report, 2021]

The FSU Libraries participate every three years in the Association of Research Libraries' LIBQUAL+ Program, which surveys students and faculty to determine how satisfied they are with the Libraries. This program defines and measures library service quality across research

libraries and institutions. Survey results provide benchmark data, including user expectations and perceptions of library staff. The results create useful quality assessment tools for local planning and decision-making and provide a valuable longitudinal view of the Libraries' progress. Overall results of the 2021 survey indicate that in the dimensions of Information Control (IC), Affect of Service (AS), and Library as Place (LP), the Libraries are meeting the needs of FSU students and faculty. Students were particularly satisfied with the level of courtesy and individual attention they received from library staff. [LIBQUAL Survey Results, p.24, 2021]

Annual Performance Metrics

FSU monitors key annual performance metrics to determine adequacy of academic and student support services. This includes retention and graduation trends along with other success indicators for all students and sub-populations of interest (e.g., transfers, Pell-eligible). The annual performance metrics are available on the website of the Office of Institutional Research. [IR Key Metrics, 2023]

The Center for Academic Retention and Enhancement (CARE) monitors the success of students who participated in the Summer Bridge program that includes intensive advising and academic support services for Pell-eligible and first-generation students. One of the key measures is the first-year retention rate of this population compared with the overall first-year student retention rate. Excluding the 2020 cohort, CARE participants have been retained at equal or higher rates than all first-year students every year since 2013. Among the 2021 cohort, 95.7% of CARE students were retained to the second year as compared with 93.6% of all first-year students. [CARE Retention Tracking, 2023]

The Center for the Advancement of Teaching (CAT) tracks faculty engagement with their services. In the 2018-2019 through 2021-2022 academic years, 999 unique faculty members had formal engagement with CAT programming and assistance, which represents 51% of unique full-time faculty employed during those years, an increase from 45% in the prior year. [CAT Assessment, 2021-2022]

National Recognition

The Association of Public and Land-grant Universities (APLU) honored Florida State University with the APLU 2021 Degree Completion Award acknowledging the university's comprehensive efforts to support all students in earning their degrees. This award is recognized as the most prominent in the country for student success and reinforces that the institution has adequate and appropriate student and academic support services. [APLU Award, 2021]

In 2022, FSU was recognized by INSIGHT Into Diversity magazine with the Higher Education Excellence in Diversity (HEED) award which recognizes the top institutions in the nation for their commitment to diversity and inclusion. FSU has been recognized nine years in a row with this distinction. [INSIGHT Award, 2022]

FSU International Programs was ranked 3rd in the nation by the Institute of International Education in its 2020-2021*Open Doors* report sponsored by the U.S. Department of State. [IP Ranking, 2022]

This chart provides a comprehensive list of student and academic support services at the Tallahassee main campus, two branch campuses, the off-campus instructional site in Sarasota, and distance learning. [Academic and Student Services Chart, 2022]

Conclusion

Consistent with its mission, the institution provides appropriate academic and student support programs, services, and activities. These programs are both adequate and appropriate to meet the needs of the students and faculty.

Evidentiary Documents

- FSUAccountabilityPlan2022.pdf
- FSUFactBook2021-2022.pdf
- IRDataDashboard.pdf
- IR-Data-Dashboard-Graduate-Students.pdf
- PCCampusOrganizationalChart.pdf
- FSUPanamaOrganizationalChart.pdf
- FSUSarasota.pdf
- FSUDistanceCampus.pdf
- AcadAndStuSupportServChart.pdf
- DSAMissionVisionValues.pdf
- StudentAffairsOrgChart.pdf
- DSAOverview.pdf
- AcademicAffairsOrgChart.pdf
- UGSMission.pdf
- UGSOffices.pdf
- UGSOrganizationChart.pdf
- GraduateSchoolProfessionalDevelopmentCatalog.pdf
- ProfessionalDevelopmentCoreCompetenciesAndWorkshop.pdf
- RepublicOfPanamaGuideToResidenceLiving.pdf
- StartingAtStatePreorientationModules.pdf
- NewStudentOrientationGuide.pdf
- TransferStudentOrientationGuide.pdf
- NewGraduateStudentOrientation.pdf

NewCurrentStudents.pdf

CollegeOfMusicGraduateStudentOrientation.pdf

CollegeofLawAdmittedStudents.pdf

CollegeOfMedicineOrientation.pdf

NewStudentChecklist.pdf

StudentGuideToLearningOnline.pdf

GettingStartedStudentEdition.pdf

PanamaCityNewStudentOrientation.pdf

PanamaCityNewStudentOrientationBooklet.pdf

RepublicOfPanamaNewStudentOrientationSpring.pdf

RepublicOfPanamaGraduateOrientationFall.pdf

SarasotaMFAOrientationAgenda.pdf

SarasotMFAHandbook.pdf

OfficeofUndergraduateStudies.pdf

AdvisorSearchWebsite.pdf

GPSOverview.pdf

D3andM4ParticipationData.pdf

D3andM4EventExamples.pdf

MoreinFourCanvasModules.pdf

HonorsAdvising.pdf

HighSchoolDualEnrollment.pdf

PanamaCityDualEnrollment.pdf

PreLawAdvisorHandout.pdf

PreMedicalAdvising.pdf

PreHealthAdvising.pdf

StudentAthleteAcademicServices.pdf

AcademicMappingExample.pdf

AcademicProgramGuide.pdf

ASPIREMaps.pdf

Advising-Website.pdf

GraduateandProfessionalStudentHandbook.pdf

PanamaCityAcademicAdvisingandStudentSuccess.pdf

RepublicOfPanamaAdvising.pdf

ItsAllAcademicROP.pdf

RepublicOfPanamaStudentGuideSpring.pdf

GuidetoResidenceLiving.pdf

OffCampusHousingInformation.pdf

PCSeminoleLanding.pdf

ROPResidenceLivingGuide.pdf

FGENNolesNetwork.pdf

LimitedIncomeNolesNetwork.pdf

RenaissanceMAN.pdf

CAREAcademicAdvising.pdf

CARECollegeLifeCoaching.pdf

CAREFinancialWellness.pdf

CAREStudyRooms.pdf

CARETutoring.pdf

CARETutoringandComputerLab.pdf

CARERetentionGraduationInstitutionalResearchDashbo.pdf

SAASLeadersYearningForExcellenceMayNewsletter.pdf

SAASLeadersYearningForExcellenceFebruaryNewsletter.pdf

SLS1122Syllabus.pdf

ACEAnnualReport.pdf

ACEWorkshops.pdf

ACESixWeeksToSuccess.pdf

SLS3140Syllabus.pdf

CATLearningAssistantProgram.pdf

CATTeachingTransformationforStudentSuccess.pdf

ReadingWritingCenter.pdf

TutoringResourcesAtFSU.pdf

PanamaCityPeerTutoring.pdf

RepublicOfPanamaMathLearningCenter.pdf

OfficeofAccessibilityServices.pdf

PanamaCityStudentAccessibilityServices.pdf

UndergraduateRoadMap.pdf

GraduateRoad Map.pdf

CareerCenterAdvising.pdf

CareerCenterEvents.pdf

FSUshadowHostInformation.pdf

FSUshadowStudentInformation.pdf

InternFSU.pdf

ProfessioNoleMentorsProgram.pdf

ProfessioNoleMentorStudentGuide.pdf

ProfessioNole Mentor Student Guide.pdf

PanamaCityCareerServices.pdf

PanamaCityCareerFair.pdf

InternshipInternationalRedCross.pdf

InternshipRepublicofPanama.pdf

JobOpportunityMAPFRE.pdf

InternshipWorldFoodProgramme.pdf

InternshipUNOPS.pdf

ApplyingToGraduateSchool.pdf

GoingtoGraduateSchool.pdf

WritingAPersonalStatement.pdf

GradSchoolBootCamp.pdf

LawGraduateandProfessionalSchoolFairs.pdf

OFAPolicyAndProcedureManual.pdf

OFAWebsite.pdf

PanamaCityFinancialAidBenefits.pdf

RepublicOfPanamaTuitionAndFees.pdf

DSSTBrochure.pdf

CaseManagementServices.pdf

DSAEmergencyReliefFund.pdf

VictimAdvocateProgram.pdf

VAPResources.pdf

PanamaCityVictimAdvocateProgram.pdf

FoodforThoughtPantryFactSheet.pdf

PanamaCityFoodPantry.pdf

DSAOverviewofDepartments.pdf

EarlyInterventionSpecialistAnnouncement.pdf

ConstitutionOfTheStudentBody.pdf

COGSAdministrativeCode.pdf

COGSAttendanceandPresentationGrants.pdf

COGSGuidebook.pdf

CongressOfGraduateStudentsBudget.pdf

StudentUnionProgramsAndDepts.pdf

NewStudentUnionProject.pdf

NoleCentral.pdf

NoleCentralOrganizations.pdf

RSOHandbook.pdf

RSOAdvisorHandbook.pdf

RSO101BackToBasics.pdf

InvolvementFairSpring.pdf

MarketWednesday.pdf

FamilyWeekend.pdf

HomecomingLinkedbyLegacy.pdf

HomecomingChannelingTradition.pdf

PanamaCityHomecoming.pdf

PanamaCityRSOHandbook.pdf

PanamaCityRegisteredStudentOrganizations.pdf

PanamaCityStudentGovernmentCouncil.pdf

RepublicOfPanamaStudentGovernment.pdf

RepublicOfPanamaStudentClubs.pdf

RepublicOfPanamaClubFair.pdf

RepublicOfPanamaDebateClub.pdf

RepublicOfPanamaWritingRefinementClub.pdf

LivingLearningCommunities.pdf

HonorsHousing.pdf

PanamaCityCampusLearningCommunities.pdf

Engage100.pdf

VeteransChecklist.pdf

Post911GIBillAtFSU.pdf

VeteransAllianceOverview.pdf

VeteransAlliancePresentation.pdf

VeteransAllianceMonthlyBriefingSample.pdf

VeteransAllianceInformationSheet.pdf

TransferCreatingCommunityMentoringProgram.pdf

TransferStudentRoundtableSamples.pdf

HonorsSignatureCourses.pdf

HonorsMedicalScholarsProgram.pdf

HonorsLegalScholars.pdf

HonorsProgramBusiness.pdf

HonorsInTheMajorProgram.pdf

UndergraduateResearchOpportunityProgram.pdf

CouncilOnUndergraduateResearchAward.pdf

OfficeofNationalFellowships.pdf

ONFSuccessStories.pdf

ONFSpringWorkshopSchedule.pdf

- FellowsSociety.pdf
- FellowsSocietyEvents.pdf
- PreparingFutureFaculty.pdf
- PreparingFutureProfessionals.pdf
- PIECoffeeHourAndTeachingWorkshopSeries.pdf
- PIEFlyer.pdf
- BiannualPIETeachingConference.pdf
- CLSCMissionandVision.pdf
- ServScriptProgram.pdf
- ServScriptReport.pdf
- CourseRelatedServiceReport.pdf
- GarnetandGoldScholarSociety.pdf
- CareerCenterAnnualReport.pdf
- ScholasticHonorSocieties.pdf
- CollegeofArtsandSciencesHonorSocieties.pdf
- InternationalPrograms.pdf
- OpenDoorsStudyAbroadLeadingInstitutions.pdf
- CGEAnnualReport.pdf
- CGEBrochure.pdf
- EngageYourWorldEvent.pdf
- EngageYourWorldSchedule.pdf
- InternationalCoffeeHour.pdf
- InternationalBazaar.pdf
- GlobalCafe.pdf
- GoingGlobalShowcase.pdf
- InternationalEducationMonth.pdf
- InternationalEducationMonthOpeningReception.pdf
- UHSAnnualReport.pdf
- CHAWSexualHealth.pdf
- StompTheFlu.pdf
- UHSServices.pdf
- PanamaCityStudentHealthServices.pdf
- PanamaCityHealthRequirements.pdf
- RepublicOfPanamaWellnessOffice.pdf
- RepublicOfPanamaBrainAwarenessWeek.pdf
- RepublicOfPanamaWellnessWorkshopsSpring.pdf
- CAPSServices.pdf

CAPSInCaseofEmergency.pdf

CAPSCampusWideEvents.pdf

FreshCheckDay.pdf

StressBusterDay.pdf

CAPSWorkshops.pdf

CAPSWorkshopsWeekofOctober11.pdf

CAPSWorkshopsWeekofApril18.pdf

RepublicOfPanamaMentalHealthResources.pdf

ROPWellnessWorskhops.pdf

PanamaCityCounselingCenter.pdf

CampusRecreationAnnualReport.pdf

CampusRecreationProfile.pdf

FitnessPrograms.pdf

BobbyELeachCenterMap.pdf

FitnessandMovementClinicMap.pdf

SportsAndOutdoors.pdf

FSURecApp.pdf

PanamaCityRecreation.pdf

RepublicOfPanamaAthleticReport.pdf

FSUFinancialSuccessHub.pdf

OfficeofFinancialAidFinancialLiteracy.pdf

FSUFinancialAidGradMedLawBudgetWorksheet.pdf

FSUFinancialAidUndergraduateBudgetWorksheet.pdf

[FS4U.pdf](FS4U.pdf)

KognitoMentalHealthAwarenessTraining.pdf

HowtoAssistaStudentofConcern.pdf

PromotingWellbeingInLearningEnvironments.pdf

OASFacultyTrainingPresentation.pdf

MessagefromtheChief.pdf

CrimePreventionAndOutreach.pdf

AdoptACOPPOfficers.pdf

CitizensPoliceAcademy.pdf

RapeAggressionDefenseTraining.pdf

FSUAlert.pdf

FSUEverbridge.pdf

RunHideFightVideoScreenshot.pdf

FSUPoliceProduceEducationActiveShooterVideo.pdf

myFSUPortal.pdf

PortalScreenshot.pdf

myFSUMobileApp.pdf

myFSUPortalServiceCatalog.pdf

myFSUMobileServiceCatalog.pdf

OfficeSuiteServiceCatalog.pdf

myFSUVLabServiceCatalog.pdf

LinkedInLearningServiceCatalog.pdf

StudentComputingSupportServiceCatalog.pdf

FSUDistanceLearningPolicyandProcess.pdf

VisitingOurLibraries.pdf

LibraryHours.pdf

ExtendedCampusandDistanceServicesLibrarian.pdf

RepublicOfPanamaNewStudentOrientationSpring.pdf

FSULibrariesAnnualReport.pdf

LibrariesTutoring.pdf

eTextbooks.pdf

FSULibrariesListofServices.pdf

AskALibrarian.pdf

DigiNole.pdf

InterlibraryLoan.pdf

LibraryExpressDeliveryService.pdf

FSULibrariesCurbsidePickup.pdf

CATNewFacultyTraining.pdf

CATFacultyReadingGroups.pdf

CATWorkshopsandSeminars.pdf

CATLearningCenteredActivities.pdf

FSUOnlineQualityInitiative.pdf

ODLTrainingandWorkshops.pdf

ProctoredTesting.pdf

FormScanning.pdf

FSUTestingCenter.pdf

FloridaCivicLiteracyTest.pdf

CourseEvaluations.pdf

AdvisorTrainingAndDevelopment.pdf

UndergraduateAdvisingOrientationGuidebook.pdf

NSSESnapshot.pdf

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GraduatingSeniorSurvey.pdf

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LLCSurveyHistoricalSummary.pdf

VOCInfographic.pdf

VOCExecutiveSummary.pdf

WelcomeBackToCampusSurvey.pdf

PIEAssessment.pdf

OGFAAssessment.pdf

DoctoralStudentSurvey.pdf

ODLAssessment.pdf

CanvasInstructorSurvey.pdf

COACHESurveyHighlights2021.pdf

COACHEReport2021.pdf

LIBQUALSurveyResults.pdf

IRKeyMetrics.pdf

CARERetentionTracking.pdf

CATAssessment.pdf

APLUAward.pdf

INSIGHTAward.pdf

IPRanking.pdf

<table>
<tr><td>12.2</td><td>The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student Support Services Staff)</td></tr>
</table>

  __X__ *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) employs an adequate number of academic and student support services staff with appropriate education or experience to accomplish its mission. [FSU Factbook, p.7, 2021-2022] Along with hiring qualified personnel to adequately support students across organizational lines, FSU provides consistent and effective staff training, evaluation, and ongoing professional development. FSU regularly reviews staffing levels with evaluation activities that include benchmark and peer comparisons, surveys, and other data analyses. Collectively, these efforts affirm that the university has an adequate number of academic and student support services staff at all locations, including the main campus in Tallahassee, branch campuses in Panama City (Florida) and Republic of Panama, the off-campus instructional site at the Ringling Center for Cultural Arts in Sarasota (Florida), and distance learning.

Organizational Structure for Academic and Student Support Services

FSU is organized into divisions and units that perform core functions designed to accomplish its mission. [University Organizational Chart] The Division of Academic Affairs and the Division of Student Affairs serve as the primary providers of academic and student support services for all campuses, instructional sites, and distance learning. [PC Campus Organizational Chart, 2023] [ROP Organizational Chart, 2023] [FSU Sarasota, 2022] [FSU Distance Campus, 2023] The relationships between academic and student support service, in Tallahassee, at off-campus instructional sites, and online are varied and may involve one or more of the following: direct on-site provision of services, shared supervision of services across locations and modalities, communication and collaboration across locations and modalities, and open access to virtual services provided through the main campus. These arrangements allow the institution to meet student needs, resolve issues, and support learning in alignment with the university's mission. The following chart provides a summary list of services found at the Tallahassee campus, branch campuses, off-campus instructional site, and through distance learning. learning. [Academic and Student Support Services Chart, 2022]

Division of Student Affairs

The mission of the Division of Student Affairs (DSA) is to empower and support all students to achieve their full potential. [DSA Mission Vision Values, 2018] The DSA provides student support programs for overall well-being including intellectual, occupational, emotional, physical, social, and spiritual development. The DSA on the

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Tallahassee campus employs 398 full-time, non-student staff. Of those staff members, 257 are administrative and professional staff. Executive team members in the division include the Vice President for Student Affairs, two Associate Vice Presidents for Student Affairs, an Assistant Vice President for Student Affairs, 5 program directors who support division-wide services, and 15 individual department directors. Staff members work in one of the 15 departments that make up the Division of Student Affairs or in a central support role in the Office of the Vice President for Student Affairs. [Division of Student Affairs Organization Chart, 2023] [Division of Student Affairs Overview of Departments, 2021] [Division of Student Affairs Departments, 2022]

Division of Academic Affairs

The Division of Academic Affairs is the largest organizational unit within the university. It consists of 18 colleges, the Graduate School, Undergraduate Studies, University Libraries, Enrollment Management (including Admissions, Financial Aid, and the Registrar), International Programs, Office of Distance Learning, Information Technology Services, Office of Faculty Development and Advancement, Center for the Advancement of Teaching, and other administrative and support units. Of these units, Undergraduate Studies is the primary provider for and campus coordinator of academic support services for undergraduate students while the Graduate School coordinates with the various colleges to support graduate students. Additionally, the College of Medicine and the College of Law have academic and student support service functions within their own organizational structures. [Academic Affairs Organization Chart, 2022] The Office of Distance Learning plays a dual role of coordinating academic and student support services for distance learning students specifically while serving students at all locations and modalities with the learning management system (Canvas) and connection to other online learning resources.

Undergraduate Studies

Undergraduate Studies provides a wide array of academic support and engagement programs to promote student success and retention to graduation for all undergraduates. The mission of Undergraduate Studies is to assure that each student at Florida State University receives a strong educational foundation on which to build a successful academic program of studies. [Mission of Undergraduate Studies, 2023] Undergraduate Studies employs 169 full-time, non-student staff. Of those staff members, 24 are faculty members (largely in leadership positions) and 145 are administrative and professional staff (largely in academic advising and support positions). The leadership in Undergraduate Studies includes the Associate Provost and Dean of Undergraduate Studies, 4 Associate Deans, 6 Assistant Deans, 7 Directors, and 2 Associate/Assistant Directors. Staff members work in one of the Undergraduate Studies units or in a central support role in Undergraduate Studies. [Undergraduate Studies Organization Chart, 2023]

Graduate School

The Graduate School supports students in graduate and professional programs and activities at the university. Beyond its role with admissions, the office provides assistance in academic matters, advice on university-wide degree requirements, information on the availability of financial assistance including assistantships, fellowships and scholarships, as well as approval for theses and dissertations. [The Graduate School, 2023] [Graduate Student Handbook, 2023] The Graduate School employs 25 full-time, non-student staff. The leadership team in the Graduate School includes the Dean of the Graduate School, four Assistant or Associate Deans, and one Senior Graduate Policy Program Coordinator.

Staffing at FSU Panama City, Florida

On the FSU Panama City branch campus, academic and support services are housed in the Office of the Dean. The Associate Dean for Student and Strategic Initiatives oversees two related departments. First, the Department of Student Affairs on the Panama City campus provides services to students in the areas of student conduct, student government and organizations, recreation, accessibility services, and orientation. The Director of Student Affairs is a dual report to both the Office of the Dean at Panama City campus and the Office of the Vice President for Student Affairs at the Tallahassee campus (primary report). Second, the Department of Enrollment Management and Student Success on the Panama City, Florida, campus is responsible for both recruitment and retention initiatives, including admissions, financial aid, academic advising, tutoring, early alert/progress reports, and academic engagement programs. The Associate Dean for Academic Affairs at Panama City oversees administrative and support positions including the campus librarian and the campus registrar, both of whom coordinate with Tallahassee campus operations. [PC Campus Organizational Chart, 2023]

Staffing at the Republic of Panama

On the Republic of Panama campus, academic and student support services report to the Vice Rector for Academic Affairs. Students on the Republic of Panama campus are afforded a variety of services, including admissions and records, orientation, disability services, student conduct, academic advising, clubs and organizations, student government, wellness, and more. [Republic of Panama Organizational Chart, 2022]

Staffing at FSU Ringling Center for Cultural Arts (Sarasota)

At Sarasota, academic and student support services are the responsibility of the Director of the School of Theatre (College of Fine Arts) who oversees the on-site Faculty Program Director and Student Services Office that works directly with students and connects them to resources on the Tallahassee campus as well as in the local Sarasota community.

Qualified Academic and Student Support Services Staff

FSU has hiring practices to ensure that academic and student support services meet appropriate standards of educational qualifications or professional experience. The resumes and curriculum vitae of FSU unit level leadership included in Tables 1-6 below demonstrate highly qualified professionals in terms of both experience and education.

Administrative and Professional (A&P) staff positions are most commonly used for those providing direct academic and student support services at FSU. While unit leadership positions typically require a master's degree, staff level positions like Academic Advisor and Career Liaison (which provides industry-specific career advising and internship support) require the bachelor's degree. Staff typically have higher qualifications than the minimum. For example, 10 of 11 Career Liaisons (91%) and most Advising First Academic Advisors and College Life Coaches have a graduate degree (62%). [Academic Advisor Position Description] [College Life Coach Position Description] [Career Liaison Position Description]

Specialized faculty are commonly employed for academic and student support services within the Division of Academic Affairs and Undergraduate Studies. Specialized faculty are non-tenure earning positions and have a promotional path (e.g., Teaching Faculty I-III and Instructional Specialist I-III) as structured by university procedures and Undergraduate Studies Bylaws. [Specialized Faculty Promotion Process Memo, 2022] [Undergraduate Studies Bylaws, p.6-7, 2022] Teaching Faculty are employed in programs that offer undergraduate coursework (i.e., Honors and the Academic Center for Excellence). Instructional Specialists are employed for leadership positions that may involve some teaching but have a broad focus on advising or academic support and administration – often staff at the level of program director or assistant or associate dean. The minimum qualifications for these positions include the master's degree for Instructional Specialist and the terminal degree for Teaching Faculty. While Instructional Specialist requires the master's degree, the terminal degree is the preferred faculty qualification as advertised in vacancies. For the 23 specialized faculty positions in Undergraduate Studies, 78% hold the terminal degree with another 17% currently enrolled in a terminal degree program. [Faculty Job Class Specifications]

The Office of Human Resources maintains job class specifications that are available on a searchable website by pay plan and job class. All staff positions have a position description (PD) which is reviewed, at a minimum, prior to posting a vacancy. All faculty positions must have an Assignment of Responsibilities (AOR) that is completed each year, prior to the start of the new academic year, by the appropriate dean, director, or department chair. The AOR outlines the assigned division of faculty time between instruction, research, service, and administrative responsibilities. Advising and academic support functions are included under the category of instruction. [Job Classifications Online Search, 2022] [AOR Memo, 2022] [AOR Worksheet]

After identifying a top candidate, the hiring department verifies education and experience and conducts a background check before the job offer can be made or entered into the

human resources system (e.g., review of official transcript(s), letters of recommendation, and reference checks). [Confirming Candidate Qualifications, 2022] In order to ensure consistent and fair hiring practices, the Office of Human Resources provides educational materials and training to those serving on search committees and making hiring decisions. [Search Committee Training, 2022]

Staffing for Division and Unit Leadership Positions

The following Tables 1 – 6 include the names, titles, position responsibilities, and qualifications for leadership of academic and student support services units at FSU. The tables and supporting documents demonstrate the educational and experiential qualifications for the positions they hold. The name is linked to the individual's curriculum vita or resume and the position is linked to the position description.

Table 1: Division of Student Affairs – Unit Leadership

Name	Position	Educational Qualifications
Amy Hecht	Vice President for Student Affairs	Ed.D., Higher Education Management, University of Pennsylvania, 2012
Brandon Bowden	Associate Vice President for Student Affairs	Ed.D., Educational Leadership, Florida State University, 2014
Angela Lauer Chong	Associate Vice President and Dean of Students	Juris Doctorate, Stetson University College of Law, 2009 M.S., Higher Education, Indiana University, 2000
Zduy Chu	Assistant Vice President for Student Affairs	Ed.D., Educational Leadership, Georgia State University, 2016
Freddy Juarez	Director of Fraternity & Sorority Life	M.S., Higher Education Administration, Florida State University, 2015
Shannon Staten	Executive Director of University Housing & Childcare	Ph.D., Counseling and Personnel Services, University of Louisville, 2016

Robyn Brock	Director, New Student & Family Programs	Education Specialist, Higher Education, Florida State University, 2020 M.S., Higher Education, Florida State University, 2003
DeOnte Brown[1]	Assistant Dean & Director of the Center for Academic Retention & Enhancement	Ph.D., Learning Sciences, Clemson University, 2021 M.Ed., Educational Leadership, Florida A&M University, 2011
LaToya Stackhouse[2]	Director of Student Affairs, Panama City Campus[2]	Ed.D., Curriculum Studies, Georgia Southern University, 2022 M.Ed., Higher Education Administration, Georgia Southern University, 2016
Chad Morgan	Associate Dean of Students and Director of Student Conduct	Ed.D., Education and Innovation, Arizona State University, 2020
Cynthia Green	Director of the Center for Global Engagement	Ed.D., Higher Education Administration, University of Alabama, 2012 M.A., Teaching English as a Second Language, School for International Training, 1988
Joi Phillips	Director of the Center for Leadership & Social Change	Ph.D., Education Policy and Evaluation, Florida State University, 2015 M.S., Higher Education, Florida State University, 2006
Justin Computaro	Interim Director of the Student Union	Ph.D., Higher Education, Virginia Tech, 2017

Hire In Progress	Director of Strategic Planning & Assessment	
Felicia Williams	Director of Student Engagement	Ph.D., Educational Leadership, Florida State University, 2016
Christopher Morris	Director of Campus Recreation	M.S., Kinesiology, Sam Houston State University, 1998
Shelley Ducatt	Senior Associate Dean, Department of Student Support & Transitions	Ph.D., Higher Education Research, Texas Tech University, 2014 M.A., College Student Personnel, Bowling Green State University, 1994
Tricia Buchholz	Director, Title IX Office	Juris Doctorate, Indiana University-Purdue University Indianapolis, 2016
Carlos Gomez	Director of Counseling & Psychological Services	Ph.D., Counseling Psychology, University of Miami, 2003
Amy Magnuson	Director of University Health Services	Ph.D., Food and Nutrition, Florida State University, 2010
Leslie Mille	Interim Director of the Career Center	M.S., Higher Education, Florida State University, 2015
Rose Rezaei	Director of the Center for Health Advocacy & Wellness	Ed.D. (in progress), Higher Education and Student Affairs, Florida State University, anticipated 2023 M.Ed., Curriculum and Instruction, University of South Florida, 2011
Sarah Lull	Senior Assistant Dean & Director of Victim Advocate Program	M.S.W., Social Work, Loyola University Chicago, 2012

| Sierra Turner | Director of the Office of Representation, Inclusion, & Student Equity | Ph.D., Educational Leadership, University of Alabama, 2016 |

[1] The Center for Academic Retention and Enhancement dual reports to the Division of Student Affairs and the Division of Academic Affairs.

[2] The Director of the Department of Student Affairs on the FSU Panama City campus reports to the Assistant Vice President for Student Affairs on the Tallahassee campus and has a dotted line to the Associate Dean for Student and Strategic Initiatives on the Panama City campus.

Table 2: Undergraduate Studies – Unit Leadership

Name	Position	Educational Qualifications
Joe O'Shea	Associate Provost and Dean of Undergraduate Studies	Ph.D., Education, University of Oxford, 2011
Nikki Raimondi	Associate Dean of Undergraduate Studies/ Instructional Specialist III	Ph.D., Marriage and Family Therapy, Florida State University, 2001
LaShae Roberts	Assistant Dean of Undergraduate Studies and Director of Advising First	M.S.W., Clinical Social Work, Florida State University, 2019
Holly Hunt	Director of the Academic Center for Excellence/ Instructional Specialist	Ph.D., Learning and Cognition, Florida State University, 2023
Courtney Barry	Assistant Dean of Undergraduate Studies (Academic Services)/ Instructional Specialist I	Ph.D., Learning and Cognition, Florida State University, 2015 M.S., Higher Education Administration, Florida State University, 2001
Heather Bishop	Assistant Dean of Undergraduate Studies (Community College Relations & Advising Systems)/ Instructional Specialist I	Ph.D., Higher Education Administration, Florida State University, 2001

Robin Haggins	Director of Transfer Services / Instructional Specialist I	M.S., Social Science/Public Administration, Florida State University, 1998
Scott Thorp	Director of Advising Systems (Technology)/ Senior Business Analyst	B.S., Social Science Education, Florida State University, 2000
Michael Hart	Director of Academic Mapping	M.S., Higher Education, Florida State University,1998
Allison Peters	Assistant Dean of Undergraduate Studies (Retention & Engagement)/ Instructional Specialist I	Ph.D., Higher Education, Florida State University, 2018
T. Lynn Hogan	Assistant Provost and Associate Dean for Liberal Studies	Ph.D., Higher Education Administration, Bowling Green State University, 1993
DeOnte Brown[1]	Assistant Dean and Director of the Center for Academic Retention & Enhancement/ Instructional Specialist I	Ph.D., Learning Sciences, Clemson University, 2021

M.Ed., Educational Leadership, Florida A&M University, 2011 |
| Miguel Negron | Assistant Dean and Director of Student Athlete Academic Services | Ph.D. (in progress), Sports Studies, Mississippi State University, anticipated 2023

M.S., Sports Administration, University of Louisville, 2012 |
Paulette Curtis	Associate Dean and Director of University Honors Program/ Instructional Specialist I	Ph.D., Social Anthropology, Harvard University, 2003.
D. Craig Filar	Associate Dean and Director of the Office of National Fellowships/ Instructional Specialist III	Ph.D., Music Theory, Florida State University, 2005
Latika Young	Director/ Instructional Specialist II	Ph.D. (in progress), Educational Leadership and Policy Studies, Florida State

		University, anticipated Spring 2024 Ed.M., International Educational Development, Columbia University, 2012

[1]The Center for Academic Retention and Enhancement is a dual report to the Division of Student Affairs and the Division of Academic Affairs.

Table 3: Additional Academic and Student Support Services – Unit Leadership

Name	Position	Educational Qualifications
Jill Flees	Director of Graduation Planning Strategies / Undergraduate Ombudsman	M.S., Higher Education, Florida State University, 2007
Leslie Richardson	Director/ Instructional Specialist II	Ph.D., English, Tulane University, 1998
Kamila Albert	Director/ Teaching Faculty I	Ph.D., Rhetoric and Composition with Minor in Digital Writing Center Theory and Practice, Florida State University, 2021
Louisa Blenman	Associate Director of International Programs	M.S., Higher Education, Florida State University, 1994 M.B.A., Business, Florida State University, 2012 Postgraduate Diploma, Research in Education, University of London, 2005
Kimberly Barber	University Registrar	Ph.D., Instructional Systems, Florida State University, 2013
Sue Vickers	Director of Financial Aid	M.S., Higher Education, Florida State University, 2016
Robert Fuselier	Director, Office of Distance Learning	M.S., Information Technology, Florida State University, 2017

Gale S. Etschmaier	Dean of University Libraries/ University Librarian	Ed.D., Higher Education Management, University of Pennsylvania, 2010 M.L.S., Library and Information Science, State University of New York at Albany, 1980
Mark Riley	Dean of the Graduate School	Ph.D., Nuclear Physics, The University of Liverpool, 1985
Adrienne Stephenson	Assistant Dean and Director of Graduate Fellowships & Awards / Graduate Ombudsman	Ph.D., Pharmacology & Toxicology, Florida A&M University
Nancy Benavides	Associate Dean, College of Law (Academic Programs and Student Advancement)/ Instructional Specialist III	J.D., Law, University of Maryland, 1992
Alma Littles	Senior Associate Dean for Medical Education and Academic Affairs / Interim Dean of the College	M.D., Medicine, University of Florida, 1986
Robert Campbell	Associate Dean of Student Affairs and Admissions, College of Medicine	M.D., General Medicine, University of South Florida, 1995
William Francis	Director of the Student Veterans Center	M.A., Business Administration, Eastern New Mexico University, 1997 M.A., Aerospace Strategy, Air University,1999 M.S., National Security Strategy, National War College, 2005
Rhonda Harris	Assistant Vice President and Chief of Police	M.P.A., Public Administration, Rutgers, 2007

Table 4: Panama City Campus – Unit Leadership

Name	Position	Educational Qualifications
Irvin Clark	Associate Dean, Student and Strategic Initiatives / Instructional Specialist I	Ed.D., Educational Leadership and Change, Fielding Graduate University
Amy Polick	Associate Dean for Academic Affairs	Ph.D., Experimental Psychology, Auburn University, 2011
LaToya Stackhouse	Director of Student Affairs[2]	Ed.D., Curriculum Studies, Georgia Southern University, 2022 M.Ed., Higher Education Administration, Georgia Southern University, 2016
David Henry	Director of Enrollment and Student Success	M.S. Ed., Enrollment Management, University of Miami, 2009
James Allen	Director of Academic Services & Campus Registrar	M.S., Communication Theory & Rhetoric, Florida State University, 2003

Table 5: Republic of Panama – Unit Leadership

Name	Position	Educational Qualifications
Alexandra Anyfanti	Vice Rector for Academic Affairs and Interim Student Affairs Director	Ed.D., Educational Leadership and Policy, Florida State University, 2019
Adam Tratner	Student Affairs Director	Ph.D., Psychology, Oakland University, 2020

Table 6: Ringling Center for Cultural Arts (Sarasota) – Unit Leadership

Name	Position	Educational Qualifications
Bradley Brock	Director of Operations, Asolo Conservatory	Ed.D., Higher Education, Florida State University, 2014
Andrei Malaev-Babel	Faculty Program Director, Asolo Conservatory	M.F.A., Directing/Acting/ Teaching, The Schukin Theatre Institute of the Vakhtangov State Academic Theatre, 1991

Departmental Training and Development, Performance Evaluation, and Campus Development Opportunities for Academic and Student Support Services Staff

Academic and student support services staff have access to adequate professional development opportunities, including job-specific training upon hire, ongoing department and university-wide training and development opportunities, and support for travel to conferences as funding permits. Additionally, employees on all campuses and instructional sites participate in the annual performance review process that includes recognition, feedback, and actions for improvement as appropriate.

Training and Professional Development

Upon hire, professional staff in the Division of Student Affairs participate in departmental onboarding guidance and training related to their positions so they are equipped with the knowledge and skills to perform their responsibilities. In most cases, these are highly customized trainings such as those in the Career Center, University Housing, and Counseling and Psychological Services. [Career Advisor Training, 2022] [Career Advisor Manual, 2022] [Housing Professional Staff Training, 2022] Additionally, DSA provides periodic opportunities for in-house training and development such as:

- An annual half-day event that includes the State of the Division of Student Affairs address and professional development sessions. [State of the DSA and Professional Development, 2020]

- Regular sessions for professional development around specific topics of interest as facilitated by DSA staff and FSU colleagues. [Fall 2019 DSA Professional Development Sessions] [Fall 2020 DSA Professional Development Sessions]

Upon hire, faculty members in the Division of Academic Affairs participate in the new faculty orientation program sponsored by the Office of Faculty Development and Advancement. This includes information about FSU mission and goals, organization and campus culture, policies/procedures, student composition, and pedagogical best practices. [New Faculty Orientation, 2022] Faculty are also invited to participate in a variety of

ongoing professional development activities, including lectures and workshops, leadership development, mentoring activities, and award application opportunities. [Faculty Development Special Events, 2022] [Faculty Leadership Development Program, 2022] Those academic support staff teaching first-year engagement or student success courses are supported by the Center for the Advancement of Teaching (CAT), which offers workshops and seminars, faculty reading groups, and teaching resources. [Center for the Advancement of Teaching, 2022] [CAT Workshops and Seminars, 2022]

Upon hire, academic support staff participate in the Advisor Training Program, sponsored by Undergraduate Studies, which covers topics such as academic policies, degree requirements, advising best practices, student development and educational needs, academic support and interventions, advising technology, and campus resources. While this program is required for advisors and many other employees in the Division of Undergraduate Studies, it is open and strongly encouraged for all advising and academic support staff across campus as a supplement to unit training. [New Advisor Training Agenda, 2022] Ongoing professional development is provided by the Council of Informed Advisors (CIA) as coordinated by Undergraduate Studies but open and encouraged for all employees who advise students. Continued support includes regular meetings, training opportunities, communication through a Canvas (Learning Management System) organizational site for sensitive or confidential materials, a weekly newsletter, and a member listserv. [CIA Dispatch Newsletter Sample, 2022]

Performance Evaluations

All regular university employees participate in performance evaluations at least once a year, a process which includes written assessment by the supervisor and discussion with the employee. The process is designed as a constructive tool for promoting continual improvement, documenting and addressing substandard performance, and recognizing excellence. The evaluation timeline is based on the job classification:

- Administrative and Professional (A&P) employee evaluations are completed by September each year in accordance with procedures set forth by the Office of Human Resources and expectations set forth by the division/unit and the employee's position description. [Performance Evaluations, 2022]

- Faculty evaluations are completed by early May each year in accordance with procedures set forth by the Office of Faculty Development and Advancement and the expectations set forth in college or division bylaws and the faculty member's Assignment of Responsibilities (AOR) established for the academic year. [Annual Faculty Performance Evaluation Memo, 2022]

Centralized Professional Development Opportunities

Florida State University's Human Resources Office provides workplace training and personal development for university employees. Within Human Resources, the Office of Continuous Improvement and Training (CIT) offers courses that span a range of topics such

as financials, human resources, customer service training, leadership and supervisory training, and computer-based training. To maximize convenience and accessibility of training, CIT offers learning opportunities in person and online. Courses are available to all faculty and staff at all campuses and instructional sites. [Human Resources Training and Development, 2022] [Training Course Catalog, 2022] Additionally, employees at all FSU campuses and instructional sites have access to self-guided training through LinkedIn Learning which provides access to thousands of video courses that cover an array of business, software, and creative skills. [LinkedIn Learning, 2022]

As another form of professional development, FSU offers an Employee Tuition Waiver which enables full-time faculty and staff to enroll in a maximum of six hours of tuition-free coursework per semester (on a space available basis) with supervisor approval. Both the Division of Student Affairs and the Division of Academic Affairs have strong connections to FSU's Higher Education graduate degree program which serves as both a professional development opportunity and a pipeline of well-prepared graduate students and professionals for employment opportunities in academic and student support services. [FSU Employee Tuition Waiver, 2022]

Employees in the Division of Student Affairs and the Division of Academic Affairs can participate in professional associations and related development opportunities, including service in organizational leadership roles and participation in conferences. The university encourages employees to share their research findings and best practices by providing travel funds to faculty and staff presenting at conferences related to academic and student support services. [DSA Professional Development Expectations, 2021] [Advising First Salary Promotion Plan, pp.2-3, 2023]

Evidence of Adequate Staffing for Academic and Student Support Services

FSU ensures an adequate number of academic and student support services staff by analyzing quantitative and qualitative data collected through staffing analyses and benchmarks, student surveys, department reviews, and monitoring student success trend data. Data-driven decision-making is ingrained in the way FSU operates across structural units to engage in ongoing determination of adequacy that is responsive to changes as dictated by student population, state needs, national trends, and other circumstances.

Staffing Analyses and Benchmarks

To ensure staffing levels meet academic advising needs, FSU has considered the national median of student-to-advisor ratio (296:1) as determined by the National Academic Advising Association (NACADA) in its 2011 national survey which is still widely used. [NACADA National Survey of Academic Advising, 2013] Undergraduate academic advising at FSU is largely provided by professional advisors in positions that are classified as Academic Advisor or Academic Program Specialist, with faculty providing ancillary advising in some units. Looking at professional staff advising positions only, FSU has an undergraduate student-to-advisor ratio of roughly 252:1 for undergraduates, better than the NACADA benchmarks. However, this calculation does not factor in the extra layer of

academic support that is provided by specialized advising staff in units that support special populations (e.g., first-generation or low-income, athletes, honors, high school dual enrollment) or the broader student support provided by the Center for College Life Coaching within Advising First. [FSU Academic Advisors for Undergraduate Students, 2023] [Undergraduate Advisor Ratio, 2022]

FSU academic and student support services meet standards for adequate staffing established by specialized accreditations. The following examples highlight specific examples in both student affairs and academic affairs.

- University Health Services (UHS) is accredited through the Accreditation Association for Ambulatory Health Care (AAAHC). AAAHC requires that all personnel assisting in the provision of health care are appropriately qualified and supervised and are available in sufficient numbers for the care provided (Standard 4.C). University Health Services was deemed compliant with this standard. UHS received notice of accreditation status on July 9, 2021, and undergoes reaccreditation review in February 2024. [23053 University Health Services Florida State University DL 10.29.2020]

- FSU Counseling and Psychological Services (CAPS) is accredited by the International Accreditation of Counseling Services (IACS). In accordance with IACS standards, counseling functions are performed by professionals with a minimum of a master's degree from relevant disciplines such as: counseling psychology, clinical psychology, counselor education, social work, marriage and family, or mental health counseling (Standard IV). In addition, IACS standards address adequate staffing and explicitly state that every effort should be made to maintain minimum staffing ratios in the range of one FTE professional staff member (excluding trainees) for every 1,000-1,500 students. The September 2020 memo from IACS substantiates the "high standard of service" provided by CAPS, "phenomenal growth" of staffing, and continued accreditation status. [IACS Letter 2020] [IACS Staff to Student Ratios] [IACS 2020 Standards]

- The Liaison Committee for Medical Education (LCME) requires medical schools to provide academic support and student services in a number of areas including: student safety, library resources, information technology, academic advising, career advising, debt management counseling, and personal counseling/well-being. The effectiveness of these programs is reviewed by the LCME and all are currently in compliance. [LCME Status Report for FSU, 2021]

Surveys

Student surveys are another way FSU assesses the adequacy of staffing for academic and student support services. FSU uses a combination of national and institutional surveys to determine adequacy of services across the study body based on measures of satisfaction.

FSU participates in the National Survey of Student Engagement (NSSE) which is administered every two years and serves as an indicator of adequate staffing for academic and student support services. In the most recent administration, 82% of first-year students indicated that the institution emphasized providing support to help students succeed academically. Additionally, 84% reported that FSU emphasized using learning support services such as tutoring and the writing center, while 81% thought the institution emphasized support for overall well-being such as health care, counseling, and recreation. [NSSE2020 Multi Year Report] [NSSE 2020 Results First Year Students]

The Graduating Senior Survey (GSS) is administered in the semester that undergraduate students apply for graduation and includes items about overall FSU experience and post-college plans plus an open-ended item for anything else students want to share about the FSU experience. [Graduating Senior Survey] The 2020-2021 survey administration had a 92% response rate and indicated that 84% of those seeking employment had already received at least one offer and 80% had already secured employment prior to graduation. This level of achievement substantiates that staffing levels are adequate in the area of career planning and placement. Data from the Graduating Senior Survey are reviewed annually by staff in both Student Affairs and Academic Affairs. This includes the detailed qualitative data from the open-ended question which is accessible and can be filtered (by academic group or topic) through use of a dashboard developed by the Office of Institutional Research. [Graduating Senior Survey Dashboard, 2022] [Graduating Senior Survey Open Ended Responses Dashboard, 2022]

FSU surveyed doctoral students in Spring 2023 to assess overall satisfaction with academic programs and support services. More than half of current doctoral students responded, and they reported high levels of satisfaction with orientation and advising. Specifically, 77% strongly agree or agree they had effective orientation and 72% strongly agree or agree they have had effective academic advising. [Doctoral Student Survey, p.3, 2023]

FSU also administers the Masters Graduating Survey to graduate students in the semester they apply for graduation, with response rates reaching over 80%. The survey asks about the factors that aided in completion of the degree at FSU and post-graduation plans, including status of employment or admission to a higher education institution. In the combined survey cohorts, 68% had an employment offer during the semester they applied for graduation and 61% had secured employment. [Masters Graduating Survey Dashboard, 2022]

Student satisfaction with academic advising is evaluated with an institutional survey conducted after advising meetings. On a monthly basis, Advising First staff email undergraduate students who met with an advisor to obtain feedback via the Student Satisfaction Survey. In addition to reviewing data to make programmatic improvements, advisors receive their survey feedback for professional development. In the 2021-22 academic year, 92% of students responding to the Student Satisfaction Survey reported being satisfied or very satisfied with the quality of their academic advising session. This

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outcome measure is included in the Institutional Effectiveness Portal for Advising First and reported annually. [Advising First Outcomes, 2022]

Department Reviews

The Quality Enhancement Review (QER) is a quality assurance process that every academic unit offering a degree program must undergo every seven years. The measures used in the QER include indicators of curriculum, student experience, faculty, and resources. The student experience portion of the QER covers academic advising and job placement of graduates, including feedback gained from student interviews. There are several phases and levels of review for each QER, including an internal review undertaken by the department, an external review, a review by committees of the Faculty Senate, and a dean's review and written action plan. [QER Self Study Questions, 2022] [QER External Review Report Guidelines, 2022] [QER Process Guidelines, 2022] These reviews evaluate and recommend improvements to academic and student support services when necessary. For example, the 2021 QER for Finance highlighted student satisfaction with academic advising, access to professors, and faculty mentoring. The review process may include recommendations related to adequate staffing. For example, the 2019 QER for Statistics included a recommendation to add one advising line that was subsequently implemented. [QER External Report Sample – Finance, pp.5-6, 13, 2021] [QER Undergraduate Policy Committee Report Sample - Statistics, 2019] [Statistics Advisor Staffing Enhancement, 2021]

At the request of vice presidents or directors, departments in the DSA may participate in a review process conducted with guidelines produced by the Council for the Advancement of Standards (CAS) for functional areas typical of academic and student support services. After engaging in an internal review process, units invite external reviewers for an on-site review. External reviewers develop a report that includes recommendations for the department. One of the areas of focus in the review process is staffing. In 2019, the Office of Student Rights and Responsibilities in the Dean of Students Department engaged in a review process. The final report stated that "increased staff could allow for more timely and intentional opportunities focused on education rather than needing to solely be an efficient revolving door of 'get cases in and close them swiftly.'" [SRR External Review Report, p.8, 2019] In response to this recommendation, DSA restructured units, creating a standalone department of Student Conduct and Community Standards with a new Director/Associate Dean position to oversee it. The elevation of this position allowed the DSA to hire staff with more experience. [PD 65246 Morgan] The review also resulted in the addition of an Assistant Director position responsible for conflict resolution and outreach functions, bringing the department from 3 full-time equivalent professionals to 4 full-time equivalent professionals. [PD53468 Bates] External reviewers of university operations provide meaningful feedback regarding adequate and appropriate staffing levels.

Monitoring Student Success Trend Data

The Office of Institutional Research provides student demographic data necessary to plan effective interventions to enhance success. Specifically, Institutional Research has a student

success analytics team that compiles existing data to prepare powerful illustrations on student characteristics, retention, degree completion, major change patterns, and other data revealing achievement gaps. Online dashboards enable academic leaders to manipulate specific variables to visualize outcomes for sub-populations and departments. [Student Outcomes Dashboard, 2022] [First Generation Undergraduate Students, 2020] This level of granularity and access to data is leveraged to reach ambitious goals in student success and improve advising.

Florida State University's approach to adequate staffing for academic and student support services relies on the involvement of committees that facilitate discussion and collaboration between units across campus. Meetings at regular intervals provide opportunities to look at student needs and assess resources, including staffing, directed towards student support services that facilitate student learning and development. Three groups that discuss and address adequacy of services are the Enrollment Management Committee, the Council of Assistant and Associate Deans, and the Graduation Task Force. The Enrollment Management Committee is a cross-functional collaboration that meets at least twice a month with representation from more than 20 campus units representing such areas as registration, financial aid, academic affairs, Faculty Senate, student affairs, institutional research, technology, and business services. The committee identifies barriers to student success through collaborative problem-solving and focused interventions. As a result of the Enrollment Management Committee efforts, academic and student support services are better coordinated and more efficient. Additional work teams and committees have been established within the Enrollment Management Committee to address specific concerns. Representatives from FSU Panama City, Florida, participate in these meetings and provide a regular campus update. [Enrollment Management Minutes 03.25.2022] [Enrollment Management Minutes 04.08.2022]

Conclusion

FSU was recognized as winner of the Association of Public and Land-grant Universities (APLU) 2021 Degree Completion Award, the top student success award in the country. The APLU selected FSU for achieving one of the nation's highest four-year graduation rates (74% of the 2016 first-time-in-college cohort) with almost no differences by race, ethnicity, or income level. [APLU Degree Completion Award, 2021] [APLU Award Application Data Worksheet, 2021] Data from Institutional Research show that FSU is reaching student success benchmarks that are among the best in the nation, an indication that Florida State University employs an adequate number of staff with appropriate educational and experiential qualifications to support the mission of the University. FSU makes use of both quantitative and qualitative data from a range of sources to assess the adequacy of staffing for academic and student support services.

Staffing adequacy is assessed using staffing analyses and benchmarks, student surveys, department reviews, and monitoring student success trend data. FSU employs people with appropriate educational and experiential qualifications. Hiring guidelines provide a foundation for staffing qualifications. Qualified staffing is demonstrated through the resumes and curriculum vitae of staff as well as numerous awards, accolades, and

acknowledgements of individuals, units, and the institution. FSU maintains adequate and qualified staff through professional development opportunities including university wide professional development, performance evaluations, support for travel to conferences, an employee tuition waiver, and unit specific professional development. From the development of positions and hiring through developing a culture of excellence among staff, FSU invests in academic and student support services staff to enhance the experiences of students and foster student learning, development, and success.

Evidentiary Documents

- FSUFactBook2021-2022.pdf
- UniversityOverview.pdf
- PCCampusOrganizationalChart.pdf
- FSUPanamaOrganizationalChart.pdf
- FSUSarasota.pdf
- FSUDistanceCampus.pdf
- AcademicAndStudentSupportServicesChart.pdf
- DSAMissionVisionValues.pdf
- StudentAffairsOrgChart.pdf
- DSAOverviewOfDepartments.pdf
- DivisionofStudentAffairsDepartments.pdf
- AcademicAffairsOrgChart.pdf
- MissionUndergraduateStudies.pdf
- UGSOrganizationChart.pdf
- TheGraduateSchool.pdf
- GraduateStudentHandbook.pdf
- AcademicAdvisorPositionDescription.pdf
- CollegeLifeCoachPositionDescription.pdf
- CareerLiaisonPositionDescription.pdf
- SpecializedFacultyPromotionMemo.pdf
- UndergraduateStudiesBylaws.pdf
- FacultyJobClassSpecifications.pdf
- JobClassSpecificationsOnlineSearch.pdf
- AORMemo.pdf
- AORWorksheet.pdf
- ConfirmingCandidateQualifications.pdf
- SearchCommitteeTraining.pdf
- CVHecht.pdf
- PDHecht.pdf

CVBowden.pdf

PDBowden.pdf

CVChong.pdf

PDChong.pdf

ResumeChu.pdf

PDChu.pdf

ResumeJuarez.pdf

PDJuarez.pdf

CVStaten.pdf

PDStaten.pdf

ResumeRBrock.pdf

PDRBrock.pdf

CVBrown.pdf

PDBrown.pdf

CVStackhouse.pdf

PDStackhouse.pdf

ResumeMorgan.pdf

PDMorgan.pdf

CVGreen.pdf

PDGreen.pdf

CVPhillips.pdf

PDPhillips.pdf

ResumeCamputaro.pdf

PDUnionDirector.pdf

PD57325Assessment.pdf

CVWilliams.pdf

PDWilliams.pdf

CVMorris.pdf

PDMorris.pdf

CVDucatt.pdf

PDDucatt.pdf

ResumeBuchholz.pdf

PDBuchholz.pdf

CVGomez.pdf

PDGomez.pdf

CVMagnuson.pdf

PDMagnuson.pdf

ResumeMille.pdf

PDMille.pdf

ResumeRezaei.pdf

PDRezaei.pdf

ResumeLull.pdf

PDLull.pdf

CVTurner.pdf

PDTurner.pdf

CVOShea.pdf

AOROShea.pdf

CVRaimondi.pdf

AORRaimondi.pdf

CVLRoberts.pdf

PDRoberts.pdf

CVHunt.pdf

AORHunt.pdf

CVBarry.pdf

AORBarry.pdf

CVBishop.pdf

AORBishop.pdf

ResumeHaggins.pdf

AORHaggins.pdf

ResumeThorp.pdf

PDThorp.pdf

ResumeHart.pdf

PDHart.pdf

CVPeters.pdf

AORPeters.pdf

CVHogan.pdf

AORHogan.pdf

AORBrown.pdf

ResumeNegron.pdf

PDNegron.pdf

CVCurtis.pdf

AORCurtis.pdf

CVFilar.pdf

AORFilar.pdf

CVYoung.pdf

AORYoung.pdf

CVFlees.pdf

PDFlees.pdf

CVRichardson.pdf

AORRichardson.pdf

CVAlbert.pdf

AORAlbert.pdf

ResumeBlenman.pdf

PDBlenman.pdf

ResumeBarber.pdf

PDBarber.pdf

ResumeVickers.pdf

PDVickers.pdf

ResumeFuselier.pdf

PDFuselier.pdf

CVEtschmaier.pdf

AOREtschmaier.pdf

CVRiley.pdf

AORRiley.pdf

CVStephenson.pdf

AORStephenson.pdf

CVBenavides.pdf

AORBenevides.pdf

CVLittles.pdf

AORLittles.pdf

CVCampbell.pdf

AORCampbell.pdf

ResumeFrancis.pdf

PDFrancis.pdf

ResumeHarris.pdf

PDHarris.pdf

CVClark.pdf

AORClark.pdf

CVPolick.pdf

AORPolick.pdf

ResumeHenry.pdf

PDHenry.pdf

ResumeAllen.pdf

PDAllen.pdf

CVAnyfanti.pdf

PDAnyfanti.pdf

ResumeTratner.pdf

PDTratner.pdf

ResumeBBrock.pdf

PDBBrock.pdf

CVMalaev-Babel.pdf

AORMalaev.pdf

CareerAdvisorTraining2022.pdf

CareerAdvisorManual2022.pdf

HousingProfessionalStaffTraining.pdf

StateoftheDSAandProfessionalDevelopment.pdf

Fall2019DSAProfessionalDevelopmentSessions.pdf

Fall2020DSAProfessionalDevelopmentSessions.pdf

NewFacultyOrientation.pdf

FacultyDevelopmentSpecialEvents.pdf

FacultyLeadershipDevelopmentProgram.pdf

CenterfortheAdvancementofTeaching.pdf

CATWorkshopsandSeminars.pdf

NewAdvisorTrainingAgenda.pdf

CIADispatchNewsletterSample.pdf

PerformanceEvaluations.pdf

AnnualFacultyPerformanceEvaluationMemo.pdf

HumanResourcesTrainingandDevelopment.pdf

TrainingCourseCatalog.pdf

LinkedInLearning.pdf

FSUEmployeeTuitionWaiver.pdf

DSAProfessionalDevelopmentExpectations.pdf

AdvisingFirstSalaryPromotionPlan.pdf

NACADANationalAcademicAdvisingSurvey.pdf

FSUAcademicAdvisorsForUndergraduateStudents2023.pdf

UndergraduateAdvisorRatio.pdf

23053UniversityHealthServicesFloridaStateUniversit.pdf

IACSLetter2020.pdf

- IACSStafftoStudentRatios.pdf
- IACS2020Standards.pdf
- LCMEStatusReportforFSU.pdf
- NSSE2020MultiYearReport.pdf
- NSSE2020ResultsFirstYearStudents.pdf
- GraduatingSeniorSurvey.pdf
- GraduatingSeniorSurveyDashboard2021.pdf
- GraduatingSeniorSurveyQualitativeResponses.pdf
- DoctoralStudentSurvey2023.pdf
- MastersGraduatingSurveyDashboard.pdf
- AdvisingFirstOutcomes.pdf
- QERSelfStudyQuestions.pdf
- QERExternalReviewReportGuidelines.pdf
- QERProcessGuidelines.pdf
- QERExternalReportSampleFinance.pdf
- QERUndergraduatePolicyCommitteeReportSampleStatist.pdf
- StatisticsAdvisorStaffingEnhancement.pdf
- SRRExternalReviewReport.pdf
- PDBates.pdf
- StudentOutcomesDashboard.pdf
- FirstGenerationUndergraduateStudents.pdf
- EnrollmentManagementMinutes032522.pdf
- EnrollmentManagementMinutes040822.pdf
- APLUDegreeCompletionAward.pdf
- APLUAwardApplicationDataWorksheet.pdf

12.3	*The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.* ***(Student Rights)***

<u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University provides clear and appropriate statements of student rights and responsibilities. The statements are published and made available to the campus community, including students taking classes at off-campus instructional sites or through distance learning. The key policies that describe student rights and responsibilities are the Student Code of Conduct, Student Organization Code of Conduct, Academic Honor Policy, Anti-Sexual Misconduct Policy, and Title IX Compliance Policy published and available on the university's website. [Student Conduct Code, 2022] [Student Organization Conduct Code, 2022] [Academic Honor Policy, 2022] [Anti Sexual Misconduct, 2022] [Title IX Compliance] These policies are shared with students and the campus community through communications and include a process for managing alleged violations and appeal processes. Florida State University units, including the Department of Student Conduct and Community Standards, the Office of Faculty Development and Advancement, and the Office of Title IX, among others, work with administrators, the Board of Trustees, and the Florida Board of Governors to develop, approve, and maintain these policies.

Publication of Rights and Responsibilities

Policies for student rights and responsibilities, including the Academic Honor Policy, are published annually in the undergraduate and graduate student bulletins as well as the faculty handbook. [FSU Undergraduate Bulletin, pp.9-10, 2022-2023] [FSU Undergraduate Bulletin, pp.87-92, 2022-2023] [FSU Graduate Bulletin, pp.9-10, 2022-2023] [FSU Graduate Bulletin, pp.77-82, 2022-2023] [FSU Faculty Handbook, p.140, 2021-2022] [FSU Faculty Handbook, pp.150-158, 2021-2022]

Communication of Rights and Responsibilities to Students

When students are admitted to the university, they receive communication from the Department of New Student and Family Programs in the Division of Student Affairs directing them to "Starting at State," a series of required pre-orientation online modules. One module focuses on academic integrity and the Academic Honor Policy. [Starting at State Academic Integrity] Another module focuses on Student Conduct and Community Standards and the Student Code of Conduct. [Starting at State Student Conduct] The Department of Student Support and Transitions website includes a list of things students should do prior to New Nole Orientation, which includes "Know your Rights and Responsibilities as a Student." [Things to Do Prior to Orientation, 2022] Students are encouraged to familiarize themselves with frequently used policies and guidelines which govern the student experience at Florida State University, including the Academic Honor Policy, Study Conduct Code, and other administrative

policies/rules' that are linked from the website. [Policies, 2022] Academic integrity is also discussed in the Garnet and Gold Essentials for Transfer Students Handbook. [Garnet and Gold Essentials Transfer Student Handbook, p.27, 2021] Florida State University publishes a comprehensive Student Handbook that presents resources, policies, procedures, rights, and responsibilities for students, student organizations, faculty, and staff on all campuses, instructional sites, and distance learning. [Student Handbook, 2022-2023]

Graduate and professional students receive information about conduct and professional standards, including the student code of conduct, academic honor policy, and anti-sexual misconduct policy, through orientation information. [New Graduate Student Orientation, p.15, 2022] This information is also included in the Graduate and Professional Student Handbook. [Graduate and Professional Student Handbook, pp.3-11, 2020] Students at the Sarasota campus receive information through new graduate student orientation as well as an annual in-person orientation for students on the Sarasota campus. [New Graduate Student Orientation, p.15, 2022]

The Panama City, Florida, campus provides information about student rights and responsibilities at new student orientation for all new degree-seeking students each semester. [Panama City New Student Orientation Booklet, 2022] The Republic of Panama campus provides information about student rights and responsibilities at new student orientation for all new students each semester. [Republic of Panama New Student Orientation Spring, 2022] [Republic of Panama Graduate Orientation Fall, 2022]

Information about student rights and responsibilities is available to distance learning students on the Office of Distance Learning website [Distance at FSU New Student Checklist, 2022] [Distance at FSU University Policies, 2022] and during the Panama City new student orientation. [Panama City Distance Learning New Student Orientation, 2022]

Dual enrollment students receive information about student rights and responsibilities in the High School Dual Enrollment Family Guide. [High School Dual Enrollment Family Guide, p.14, 2022] This information is also shared as part of the High School Dual Enrollment orientation presentation. [High School Dual Enrollment Orientation Slides, p.16, 2022] In addition to the policies mentioned above, Florida Statute Section 1006.50 requires that each university to compile and update annually a student handbook [Student Handbook, pp.7-11, 2022] that includes, but is not limited to, a summary of student rights and responsibilities and appeals processes. [s.1006.50, Florida Statutes] Students are made aware of the handbook through an email to all students from the Associate Vice President for Student Affairs and Dean of Students. [Student Handbook Email, 2022] [Student Handbook Social Media Posts, 2022]

Student Code of Conduct and Student Organization Code of Conduct

Florida Board of Governors (FBOG) Regulation 6.0105 Student Conduct and Discipline outlines how "Each university board of trustees is required to provide a prompt, fair and equitable process for resolving student misconduct. For purposes of this regulation, the term 'student' includes student organizations. In furtherance of the educational mission of the universities, each

university board of trustees shall establish a student disciplinary system that protects the rights of the accused student, complaining parties and the university community, including a code of conduct." [Board of Governors Rule 6.0105, 2022]

In compliance with FBOG policy, the FSU Board of Trustees reviews and approves policies related to student rights and responsibilities, including those in the Student Code of Conduct [Student Code of Conduct, 2022] and the Student Organization Code of Conduct. [Student Organization Code of Conduct, 2022] These statements emphasize commitment to a campus community that exercises the responsible use of student freedoms. [Student Code of Conduct, p.3, 2022] They describe student rights and responsibilities on-and off-campus including processes for addressing alleged violations of the code of conduct. The Department of Student Conduct and Community Standards, [Student Conduct and Community Standards, 2022] Division of Students Affairs, formally administers the Student Code of Conduct and Student Organization Code of Conduct. [Student Conduct Code Website, 2022] [Student Organization Conduct Code Website, 2022]

The Student Code of Conduct and the Student Organization Code of Conduct are reviewed in their entirety every two years. Amendments may be proposed by university community members for review by the Vice President for Student Affairs. Modifications to existing policy are presented by the Vice President for Student Affairs to the Board of Trustees for review and approval. If any portion of state or federal statute or regulation are subject to legal stay or held invalid by a court of law, the affected provisions of the student conduct policies are revoked as of the date of the court action. [Student Code of Conduct, p.45, 2022]

Student rights and responsibilities are clearly outlined in the Student Code of Conduct. [Student Code of Conduct, 2022] This document begins with a table of contents followed by an introduction that grounds student rights and responsibilities in the pursuit of responsible freedom, the Seminole Creed, and the institutional mission. The Student Code of Conduct provides definitions of terms, identifies the student conduct authority, describes the scope of alleged misconduct, highlights amnesty as an element of promoting safety, details violations of the Student Code of Conduct, and describes procedural standards for the student conduct process. [Student Code of Conduct, 2022]

Students who live in university residence halls on the Tallahassee campus are informed of housing policies and the rights of residential students. University Housing policies reference the Student Code of Conduct and applicable state and federal laws. The Housing Contract, which students sign, includes the following condition: "Students are responsible for knowing and following University regulations and procedures as set forth in official University publications including the Student Code of Conduct and the Guide to Residence Living." [Guide to Residence Living, 2022] [University Housing Incoming Contract, 2022] [University Housing Returning Contract, 2022] In addition, University Housing lists these terms and conditions on the department's website. [University Housing Contract Website, 2022] As a Student Conduct Authority, University Housing follows the processes outlined in the Student Code of Conduct to adjudicate allegations of misconduct in the residence halls. [Student Code of Conduct, 2022]

Students who study abroad are provided in writing the expectations regarding conduct, policies, and their rights. The International Programs application requires students to acknowledge that they understand that if accepted into the program, they will be required to sign medical and general release forms and agreements to comply with all rules and regulations of the program. The International Programs Contractual Agreement, which all students sign, includes Section 1: Agreement to Comply With FSU Rules and Section 3: Residential Housing Accommodation General Terms and Conditions. [International Programs Contractual Agreement, 2022] Each student is required to complete a pre-departure orientation in the university's learning management system (Canvas), which includes a Responsible Freedom and Policies section within the Safety and Wellness module. [IP Pre Departure Safety and Wellness Modules, 2022] [IP Responsible Freedom and Policies Video Script, 2022] Each student is also provided with a pre-departure packet which includes standardized language about relevant policies in both the Housing sections and the Policies and Safety sections. [International Programs Florence Packet, p.12]

The Student Conduct Code emphasizes Florida State University's commitment to a campus community that exercises the responsible use of student freedoms. [Summons to Responsible Freedom, 2011] The student conduct process is designed to be educational in nature and to promote the university's mission. [Student Code of Conduct, p.3, 2022] Student Conduct and Community Standards (SCCS) encourages responsible decision-making and accountability. [Student Conduct and Community Standards, 2022]

The Florida State University Student Conduct Code appears in State of Florida Administrative Code FSU-ER15-3. The document outlines the policies, procedures, offenses, and student rights that the Department of Student Conduct and Community Standards publicizes and adheres to related to individual FSU students. [Student Code of Conduct, 2022] The Florida State University Student Organization Conduct Code appears in State of Florida Administrative Code FSU-ER15-4. The document outlines the policies, procedures, offenses, and rights that the Department of Student Conduct and Community Standards publicizes and adheres to related to recognized student organizations. [Student Organization Code of Conduct, 2022]

The individual or unit whose duties include the administration of the student conduct process, including alternative resolutions or formal or informal action, is called the Student Conduct Authority. The authority includes, but is not limited to, the Office of the Vice President for Student Affairs, the Department of Student Conduct and Community Standards, University Housing, and International Programs or their successors. [Student Code of Conduct, p.8, 2022] The Student Conduct Authority also administers the Student Organization Code of Conduct that sets standards and expectations for the university's recognized student organizations. [Student Organization Code of Conduct, 2022]

The student conduct process begins with documentation of an alleged violation of the Student Code of Conduct or Student Organization Code of Conduct. Documentation may include, but is not limited to, an allegation submitted via the university website [Report Website, 2022] or police reports. [Case Affidavit Sample, 2022]

When an alleged violation of the Student Code of Conduct is reported, the university implements administrative measures to protect the community or university operations including, but are not limited to, immediate separation of the responding student from the university. [Interim Health and Safety Individual Sample, 2022] After an evaluation of the allegation, the Student Conduct Authority issues a notice letter to the student outlining the alleged violation or violations which initiates the process. The notice letter sets an information session where the student meets with a member of the Student Conduct Authority to learn about the process, rights and responsibilities, and the role of an advisor in the process. [Student Notice Letter Sample, 2022] Following the information session, the Student Conduct Authority may conduct resolution of the matter through several different mechanisms including alternative resolution, informal hearing, no-contest hearing, outcomes-only hearing based on the severity of the allegations and participation of the individuals involved. The default is a formal hearing to find facts in the case with a student board, staff/student panel, or single administrator identified as the Hearing Body. The Hearing Body completes a decision letter to inform the student of a finding of responsibility and any educational implications. [Decision Letter Sample, 2022]

The student or organization can appeal a conduct decision per the Student Code of Conduct/Student Organization Code of Conduct and an administrator conducts a file review and potentially a hearing to find facts in the appeal. [Appeal Request Form Sample, 2022] Designated individuals conduct the appellate review and write an appellate decision, which is forwarded to a designee of the Vice President for Student Affairs for a final decision. The administrator who reviews the file is not the person who issues the findings. The student receives an appeal decision letter, representing final agency action by the university. [Final Agency Action Appeal Decision Sample, 2022] The process governing student conduct is designed to be educational; outcomes may include essays, [Seven Steps to Better Decision, 2022] counseling assessments, [Counseling Assessment, 2022] or workshops. [Ethics Workshop, 2022]

The Student Code of Conduct and the Student Organization Code of Conduct are reviewed in their entirety every two years. Amendments may be proposed by university community members for review by the Vice President for Student Affairs. Modifications to existing policy are presented by the Vice President for Student Affairs to the Board of Trustees for review and approval. If any portion of state or federal statute or regulation is stayed or held invalid by a court of law, the affected provisions of the student conduct policies are revoked as of the date of the court action. [Student Code of Conduct, p.45, 2022]

The Department of Student Affairs on the Panama City, Florida, campus administers student rights and responsibilities for students on their campus. The Panama City, Florida, campus website provides a direct link to the Student Code of Conduct and Student Organization Code of Conduct. [Panama City Student Conduct Website, 2022] The Department of Student Affairs at FSU Panama City collaborates closely with Student Conduct and Community Standards on the Tallahassee campus for procedural advice and appeals. Student Conduct and Community Standards on the Tallahassee campus also inputs and removes judicial stops on student records when necessary.

The Republic of Panama branch campus has a Student Code of Conduct [Republic of Panama Student Code of Conduct] and Student Organization Code of Conduct that differs slightly from those used on the main campus. [Republic of Panama Student Organization Code of Conduct] Students are notified about policies and procedures during new student orientation. [Republic of Panama New Student Orientation Spring, p.7] [Republic of Panama New Student Orientation Spring, p.47] [Republic of Panama Graduate Orientation Fall, p.6] The Director of Student Affairs on the Republic of Panama Campus facilitates the conduct process and maintains close communication with the Department of Student Conduct and Community Standards in Tallahassee for guidance or support when needed.

The academic program offered at the Sarasota off-campus site is under the stewardship of the College of Fine Arts. The Student Code of Conduct and Student Organization Code of Conduct processes are the same as the procedures implemented at the Tallahassee campus. Distance learning students follow the same Student Code of Conduct and Student Organization Code of Conduct processes and procedures as those on the main campus. [Distance at FSU University Policies]

Academic Honor Policy

The Academic Honor Policy delineates the university's expectations for each student's responsibility for academic integrity and sets forth a process for adjudicating cases of alleged academic misconduct. [Academic Honor Policy, 2022] The Academic Honor Policy applies to all undergraduate, graduate, and professional students at the university.

The Office of Faculty Development and Advancement administers the Academic Honor Policy, which includes managing academic honor policy violations and related dispositions or hearings, keeping related student records, managing completion of sanctions, and disseminating statistics and analysis of trends/patterns to the university community. [Academic Honor Policy Statistics, 2021] The Office of Faculty Development and Advancement also provides information to students regarding academic integrity. [Avoiding Plagiarism Guide] [Facebook and Cheating]

Student rights and responsibilities are outlined in the Academic Honor Policy. The Academic Honor Policy outlines the university's expectations for all students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. [Academic Honor Policy, p.1, 2022] The Academic Honor Policy document describes academic honor violations, lists student rights, describes procedures for resolving cases, and discusses appeal procedures.

The Academic Honor Policy derives its authority from the Board of Trustees via the Board of Governors Regulation 1.001(3)(j)(4)(a). [Board of Governors Regulation 1.001, p.3] The policy process begins when an instructor alleges that a student has engaged in academic misconduct that meets a preponderance-of-the-evidence standard. The instructor contacts the Office of Faculty Development and Advancement to check whether the alleged student has prior violations of the Academic Honor Policy. Depending on the alleged student's record of prior violations (or lack

thereof), the instructor subsequently contacts the student to discuss the circumstances and evidence regarding the allegations. The instructor provides the resolution means available to the student, options which are accessible to both students and instructors via the Academic Honor Policy, Academic Honor Policy Flowchart, and Academic Honor Policy Quick Reference Guide. [Academic Honor Policy, 2022] [Academic Honor Policy Flowchart and Glossary, 2022] [Academic Honor Policy Quick Reference Guide, 2022] The student selects their preferred resolution option either independently or under advisement from trained Academic Honor Policy Advisors. [Academic Honor Policy Advisors Webpage] Due process and bias mitigation are embedded into each resolution in accordance with the Academic Honor Policy. [Academic Honor Policy, p.3, 2022]

The Academic Honor Policy also provides students an opportunity to have a fair and impartial hearing from a panel of faculty and students. Students found responsible for violating the policy have the right to appeal the hearing decision to an Appeals Committee. [Academic Honor Policy, pp.7-8, 2022] [AHP Charge Letter Redacted] [AHP Notice Letter Redacted] [AHP Decision Letter Redacted]

The Academic Honor Policy Committee, which includes three faculty members, three students, the Vice President for Faculty Development and Advancement (or a designee), and a designee from Student Conduct and Community Standards, meets at least once each semester during the academic year. This group monitors the operation and effectiveness of the Academic Honor Policy, works with the Faculty Senate and Student Senate to educate all members of the campus community regarding academic integrity, makes recommendations for changes to the policy. [Academic Honor Policy, p.8, 2022]

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 the Faculty Senate, the Student Senate, and the Board of Trustees, as appropriate. Revisions to the policy were voted on and approved by above mentioned stakeholders, resulting in a new policy to be implemented during the Fall 2022 semester. [Academic Honor Policy, p.9, 2022]

Substantive changes in the Fall 2022 Academic Honor Policy include the following adjustments:

- Former "Attempting" violation is now integrated into the remaining seven, stand–alone violations/charges.

- "Administrative Case Resolutions" are now codified as possible paths for resolving allegations.

- Defines "Egregious" allegations for both undergraduate and graduate students.

- Revises resolution pathways' nomenclature/titles for easier comprehension.

- New "Records" section outlines a process for potential early expungement of records for single–offense students.

- Appeals Committee is abolished and replaced by a single Faculty Appellate Officer for appellate cases. [Academic Honor Policy, 2022]

Distance learning students follow the same Academic Honor Policy processes and procedures. [Distance at FSU University Policies] On the Panama City, Florida, branch campus, instructors reach out to the FSU Panama City Department of Student Affairs when they believe that a student has violated the Academic Honor Policy. [Panama City Academic Honor Policy Process, 2022] The rights, responsibilities, and processes described above for the Academic Honor Policy are the same for the Panama City campus.

On the Republic of Panama campus, instructors reach out to the Vice Rector for Academic Affairs who oversees the implementation of the Academic Honor Policy in collaboration with the Office of Faculty Development and Advancement. The rights, responsibilities, and processes described above for the Academic Honor Policy are the same for the Republic of Panama campus. [Republic of Panama Academic Honor Policy Flow Chart]

The academic program offered at the Sarasota off-campus site follows the Academic Honor Policy processes and procedures as the Tallahassee campus. [Academic Honor Policy, p.1]

In addition to following the university Academic Honor Policy, some of the professional programs have their own specific policies. The College of Medicine has an Academic Honor Code that outlines personal and professional conduct. Each student signs a pledge they have read the College of Medicine Academic Honor Code and will adhere to the tenets of the code. The College of Medicine Student Handbook outlines policies and procedures specific to students enrolled in that college with respect to the Academic Honor Code. [College of Medicine Student Handbook, p.26, 2021-2022] The College of Law Student Conduct Code governs academic conduct of students in the FSU College of Law. The academic rules, policies, and procedures document outlines processes specific to students enrolled in that college with respect to their code. [College of Law JD Program Academic Rules Policies and Procedures, pp.78-86, 2021]

Anti-Sexual Misconduct Policy and Title IX Compliance Policy

The university is committed to providing and maintaining programs, activities, and an educational, work, living, and social environment founded on civility and respect, where no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any university program or activity on the basis of any protected category, including sex, pregnancy, sexual orientation, gender identity, or gender expression. The university promotes a safe and welcoming environment. [Anti-Sexual Misconduct Policy, 2021] [Title IX Compliance Policy]

The Office of Title IX and other campus partners provide resources for the campus community related to sexual misconduct. When the Office of Title IX reaches out to a person after a report of sexual misconduct or sexual harassment, they send a document that includes Rights and Resources for Sexual/Gender-based Violence Survivors and resources for sexual misconduct. [Rights and Resources for Sexual or Gender based Violence Survivors] [Sexual Misconduct Resource Guide, 2022]

Rights and responsibilities are clearly outlined in FSU Policy 2-2 Anti-Sexual Misconduct and FSU Policy 2-2a Title IX Compliance Policy. [Anti-Sexual Misconduct Policy, 2021] [Title IX Compliance Policy] FSU Policy 2-2 Anti-Sexual Misconduct applies to all members of the Florida State University community and includes resources available, describes prohibited conduct, and establishes procedures for responding to reports of sexual misconduct. [Anti-Sexual Misconduct Policy, p.4, 2021] The policies identifies the Title IX Director as the university authority responsible for policy compliance and defines which offices process reports of sexual misconduct. [Anti-Sexual Misconduct Policy, p.5, 2021] According to the university general counsel, the Title IX jurisdiction is limited to the United States and, therefore, does not cover the Republic of Panama. In instances of sexual misconduct and related offenses which are covered by Title IX domestically, the conduct would be addressed via the ROP student code of conduct.

The sexual misconduct process begins when an individual who has been affected by prohibited sexual misconduct or sex discrimination discloses to others or makes a report. [Report Website] [Sexual Misconduct Report Form] All employees have a mandatory reporting obligation when a student or employee under their supervision discloses they have experienced sexual misconduct. [Anti-Sexual Misconduct Policy, pp.11-14, 2021] [Title IX Compliance Policy, 2022] Reports of sexual misconduct are routed to the Office of Title IX. [Redacted Incident Report]

Reports initiate a prompt, thorough, and impartial review. If the affected individual is named, they are contacted regarding an information session. The information sessions include notification of rights, referral to support resources, review of relevant resolution options, and discussion of any necessary interim measures. If the individual is not named in the report, a risk assessment is still conducted to determine if further action is needed. [Anti-Sexual Misconduct Policy, p.15, 2021]

The Office of Title IX is responsible for investigation of reports of prohibited conduct by students or student organizations. After an investigation, the Office of Title IX prepares a report to be submitted to the appropriate Student Conduct Authority for review and initiation of the student conduct process as described above. [Anti-Sexual Misconduct Policy, p.4, 2021] Students subject to proceedings for alleged violations that fall under the Anti-Sexual Misconduct Policy or Title IX Compliance Policy may have additional procedural rights that they may exercise.

The Director of Title IX annually reviews Policy 2-2 Anti-Sexual Misconduct. The Title IX Director or other university administrators make recommendations, as necessary, to the President to modify the policy. The Board of Trustees delegates authority to the President to establish

university policies. The Anti-Sexual Misconduct Policy and the Title IX Compliance Policy complies with the state and federal law as well as Florida Board of Governors and university regulations.

FSU Policy 2-2 Anti-Sexual Misconduct applies to students on the Tallahassee campus, at the Panama City, Florida, campus, at the Republic of Panama campus, the Sarasota campus, and distance learning students. All reports of sexual misconduct are routed to the Office of Title IX.

FSU Policy 2-2a Title IX Compliance supplements Policy 2-2 and applies to all campuses and learning sites in the United States, which does not include the Republic of Panama campus. All reports of sexual misconduct are routed to the Office of Title IX.

The Student Conduct Authorities, Office of Faculty Development and Advancement, and Office of Title IX cooperate to ensure that policies and implementation are not inconsistent or contradictory but serve to ensure that student rights and responsibilities are fully disseminated, updated, and implemented at the university.

As it is possible that a student may commit an act allegedly violating more than one university policy, proceedings may be coordinated in a manner that best preserves student rights and responsibilities. Student conduct proceedings may be initiated for alleged conduct that potentially violates both law and university policy. Proceedings under the university's standards may be carried out prior to, concurrently with, or following civil or criminal proceedings at the discretion of the Student Conduct Authority. Determinations made or outcomes imposed will not be subject to change because criminal charges or civil complaints arising out of the same facts giving rise to violation of university policy were dismissed, reduced, or resolved in favor of the respondent. [Student Conduct Code, pp.11-12, 2022]

University Health Services

A narrower set of university student rights deals with the provision of health services on campus. Prior to receiving care through University Health Services (UHS), student patients are informed of their rights via the Patient Rights and Responsibilities which are communicated through a brochure, the UHS website, and posted in locations throughout the University Health Center. [Patient Rights and Responsibilities, 2018]

Equal Employment Opportunity

Florida State University is an equal opportunity employer and educational provider. Equal opportunity policies apply to students, faculty, staff, volunteers, visitors, applicants, and contractors. [EEO Statement] In Student Affairs, Student Conduct and Community Standards is responsible for reviewing student complaints of unlawful harassment or discrimination on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. Students who believe they have been unlawfully harassed or discriminated against are encouraged to contact the Office of Student Conduct and Community Standards or file a report.

Evidentiary Documents

StudentConductCodeWebsite.pdf

StudentOrganizationConductCodeWebsite.pdf

AcademicHonorPolicy.pdf

AntiSexualMisconductPolicy.pdf

TitleIXCompliancePolicy.pdf

FSUGeneralBulletin2022-2023.pdf

FSUGraduateBulletin2022-2023.pdf

FSUFacultyHandbook2021-2022.pdf

StartingAtStateAcademicIntegrity.pdf

StartingAtStateStudentConduct.pdf

ThingsToDoPriorToOrientation.pdf

Policies.pdf

GarnetAndGoldEssentialsTransferStudentHandbook.pdf

StudentHandbook.pdf

NewGraduateStudentOrientation.pdf

GraduateAndProfessionalStudentHandbook.pdf

PanamaCityNewStudentOrientationBooklet.pdf

RepublicOfPanamaNewStudentOrientationSpring.pdf

RepublicOfPanamaGraduateOrientationFall.pdf

DistanceAtFSUNewStudentChecklist.pdf

DistanceAtFSUUniversityPolicies.pdf

PanamaCityDistanceLearningNewStudentOrientation.pdf

HighSchoolDualEnrollmentFamilyGuide.pdf

HighSchoolDualEnrollmentOrientationSlides.pdf

FLStatutes1.006.pdf

StudentHandbookEmail.pdf

StudentHandbookSocialMediaPosts.pdf

BOGRule6.0105.pdf

StudentCodeOfConduct.pdf

StudentOrganizationCodeOfConduct.pdf

StudentConductAndCommunityStandards.pdf

GuideToResidenceLiving.pdf

UniversityHousingIncomingContract.pdf

UniversityHousingReturningContract.pdf

UniversityHousingContractWebsite.pdf

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InternationalProgramsContractualAgreement.pdf

IPPreDepartureSafetyAndWellnessModules.pdf

IPResponsibleFreedomAndPoliciesVideoScript.pdf

InternationalProgramsFlorencePacket.pdf

SummonsToResponsibleFreedom.pdf

ReportWebsite.pdf

CaseAffidavitSample.pdf

InterimHealthAndSafetyIndividualSample.pdf

StudentNoticeLetterSample.pdf

DecisionLetterSample.pdf

AppealRequestFormSample.pdf

FinalAgencyActionAppealDecisionSample.pdf

SevenStepsToBetterDecision.pdf

CounselingAssessment.pdf

Ethics Workshop.pdf

PanamaCityStudentConductWebsite.pdf

RepublicOfPanamaStudentCodeOfConduct.pdf

RepublicOfPanamaStudentOrganizationCodeOfConduct.pdf

AcademicHonorPolicyStatistics.pdf

AvoidingPlagiarismGuide.pdf

FacebookAndCheating.pdf

BOGRegulation1.001.pdf

Flowchart of Academic Honor Policy Process.pdf

AcademicHonorPolicyQuickReferenceGuide.pdf

AcademicHonorPolicyAdvisorsWebpage.pdf

AHPChargeLetterRedacted.pdf

AHPNoticeLetterRedacted.pdf

AHPDecisionLetterRedacted.pdf

PanamaCityAcademicHonorPolicyProcess.pdf

RepublicOfPanamaAcademicHonorPolicyFlowChart.pdf

College of Medicine Student Handbook.pdf

CollegeOfLawJDProgramAcademicRulesPoliciesAndProce.pdf

RightsAndResourcesForSexualOrGenderBasedViolenceSu.pdf

SexualMisconductResourceGuide.pdf

SexualMisconductReportForm.pdf

RedactedIncidentReport.pdf

PatientRightsAndResponsibilities.pdf

EEOStatement.pdf

<table>
<tr>
<td>12.4</td>
<td>The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student Complaints)</td>
</tr>
</table>

   _X_ *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

Florida State University publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows these procedures when resolving student complaints, and maintains a record of student complaints that can be accessed upon request by appropriate officials.

General Principles Governing the Handling of Written Student Complaints

The university's Student Complaint Policy is approved by the Provost, after consultation with the vice presidents, and scheduled for regular review and revisions consistent with other university policies. This policy defines a "written student complaint" as one that "is filed by a current degree-seeking student regarding a final formal university process or decision." [Student Complaint Policy] These complaints are received, investigated, and resolved by divisions of the university operating under the authority of different vice presidents, primarily within Academic Affairs, Student Affairs, and Finance and Administration. The principles governing the university's handling of complaints include the following: the resolution of the complaint should begin with those who are most closely involved in the situation in which the complaint arose (e.g., in an academic matter, typically the instructor and the student); the complaint should be resolved in the least formal manner possible (e.g., many complaints begin as verbal expression of concerns and progress to written complaints within a formal process); complaints should be handled professionally at each campus location for students and online for distance students; procedures for resolving complaints should be published and accessible to students; and information about how to file a formal, written complaint should be easily accessible to students.

Students may be assisted in resolving their complaints by a University Student Ombudsman (one in the Graduate School for graduate and professional students and one in the Provost's Office for undergraduate students) or by a representative from the Department of Student Support and Transitions, particularly case managers who are trained to assist students in resolving problems via referral to campus and community resources. [FSU General Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, pp.82-83, 2022-2023] [Student Ombudsman Florida Statute] [Student Ombudsman Board of Governors Regulation] [Student Complaints and Appeals Webpage] [Case Management Services] The University Student Ombudsmen serve as a resource to assist students who may want to file a formal complaint. The ombudsmen assist students with determining an appropriate course of action, but do not file information on behalf of the students. [Student Ombudsman Example]

Publication of Complaint Resolution Routes

Complaint resolution routes and mechanisms are publicized in many places, including on the Provost's website, central guiding documents like the General Bulletins and the Student Handbook, the central website for university policies and regulations, and departmental and other websites. [Student Complaints and Appeals Webpage] [FSU General Bulletin, pp.87-94, 2022-2023] [FSU Graduate Bulletin, pp.77-84, 2022-2023] [Student Handbook, pp.8-11, 2022-2023] [Regulations & Policies Website] [Title IX Website] [HR Website] [Office of Accessibility Services Website] Select student complaints may be filed using electronic links found on the university's student reporting system. [FSU Reporting System]

If a student wishes to complain to external agencies regarding a university action, the Florida Board of Governors complaint process may be found on the website. [BOG Complaint Form] The FSU Office of Distance Learning informs distance students of their rights to file non-instructional complaints with FL-SARA, the source of Florida institutions' authorization to offer degree programs at a distance. [Complaint Resolution for Distance Students] The General Bulletins (both undergraduate and graduate editions) advise students of their right to file a FERPA complaint with the U.S. Department of Education. [FSU General Bulletin, p.15, 2022-2023] [FSU Graduate Bulletin, p.15, 2022-2023] The General Bulletins also advise students, faculty, and staff of the ability to contact SACSCOC in situations that involve significant non-compliance with a SACSCOC requirement or standard. [FSU General Bulletin, p.67, 2022-2023] [FSU Graduate Bulletin, p.68, 2022-2023]

Grade Appeals and Academic Grievances

The FSU Faculty Senate has final authority over academic policy, with the exception of the authority shared with the Student Government Association for oversight of the Academic Honor Policy. [FSU Constitution, p.3] [Academic Honor Policy, p.9] The academic policies related to resolving academic complaints apply to all students, regardless of location or mode of delivery. In accordance with the written Student Complaints Policy, academic complaints are compiled and analyzed annually by the Office of Faculty Development and Advancement (FDA). The office also coordinates with academic deans and department chairs to ensure fair and consistent implementation of those policies, in its role as liaison to the Faculty Senate. [Important Policies Memo, 2021] [Final Exam Memo Spring 2021] [Religious Holy Days Memo Spring 2022] [Academic Leadership Toolkit] [FDA Website, Academic Resources]

The Grade Appeals System is used when students believe that they have evidence that, instead of grading a student's academic work in accordance with the set of evaluation standards published in the course syllabus, an instructor has imposed a grade in an arbitrary, capricious, or discriminatory manner. The process requires students to consult with the instructor first, then to petition the department chair in writing to start the formal grade appeal. The first group to consider the student's case is composed of students identified by a student organization associated with the department (such as an honorary or professional group); its charge is to determine whether the case merits further review by a student/faculty committee drawn from members of the department. [Grade Appeal Department Committee Decision

Example] Department chairs across campus are responsible for implementing the grade appeals policy and procedural appeals may be lodged with the Student Academic Relations Committee (SARC) of the Faculty Senate. [Grade Appeals Flowchart] [FSU Undergraduate Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, p.83, 2022-2023]

SARC members are faculty appointed by the Faculty Senate Steering Committee together with two students, one undergraduate and one graduate; individuals with a perceived conflict of interest in a particular student situation are recused from serving on the case. [SARC Committee] SARC conducts a thorough investigation of the student's complaint and makes a recommendation to the Provost for final agency action. The faculty member who chairs SARC provides an annual report to the Faculty Senate. SARC records are maintained for a minimum of five years by the Office of Faculty Development and Advancement. [SARC Full Procedures] [SARC Report 2021-2022]

Information regarding the Grade Appeals System is sent to deans, department chairs, directors, and faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [Important Policies Memo, p.9, 2021-2022] and to students through its annual publication in both versions of the General Bulletin as well as the Student Handbook. [FSU Undergraduate Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, p.83, 2022-2023] [Student Handbook, p.8, 2022-2023] The policy and a flowchart outlining the process and associated timelines is also available to students and instructors on the Office of Faculty Development website in addition to being linked from the Student Conduct and Community Standards website and other department pages. [FDA Website, Academic Resources] [Grade Appeals Flowchart] [SCCS Website]

General complaints involving academic treatment of students by faculty members as well as decisions made by academic administrators that students believe were made unprofessionally follow the General Academic Appeals Process. [FSU Undergraduate Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, p.82, 2022-2023] This process calls for attempting to resolve a complaint informally, providing an opportunity for the individual with the most direct information to resolve a situation in a timely manner. If the complaint cannot be resolved in that manner, the student is directed to forward the complaint to individuals with increasing levels of authority (e.g., chair, dean, then members of the central administration). [General Academic Complaints Flowchart] [Academic Problem-Solving Guide] Finally, the student may request referral to the Faculty Senate Student Academic Relations Committee (SARC). [FSU Undergraduate Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, p.83, 2022-2023] [SARC Complaint Form] [SARC Complaint Resolution Example]

Information regarding the General Academic Appeals Process is sent to faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [Important Policies Memo, p.9, 2021-2022] and to students through its annual publication of the General Bulletins [FSU Undergraduate Bulletin, p.92, 2022-2023] [FSU Graduate Bulletin, p.83. 2022-2023] and the Student Handbook [Student Handbook, p.8, 2022-2023], in addition to being highlighted on relevant websites.

In some cases, students who have been found responsible for a violation of the Academic Honor Policy use the associated appeal process to request a review of the decision or outcome of the initial hearing. [Academic Honor Policy] [FSU Undergraduate Bulletin, p. 91, 2021-2022] The Office of Faculty Development and Advancement coordinates implementation of the Academic Honor Policy, overseen by the Academic Honor Policy Committee, a faculty and student committee appointed by Faculty Senate and Student Senate, respectively. [Academic Honor Policy Committee Website]

The Academic Honor Policy is disseminated to faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [Important Policies Memo, p.7, 2022-2023] and to students by its annual publication in both versions of the General Bulletin [FSU Undergraduate Bulletin, pp.88-91, 2022-2023] [FSU Graduate Bulletin, pp.78-82, 2022-2023] and the "It's All Academic" publication given to new students at orientation and available online [It's All Academic, pp.8-9, 2023], in addition to being highlighted on relevant websites. The policy, a supplemental flowchart, and an abbreviated reference guide outline how to navigate Academic Honor Policy procedures for both students and instructors. [Academic Honor Policy Website] [Academic Honor Policy Flowchart] [Academic Honor Policy Quick Reference Guide] [Student Conduct and Community Standards Website] The Academic Honor Policy is discussed annually during Orientation and New Student Convocation. [New Student Orientation Online Modules] The Faculty Senate requires the policy to be included in each course syllabus. [Faculty Senate Syllabus Requirements] [Sample Course Syllabus] Finally, the Office of Faculty Development and Advancement provides presentations and develops educational materials to educate faculty and staff about the policy. [AHP Resources for Faculty & Students] Because many academic complaints result from misunderstanding or misapplication of academic policies, the Office of Faculty Development and Advancement created the "Academic Leadership Toolkit." The resolution of such complaints can be facilitated through the resources provided in the Toolkit. [Academic Leadership Toolkit]

All records of Academic Honor Policy complaints are entered in the Maxient database shared by the Office of Faculty Development and Advancement and the Office of Student Conduct and Community Standards. As prescribed by policy, all records of Academic Honor Policy cases not resulting in dismissals or expulsion are maintained for five years beyond the date of a final decision; records of dismissals or expulsions are retained indefinitely. [Academic Honor Appeal Sample]

Other Student Complaints

The Student Conduct Code and the Student Organization Code are disseminated by the Department of Student Support and Transitions to students through annual publication in the Student Handbook in addition to being highlighted in brochures and on relevant websites. [Student Handbook] [Guide to Residence Living, pp.20-25] [DSST Brochure] [DSST Website] The Student Conduct Code is also introduced to new students annually during Orientation. [Pre-Orientation Online Module] [Student Conduct and Community Standards

Orientation Presentation] The Student Organization Code is also distributed to members of student organizations, including fraternities and sororities.

The trained and professional staff in the Department of Student Conduct and Community Standards, part of the Division of Student Affairs, [SCCS Website] handles complaints involving student conduct appellate processes or University Housing community standards appeals. Students may appeal the process based on a process review, bias review, information review, outcome review, or new information. [Appeal Request Form] Complaints are housed in Maxient, an online records management system maintained by Student Affairs. [Student Conduct Appeal Example 1] [Student Conduct Appeal Example 2]

Students are directed to report allegations of discrimination such as those based on religion or race to the university's reporting system. [Title IX Orientation Presentation] [University Reporting System Webpage] When a student submits a report through this reporting system, relevant university staff is notified. Subsequently, an information session is held with the affected party by representatives of the Office of Title IX (for reports against students alleging sexual misconduct and/or sex discrimination); the Office of Student Conduct and Community Standards (for reports against students alleging all other discrimination and/or retaliation); and the Equity, Diversity, and Inclusion Office (for reports against employees and third parties alleging discrimination, sexual misconduct, and/or retaliation). If a student elects to file a formal grievance/complaint, each office as outlined above follows the applicable procedures, as set forth in the Anti-Sexual Misconduct Policy, Student Code of Conduct, and/or Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy. Records are retained in each office either within Maxient and/or secure SharePoint files. In the case of a student reporting allegations that would fall under the Title IX Compliance Policy, the offices previously named regarding sex discrimination and sexual misconduct fulfill the same responsibilities.

Students may file grievances based on allegations of discrimination as a result of their membership in a protected class under federal equal opportunity laws or university policy. As noted above, student complaints of alleged sexual harassment against staff or faculty members are investigated by the Office of Human Resources, Office of Equal Opportunity and Compliance, and by the Dean of Students if they involve complaints against a fellow student. [Equal Opportunity NonDiscrim NonRet Policy] [Anti-Sexual Misconduct Policy] [Title IX Compliance Policy] These complaints are reviewed to determine whether an investigation is warranted, then the case is either closed or an investigation initiated. [Internal Complaint Checklist] [Discrimination and Sexual Misconduct Student Complaints 2020-2021] [Discrimination and Sexual Misconduct Student Complaints 2021-2022] Complaints of discrimination, sexual misconduct, and retaliation against employees are addressed by the Office of Human Resources and files are maintained within their secure electronic files. [Sample Discrimination Complaint Through Resolution] [Sample Title IX Case Through Resolution]

Student grievances based on alleged disability discrimination are handled by the Department of Student Support and Transitions working with the Office of Accessibility Services or Human Resources with the Equity, Diversity, and Inclusion Office. [Disability Grievance Procedures] [Accessibility Services] A formal grievance filed alleging disability discrimination by a faculty,

staff, or visitor is referred to the Equity, Diversity, and Inclusion Office (EDI). EDI follows the formal complaint procedure as defined by the Equal Opportunity, Non-Discrimination, and Non-Retaliation policy. A grievance alleging disability discrimination by a student is routed to the Office of Student Conduct and Community Standards for evaluation of a student conduct code violation. Information regarding these processes is disseminated through publication in the General Bulletin and the Graduate Bulletin [FSU General Bulletin, p.9-10, 2022-2023] [FSU Graduate Bulletin, p.9-10, 2022-2023] and the Student Handbook, in addition to being highlighted on relevant websites. [Student Handbook, p.11, 2022-2023] [Disability Discrimination Complaint Sample]

Determinations of Florida residency for tuition purposes are based upon state statute, regulations/rules of the two higher education governing boards in Florida, and statewide guidelines developed by college and university administrators in conjunction with the Statewide Residency Committee and the Florida Department of Education. State law outlines the broad legal parameters for establishing residency for tuition purposes in Florida public higher education institutions. [s.1009.21, Florida Statutes] [BOG Regulation 7.005 Residency] [Residency Guidelines]

Students may appeal residency decisions. Residency information and information on the appeals process is available on the admissions website and published in the Undergraduate and Graduate University Bulletins. [Residency Policy] [FSU Graduate Bulletin, pp.111-112, 2022-2023] [FSU Undergraduate Bulletin, pp.143-144, 2022-2023] The review of residency for tuition purposes for first-time-at-FSU students is conducted by the Office of Admissions, College of Law Admissions, College of Medicine Admissions, and the Office of the University Registrar. Enrolled students can apply for reclassification of residency with the Office of Admissions. First-time-at-FSU or readmitted students are classified in accordance with the information on their applications, including the "Florida Residency Declaration for Tuition Purposes." The university reserves the right to request additional information if warranted. Students who are denied the classification of Florida resident for tuition purposes have the right of appeal. The appeal must be based upon new information that was not made available during the initial review. Appeals must be made in writing to the Residency Appeal Committee, Office of Admissions, after receipt of the initial decision and no later than the end of the term for which Florida residency for tuition purposes is desired. All appeals are reviewed by the Residency Appeal Committee and committee decisions are final. [Residency Appeal Log] [Residency Appeal Example] The documentation associated with the record is housed in OnBase, an online system maintained by the Office of Admissions.

Students may file a written complaint appealing a decision relating to tuition and fee assessments. Information about refunds of tuition and fees is published in the Undergraduate Bulletin [FSU Undergraduate Bulletin, p.150, 2022-2023], the Graduate Bulletin [FSU Graduate Bulletin, p.118, 2022-2023], and on the University Registrar's Website [Tuition and Fees Appeals], including links to forms that students may complete. The formal policy is also published on the Student Business Services website and is set by the Florida Board of Governors

and Florida Statute. [Tuition Refund Policy, Student Business Services] [s.1009.24, Florida Statutes] [Florida BOG Regulation 7.002 (10)]

Formal appeals must be submitted in writing to the University Refund Committee (URC), which is the group responsible for making decisions in response to student appeals requesting a refund of tuition and fees. Students are provided a form for describing the circumstances of their appeal, including any additional supporting documentation or evidence to substantiate their case. These appeals are submitted through email or in person to the Office of the University Registrar for review by the full committee. Full refunds of tuition and fees may be granted in instances of withdrawal from the university under the following conditions: involuntary call to active military duty; death of the student or death in the immediate family; illness of the student of such duration or severity, as confirmed in writing by a physician, that completion of the term is precluded; cancellation of the course by the university; and exceptional circumstances that could not have been foreseen and were beyond the control of the student, as approved by the University Refund Committee.

The URC is coordinated by the Office of the University Registrar and has members representing various administrative offices of the university, including Student Business Services (Bursar), Office of the Registrar, Office of Admissions, Office of Financial Aid, and Dean of Students/ Case Management. The Committee meets the first Tuesday of each month to review a list of appeals. The appeals received every month are uploaded to a secure SharePoint site available to the committee members for review prior to the meeting. Each meeting includes a discussion about the basis of the appeal and a review of the allowed criteria to determine whether or not the student has sufficient cause and documentation to support the appeal request. Students are notified of the final outcome of their appeal in writing. [URC Approval Example] [URC Denial Example] If the appeal is granted, the Registrar's Office coordinates with the appropriate university offices to adjust fees. Tuition and fees assessment appeals are tracked each year, listing the student, the nature or basis of the appeal, the outcome and the final determination. [2021 University Refund Committee Appeals] [2022 University Refund Committee Appeals] This central committee is responsible for handling the formal appeals for the entire university and for all courses offered. URC appeal records are maintained by the Office of the University Registrar.

University Health Services is the central location for processing and maintaining records regarding Medical/Mental Health Course Drops and Withdrawals. Students may file a formal appeal of the process if their course drop or withdrawal is denied. To appeal, a student must be able to furnish additional documentation from the medical or mental health professional that gives stronger support to the reasons for the withdrawal. The student submits the appeal to University Health Services for review by the Medical and Mental Health Withdrawal Committee. [Medical/Mental Health Course Drop Appeal Example]

Family Educational Rights and Privacy Act (FERPA) rights are detailed in the General Bulletins and the Student Handbook. [FSU Undergraduate Bulletin, pp.14-16, 2022-2023] [FSU Graduate Bulletin, pp.14-16, 2022-2023] [Student Handbook, p. 10, 2022] In addition, the Office of the University Registrar provides information about the application of FERPA on its website.

[Office of the University Registrar Webpage] The "frequently asked questions" page directs students, faculty, or staff to contact the Office of the University Registrar with questions about possible FERPA violations. Records of these inquiries are stored in the Registrar's Office. In the case of a formal complaint, the student is directed to submit a written request detailing their concern. The University Registrar or Associate Registrar reviews the complaint to determine the extent to which FERPA applies, the necessary course of action or remediation to take, and other offices that are involved in the review. Guidance or corrective action is also shared by phone or email, as appropriate. Students also have the right to file with the U.S. Department of Education (USDOE). The USDOE reviews the basis of their claim and contacts the institution for more information and, where appropriate, a statement on the corrective actions that must be taken. This process includes the Office of the University Registrar and the University Compliance and Ethics Office. In select cases, the General Counsel's Office and Human Resources may be involved based on the nature of the complaint. The final action is reported back to the student by the university. [FERPA Complaint Sample]

Students may also appeal a university action relating to academic progress relating to financial aid. Federal regulations require that colleges and universities establish a Satisfactory Academic Progress (SAP) requirement regarding the maximum number of hours allowable to achieve the intended degree program. [Satisfactory Academic Progress Policy] [SAP Policy Website] Additionally, it sets minimum progress requirements for continued financial aid eligibility. Compliance with SAP policy standards are evaluated annually at the end of the spring semester to determine financial aid eligibility. [SAP Calculation - Meets Sample] Students who do not meet the minimum SAP guidelines are notified by email and provided information as to how they may appeal. [SAP Calculation Denied Sample 1] [SAP Calculation Denied Sample 2] [Satisfactory Progress Appeal Webpage] There are two types of appeals that students can submit: Appeals Based on Circumstances (i.e., student success was hindered by verifiable illness or extenuating circumstances) and Appeals Based on Hours (e.g., students who may have high transfer hours or who are working on a second degree).

After the student submits an appeal, it is routed to campus advising so that an academic plan can be documented to bring the student back into satisfactory academic progress compliance. The Office of Financial Aid will review the appeal to ensure all required documentation is provided. If the appeal documentation is determined to be incomplete, an email is sent to the student to encourage completion. [SAP Appeal Documentation Incomplete Email] Appeals are reviewed by staff in the Office of Financial Aid for approval or denial. Students are notified via email once the decision has been rendered. In cases of second or subsequent appeals, the SAP Appeal Committee will meet to review the case. The committee is comprised of members of the Office of Financial Aid, as well as members of the Department of Student Support Services, the Center for Academic Retention and Enhancement, and FSU Advising. The committee meets virtually (Teams or Zoom) as needed based on the volume and readiness of appeals pending. Students are notified of the final outcome of their appeal via email. Appeals are maintained within the university's electronic Campus Solutions system by the Office of Financial Assistance. [SAP Appeal Approved Sample] [SAP Appeal Denied Sample]

Complaints at Off-Campus Instructional Sites and with Distance Learning

Students at the Panama City, Florida, campus are often assisted in resolving their complaints by members of the Office of Student Affairs or the Office of the Dean of the College of Applied Studies. [PC Student Rights and Responsibilities Webpage] Students at the Republic of Panama (ROP) campus are assisted by several individuals depending on the nature of the complaint, as indicated by the Student Complaint Routes Flowchart. [ROP Student Complaint Routes Flowchart] Additionally, the ROP campus website includes a "Complaints and Grievances" portal on its website located under "Quick Links" to facilitate the filing of complaints. [ROP Complaints and Grievances Portal] [ROP Online Complaint Form] Students at the Ringling Center for Cultural Arts in Sarasota are assisted in resolving their complaints by staff in the College of Fine Arts in Tallahassee, often through referral by staff at the Sarasota location. Distance learning student complaints are handled in the same manner as students at the Tallahassee campus, using virtual meetings as appropriate. Distance students who have completed the internal institutional grievance and the applicable state grievance process may appeal non-instructional complaints to FL-SARA Postsecondary Distance Education Council, SARA's portal agency for the state of Florida. [Office of Distance Learning Complaint Resolution Webpage].

The university has a published policy that outlines procedural variations from the General Academic Appeals Process for the branch campuses in Panama City, Florida, and the Republic of Panama. [FSU Undergraduate Bulletin, pp.92, 2022-2023] [FSU Graduate Bulletin, p.82, 2022-2023] [Grade Appeal Panama City Committee Decision Example] At the FSU Ringling Center for Cultural Arts, the main campus procedures and reporting practices are used to resolve grievances through the College of Fine Arts, as appropriate. Off-campus sites or the Office of Distance Learning (depending on where the student receives academic instruction) follow the academic policies as described above except for minor modifications such as using technology (e.g., Zoom) to conduct required meetings instead of an in-person meeting or designating an alternate administrator to handle the complaint resolution.

General academic complaints and grievances for the branch campus in Panama City, Florida, are handled through the process described in the General Academic Complaints Flowchart. [General Academic Complaints Flowchart] The complaint log is kept in the Office of the Dean of Applied Studies and shared with the Office of Faculty Development and Advancement as part of their Central Student Complaint logs. General academic complaints and grievances at the Republic of Panama are handled through the process described in the ROP General Academic Complaints flowchart. [ROP General Academic Appeals Flowchart] The complaint log is kept in the Office of the Vice Rector for Academic Affairs and shared with the Office of Faculty Development and Advancement as part of their Central Student Complaint logs. General academic complaints and grievances at the FSU Ringling Center for Cultural Arts are handled through the College of Fine Arts through the process described in the General Academic Appeals flowchart. The complaint log is kept in the Office of Academic and Student Affairs for the College of Fine Arts in Tallahassee and shared with the Office of Faculty Development and Advancement as part of their Central Student Complaint logs. [Ringling Center for Cultural Arts

Grade Appeal Example] [Sample OFDA Complaint Log Including Branch Campus Reporting, Fall 2021]

The Panama City, Florida, and Republic of Panama branch campuses facilitate the Academic Honor Policy processes for students at their locations. The Academic Honor Policy enables Tallahassee administrators to convene hearings with students at other off-campus instructional sites and for distance learning students. [Panama City AHP Website] [Republic of Panama AHP Webpage] All records of Academic Honor Policy complaints are entered in the Maxient database shared by the Office of Faculty Development and Advancement and the Office of Student Conduct and Community Standards. As prescribed by policy, all records of Academic Honor Policy cases not resulting in dismissals or expulsion are maintained for five years beyond the date of a final decision; records of dismissals or expulsions are retained indefinitely.

The Panama City, Florida, branch campus staff implements the FSU Student Code of Conduct and Student Organization Code policies with the Office of Student Affairs staff handling cases specific to the Panama City, Florida, campus. [Panama City Student Conduct Website] Complaints are housed in Maxient, an online records management system maintained by Student Affairs at the Panama City campus. On the Republic of Panama campus, certain procedural modifications necessary to implement the Student Conduct Code are codified in the Republic of Panama Student Conduct Code. [ROP Policies Website] Complaints are housed electronically in the ROP Student Affairs Office of Rights and Responsibilities. [ROP Student Conduct Code Appeal Example]

In general, discrimination and Title IX cases at the branch campuses, off-campus sites, and distance learning are handled through the same procedures as main campus, albeit with the aid of virtual meeting technologies. However, the Panama City, Florida, Office of Student Affairs is charged with receiving complaints from students with disabilities since they provide local student services. On the Republic of Panama campus, students are referred to the Tallahassee Campus Office of Accessibility Services for accommodations and services. However, the Vice Rector for Academics at ROP receives complaints in relation to disability discrimination allegations at that campus. Records involving formal grievances filed against students emanating from the main campus and all off-campus sites are recorded within the Maxient data management system. All formal grievances filed against faculty, staff, and visitors are retained via a secure SharePoint file in Human Resources.

All FERPA complaints and residency appeals are managed centrally through the University Registrar for all campuses, instructional sites, and distance learning. Tuition and fee appeals at all campus sites and for distance learning students are the purview of the University Refund Committee (URC) as described earlier. [Distance Learning Complaint Tuition and Fees Complaint Example] [PC Campus Tuition and Fees Complaint Example] However, appeals related to the local fees at the Republic of Panama are handled by the Vice Rector for Finance and Administration on location at that branch campus.

Student Complaints Trend Analysis

The analyses of academic and non-academic complaints reveal no evidence of either unresolved systemic problems or dysfunctional complaint processes. The following describes the trends and patterns among student complaints by type and how these findings were used to improve the student experience or outcomes in more general terms.

The review of grade appeals and academic grievance complaints revealed an increase in written student complaints during the height of the COVID-19 pandemic (114 complaints recorded in 2019-2020, 162 during 2020-2021, and 148 during 2021-2022). The pandemic necessitated fully remote coursework with an abrupt shift from face-to-face instruction. In such an uncharted digital environment, it is likely that faculty and students were navigating unfamiliar instructional dilemmas that resulted in increased student complaints. Additionally, the implementation of a new exam proctoring system (i.e., Honorlock) contributed to a technological learning curve for faculty and students. The return to predominantly in-person coursework during Fall 2021 helped to slightly reduce the number of academic-related student complaints. Following the pandemic, students had to re-acclimate to face-to-face instruction or enter college for the first time after a lengthy period of digital learning during high school or their first year of college. The trend shows first an increase, then a slight decline in the number of academic complaints. The pandemic and the adjustments that followed help explain the trend. The review also indicated that student complaints during the pandemic led to a greater number of favorable outcomes for students. However, this tendency decreased as the university began to return to "business as usual" (71 favorable outcomes in 2019-2020, 73 during 2020-2021, and 32 during 2021-2022). Family emergencies, medical crises, and financial hardships increased dramatically during the COVID-19 pandemic, which led to adjustment of formal academic policies. The Provost encouraged instructors to exercise flexibility in enforcing class rules, especially attendance, and to prioritize care and concern for the student. Deans' offices followed suit, increasing their approval of appeal requests ranging from grade appeals to drop/withdrawal fee liability appeals. Giving students leniency and second chances to perform their academic obligations was the norm during that time. During 2021-2022, upper-level administration's messages reverted to emphasizing normalcy and the ability of faculty to impose attendance requirements, in order to reinforce the benefits of face-to-face learning and to rebuild community altered by the pandemic. [Important Policies Memo 2020-2021] [Important Policies Memo 2021-2022] [Important Policies Memo 2022-2023]

The review did result in some improvements to the Grade Appeals System which was revised in 2020 to better define deadlines as "class days" in order to allow enough time to resolve appeals after end-of-semester breaks; to require student screening committees to contain students at the same level as the student grieving; and to acknowledge that the department chair or school director may attend the meeting of each committee.

The review of Academic Honor Policy appeal cases shows a downward trend since 2018, with a noticeable decrease in 2022. This could be attributed to a few reasons. First, the revised Academic Honor Policy went into effect in Fall 2022 with more due process protections for students. One new provision requires that a tied vote during the hearing panel deliberation

automatically leads to a decision of "not responsible" in favor of the accused student. Another new provision permits early expungement of the student conduct record for those with a single violation on file, which reduces the fear of jeopardized career prospects and may reduce appeals. Second, FSU transitioned away from using remote proctoring with the return to predominantly in-person classes in 2021. Remote proctoring was deemed essential for some courses during the virtual-instruction period; however, such remote proctoring also spawned more appeals than previously experienced in predominantly face-to-face testing environments.

For academic years 2019 through 2022, 73 student conduct appeals were submitted to the Department of Student Conduct and Community Standards. Of those cases, 62 decisions (85%) were reviewed by the appellate officer and affirmed as complying with established procedural standards in the Student Conduct Code. For 7 of the appeal cases (10%), the appellate officer modified the finding or outcomes. Most of these modifications reflected changes in assigned outcomes, and only 2 appellate reviews resulted in a modification of the responsible finding. Modified outcomes were the result of a comprehensive outcome review based on the information of the case, any mitigating and aggravating factors, and outcomes in previous similar cases. The two cases with modification of the finding were a result of additional information provided in the appeal that substantially changed the decision of responsibility. The other 4 appeal cases (5%) were remanded back to the original hearing body for additional review because of the students' timely appeal submission. All 4 of these cases were modified in both findings and outcomes. Three of the 4 cases found that the original finding was based on insufficient evidence to support a finding of responsibility for one of the alleged policy violations; however the students were still found responsible for the other policy violations in those incidents. As a result of the change in findings, each of these 3 cases received modified outcomes to reflect the lesser finding. In the final case of this remanded category, the student was found not responsible for any of the policy violations.

 As a result of this review, the Office of Student Conduct and Community Standards made some improvements to the Hearing Officer and Appellate Officer training for all faculty and staff. Both trainings focused on the standard of evidence required to hold students responsible for policy violations, effective questioning techniques during hearings to elicit needed information to make determinations, reviewed possible outcomes for different types of policy violations, and due process requirements for administrative proceedings. Given that many of the successful appeals were attributed to new information not available to the original hearing officers, we believed this was sufficient redress for those, very rare circumstances when additional review of cases resulted in differing outcomes. [Hearing Officer Training] [Appellate Officer Training] [Student Conduct Appeals, 2021-22]

A review of the cases related to sexual misconduct, discrimination, or harassment does not reveal any substantial changes in annual frequency, either collectively or by type of allegation. Although there was a slight increase in the number of sexual misconduct allegations reported in 2021-22, many of these did not involve a respondent enrolled or employed at the university or meet the threshold analysis that would warrant a formal investigation. The threshold analysis entails a review of the stated allegations, an intake interview with the impacted party, and a determination that the reported behavior would be a policy violation. An allegation which does

not meet the investigation threshold is still reviewed for any applicable action. The increase in sexual misconduct reports could be attributed to several factors. First, students returned to campus for in-person learning after more than a year of social isolation, which could have negatively impacted peer communication skills in ways that are detrimental to navigating relationships and social interactions. Second, the university has increased efforts to make faculty, staff, and students more aware of how to report suspected misconduct. These efforts include training programs, emails to the university community from the President and Vice President for Student Affairs, social media campaigns, and Title IX promotional items with reporting information (e.g., tee shirts and bracelets). [Employee Training – Sexual Misconduct] [Supervisor Training – Sexual Misconduct] [Community Email Examples] [Social Media Examples] [Invoices for Promotional Items]

An analysis of tuition and fee assessment appeals submitted by students are periodically reviewed to determine if there are recurring patterns or events that prompted a number of similar appeals. When such patterns are identified, additional offices, such as Dean of Students, Financial Aid and Withdrawal Services meet to determine if additional withdrawal or course drop codes are needed, changes in other university processes might be required, or if a wholesale exception might be pre-approved (e.g., withdrawal because of hurricane damage and/or losses). There was no demonstration of a pattern that needed redress in the policy and procedures. A comprehensive financial literacy website was launched in 2021 to provide resources for students, particularly to assist those who cited financial hardship. [Financial Success Website] [Financial Literacy Hub Announcement] [PC Campus URC Appeal Example] [Distance Learning URC Appeal Example]

Conclusion

Florida State University publishes appropriate and clear procedures for addressing student complaints. These policies and procedures are published and disseminated widely to the campus community and are followed in resolving student complaints. All students who receive instruction by Florida State University, regardless of location or instructional delivery mode, have an opportunity to report complaints and to have them addressed.

Evidentiary Documents

- FSUPolicy3-19StudentComplaintPolicy.pdf
- FSUGeneralBulletin2022-2023.pdf
- FSUGraduateBulletin2022-2023.pdf
- OmbudsFLStatute.pdf
- StudentOmbudsmanBoardOfGovernorsRegulation.pdf
- StudentComplaintsAppealsWebsite.pdf
- CaseManagementServicesWebsite.pdf
- OmbudsmanExample.pdf
- StudentHandbook2022-2023.pdf

RegulationPoliciesWebsite.pdf

TitleIXWebsite.pdf

HR-Website.pdf

OAS-Website.pdf

FSUReportingSystem.pdf

BOGComplaintForm.pdf

ComplaintResolutionForDistanceStudents.pdf

GenBulletinFERPACompl.pdf

GradBulletinFERPACompl.pdf

FSUConstJuris.pdf

FSUAcadHonorPolicy.pdf

ImptPoliciesMemo2021.pdf

FinalExamMemoSpring2021.pdf

ReligiousHolyDaysMemoSpring2022.pdf

AcademicLeadershipToolkit.pdf

FDAWebsiteAcademicResources.pdf

GradeAppealDepartmentCommitteeDecisionExample.pdf

GradeAppealsFlowchart.pdf

SARCCommittee.pdf

SARCFullProcedures.pdf

SARCReport2021-2022.pdf

ImpPoliciesGradeAppeals.pdf

SCCSWebpage.pdf

GenAcadCompFlowchart.pdf

AcademicProblemSolvingGuide.pdf

SARCComplaintForm.pdf

SARCComplaintResolution.pdf

AcademicHonorPolicy.pdf

AcademicHonorPolicyCommitteeWebsite.pdf

ImportantPoliciesMemo2022-2023.pdf

IAA.pdf

AcademicHonorPolicyWebsite.pdf

AcademicHonorPolicyFlowchart.pdf

AcademicHonorPolicyQuickReferenceGuide.pdf

StudentConductWebsite.pdf

NewStudentOrientationOnlineModules.pdf

FSSyllabusReq.pdf

SampleCourseSyllabus.pdf

AHPResourcesForFacultyAndStudents.pdf

HonorPolicyExRev.pdf

GuideToResidenceLiving.pdf

DSSTBrochure.pdf

DSSTWebsite.pdf

StudentConductPresentationOrientation.pdf

StudentConductOrientationPresentation.pdf

SCCSWebsite.pdf

AppealRequestForm.pdf

SSCEx1.pdf

SCCEx2.pdf

TitleIXOrientationPresentation.pdf

UniversityReportingSystemWebpage.pdf

4-OP-C-7-IEqualOpportunityAndCompliance.pdf

FSUPolicy2-2AntiSexualMisconduct.pdf

FSUPolicy2-2ATitleIXCompliance.pdf

InternalComplChecklist.pdf

DiscriminationAndSexualMisconductStudentComplaints.pdf

DiscriminationAndSexualMisconductStudentComplaints.pdf

SampleDiscCompl.pdf

TitleIXExample.pdf

DisabilityGrievanceProcedures.pdf

AccessibilityServices.pdf

DisabilityDiscCompSample.pdf

FloridaStatutesSection1009.21.pdf

BOGRegResidency.pdf

ResidencyGuidelines.pdf

ResidencyPolicy.pdf

ResidencyAppealLog2021-2022.pdf

ResidencyAppealExample.pdf

TuitionAndFeeAppeals.pdf

TuitionRefundPolicyStudentBusinessServices.pdf

FloridaStatutesSection1009.24.pdf

FloridaBOGRegulation7.002(10).pdf

URCApproval2.pdf

URCDenial2.pdf

2021UniversityRefundCommitteAppeals.pdf

2022UniversityRefundCommitteAppeals.pdf

MedicalMentalHealthCourseDropAppealExample.pdf

RegistrarFAQWebpage.pdf

FERPAcomplaintEx.pdf

SatisfactoryAcademicProgressPolicy.pdf

SAPPolicyWebsite.pdf

SAPCalcMeets.pdf

SAPCalcS1.pdf

SAPCalcSam2.pdf

SatisfactoryProgressAppealFormWebpage.pdf

SAPAppealDocIncomp.pdf

SAPAppealApp.pdf

SAPAppealDeny.pdf

PCStudentRightsAndResponsibilitiesWebpage.pdf

ROPStudentComplaintRoutes.pdf

ROPComplaintsAndGrievancesPortal.pdf

ROPOnlineCompForm.pdf

DL-Complaint-Resolution.pdf

GradeAppealPanamaCityCommitteeDecisionExample.pdf

ROPGenAcadAppFlowchart.pdf

RinglingGradeAppEx.pdf

AcadComplaintLogFa21.pdf

PanamaCityAHPWebsite.pdf

RepublicOfPanamaAHPWebpage.pdf

PanamaCityStudentConductWebsite.pdf

ROPPolicies.pdf

ROP-SCCappealEx.pdf

DL-URCex.pdf

PC-URCex.pdf

ImportantPoliciesMemo2020-2021.pdf

HearingOffTrain.pdf

AppellateOffTrain.pdf

StudentAffairsComplaints.pdf

SexualMisconductTraining.pdf

SexualMisconductSupTrain.pdf

ReportingEmailSamples.pdf

- SocialMediaEx.pdf
- PromotionalItemInvoices.pdf
- FinanSuccessWebsite.pdf
- FinancialLitHub.pdf

<table>
<tr><td>12.5</td><td>The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student Records)</td></tr>
</table>

   <u>X</u> *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) protects the security, confidentiality, and integrity of its student records and maintains appropriate security measures to back up and protect student data. The university stores and maintains student records, including but not limited to academic information such as admissions, enrollment, withdrawals, grades, retention and academic standing; transcript data such as credentials, certifications, awards, and honors; financial aid history and documents; payment and disbursement records; student disciplinary and honor code records; housing, orientation, clubs, fraternity/sorority membership, and affiliations; medical and mental health records; employment records for students employed in a variety of positions; research documents and approvals; and documentation of performance or participation in internship, externships, clinical, and co-operative work experiences.

The safeguarding of this data and the technical infrastructure is vital to the continued viability and success of the university. The Information Security and Privacy Office (ISPO), which operates as a division of Information Technology Services and reports to both the Chief Information Officer and the Provost, is dedicated to ensure the confidentiality, integrity and availability of FSU data and to protect the privacy of the information entrusted to our university. [Information Security & Privacy Office] ISPO focuses on the following key areas: policy, training and outreach, risk management, operations and incident management, and survivability. [ISPO Organizational Chart 08.29.22] ISPO provides several services to the university community, including:

- Security and privacy consulting, including policy development, incidence response, Payment Card Industry Date Security Standard (PCI DSS), Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA)

- Website privacy assessment using Rational Policy Tester

- Automated vulnerability scanning

- Enterprise Intrusion Prevention System

- 24/7/365 network security monitoring by Multi State Information Sharing and Analysis Center

- Computer forensic investigation at direction of FSU Police Department, Audit Services, or Human Resources

- Security listserv for information sharing

Information Security

FSU has established procedures for safeguarding student records, including the protection of student confidentiality and procedures for backing up student data. The Information Security Policy assigns responsibility to each unit of the university to secure and maintain the confidentiality and integrity of student records. [Information Security Policy] The policy applies to all users of university IT resources, whether they are officially affiliated with the university or not, and to all uses of those resources, whether on campus or from remote locations. The policy applies to university-owned computers (including those purchased with grant funds) and personally owned or leased computers that connect to the Florida State University network. The policy applies to all devices that store FSU data. This policy applies to those who provide system, desktop, network, or other IT support, both Information Technology Services (ITS) personnel and university unit support staff. It also applies to those who partner with FSU to provide or receive services or information; therefore, contracts and agreements must include language whereby the contractor/partner agrees to comply with this policy.

Information Privacy

FSU protects the privacy of its students, alumni, faculty and staff, and safeguards the confidentiality of information. This commitment is in accordance with legislated or contractual obligations concerning the use and control of protected or private information. As the custodian of protected and private information, FSU recognizes the importance of safeguarding information resources from loss, misuse, unauthorized access or modification. The Information Privacy Policy applies to faculty, staff, students, affiliates, prospective students, contractors and sub-contractors, and associated parties who interact with FSU systems to process, transmit, or store information classified as protected or private on FSU-owned computing systems, telecommunication systems, and network assets; personally owned computing/storage devices and telecommunication devices; computing, storage, telecommunications, or network services procured from third-party vendors including cloud and co-location services; university units who maintain physical locations or conduct services outside of the United States of America are also responsible for meeting applicable local, national, or regional privacy rules or regulations for those sites. [Information Privacy Policy]

Policies

The university bases its policies and procedures for maintaining the security, confidentiality, and integrity of its student records on good business practices, state laws, federal laws and applicable international laws such as:

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education

records. Florida Statute 1002.22 requires FSU to protect the disclosure and access to student education records in accordance with FERPA.

- The Florida Information Protection Act (FIPA) protects the security of confidential personal information.

- The General Data Protection Regulation (GDPR) is the regulation in European Union (EU) law on data protection and privacy in the EU and the European Economic Area (EEA). It also addresses the transfer of personal data outside the EU and EEA.

- The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides data privacy and security provisions for safeguarding patient medical information.

- The Payment Card Industry Data Security Standard defines compliance requirements for any company that accepts, stores, processes, or transmits credit card information that protects the privacy and security of consumers.

- Student financial aid records are secured under the provisions of the Gramm-Leach-Bliley Act which requires institutions to explain their information sharing practices to their customers and safeguard sensitive data.

FSU has adopted the National Institute of Standards and Technology (NIST) Framework for Improving Critical Infrastructure Cybersecurity [Framework for Improving Critical Infrastructure Cybersecurity] in conjunction with NIST 800-53 Controls [NIST Risk Management Framework] as the foundation for a risk-based approach to cybersecurity management. The Cybersecurity Framework (CSF) Core uses common cybersecurity functions, activities, and desired outcomes to align university policy to the management of IT risk. The CSF Core leverages industry standards, guidelines, and practices to establish baseline expectations for cybersecurity for all university units. Consolidated University Units (CUUs) are responsible for using this framework and controls to assess their unique risks, threats, vulnerabilities, and risk tolerances to determine an appropriate risk management plan that complies with FSU Technology Policies, Standards and Guidelines. The Consolidated University Units are identified by the Vice President for Finance and Administration and the University Provost or other designated university executive management. These units provide business functions that, if disrupted, may impede the university's ability to meet its mission and/or strategic goals, may have a major financial or reputational impact, or may result in significant regulatory or contractual non-compliance. The units are required to participate in the vulnerability management program on an ongoing basis and maintain a Business Impact Analysis, Disaster Recovery Plan, and Risk Assessment on a triennial basis. [Consolidate Unit Details]

Release of Student Record Data outside the University

The State of Florida has broad public records laws. [Chapter 119, Florida Statutes] Unless specifically prohibited in Florida Statutes Chapter 119, many university records may be

requested through a public records request. Such requests are forwarded to the university General Counsel's Office and appropriate data stewards for review and compilation. Based on the nature of the data requested and its protected status, the data may not be released, may be released in some redacted, limited, aggregated or de-personalized form, or may be provided in total. [Records Management]

The university follows FERPA [FSU Graduate Bulletin, pp.14-16, 2022-2023] [FSU Undergraduate Bulletin, pp.14-16, 2022-2023], and HIPPA [University Health Services Resources & Educational Materials] regulations for the release of student records. Under FERPA, the following items are designated as directory information and may be released upon request: name, date, and place of birth; local address; permanent address; official FSU e-mail address; EMPLID; classification; major field of study; participation in official university activities and sports; weight and height of members of athletic teams; dates of attendance at the university; degrees, honors, and awards received; the most recently attended educational institution; and digitized photo (Florida State University Card).

Storage of Records

All student data classified as sensitive or confidential is stored on computing and storage devices safeguarded through layers of logical and physical access controls. Logical security controls include, but are not limited to, the use of passwords for user access to systems, employee system access termination procedures, monitoring of privileged accounts, restriction of remote (off campus) users to university resources, native application/database access controls, use of antivirus/anti-spyware software on computing devices, and programmed controls/rules in network devices to block unauthorized access attempts over internal/external networks segments. Physical security controls include, but are not limited to, warning signs, fences/walls, perimeter lighting, the use of pass cards/badges/keys, door locks, safes, intruder alarms, closed-circuit television systems, and FSU Police Department patrols.

In addition to the comprehensive efforts of IPSO and our Information Security Policy, there are the following additional supporting IT policies to further define controls required to safeguard the confidentiality, integrity, and availability of student records at FSU. These are:

- Safeguarding of Confidential Financial and Personal Information [Safeguarding of Confidential Financial and Personal Information]

- Wireless Data Communications [Wireless Data Communications]

- Electronic Mail Policy [Electronic Mail Policy]

Access to Records

CUUs are responsible for ensuring that individual requests for access are limited to systems and access levels required based on an individuals' roles and responsibilities. Individuals' affiliation with FSU determines the appropriate access needed for university data and computing resources, with the minimum access granted sufficient to perform required responsibilities. Individuals

requiring access to information must login through a single secure login process. Two-factor authentication is an extra layer of security implemented to prevent unauthorized access to information. It requires a user to verify their identity twice - once with a password and once with a mobile device - before gaining access to sensitive information within FSU systems.

The profiles and unique identifiers are maintained in a secured database or server that follows the industry standard with regard to the creation of a username and password. [Information Security Policy] When appropriate or necessary, data passed over the internet through the web applications for faculty, staff, or students are encrypted. [Information Security Policy] The Information Security Policy states:

> "Computer accounts are provided to faculty, staff, and students as a privilege associated with membership in the university community. When an individual accepts this privilege, a number of responsibilities must be assumed, including knowledge of appropriate university policies and procedures." [Information Security Policy]

Student academic records are maintained in the university's computer-based Student Information System, provided and maintained by the university's Information Technology Services. The student system includes integrated modules for student admissions, student records, registration, financial aid, student billing, student accounts receivable, and degree audit. The student system provides extensive edit checks to ensure completeness and accuracy of data entered both online and through batch transactions. Storage devices hosting Student Information System data are automatically backed up each night to offsite devices hosted in a geographically dispersed remote location.

In the event of a disaster, the university is able to carry out its critical functions. If those functions require technical resources, a recovery plan must be in place and tested to ensure an effective response and a timely return to normal operations. Survivability is the capability to maintain or quickly recover critical business functions after a disaster or adverse event. The Continuity of Operations Plan (COOP) is intended to minimize the effects of an event, reduce financial loss, continue essential services and expedite the return to normalcy. The Disaster Recovery Plan is the technology component of the COOP. The plan describes the procedures to provide the technology processes that support essential services during an emergency and detail how the infrastructure will return to regular operations within an acceptable time frame. A documented COOP and Disaster Recovery Plan should reduce confusion during an emergency and enhance the ability to deal with the crisis. FSU maintains a Continuity of Operations Plan outlining procedures for recovery operations from the remote site. A yearly test is conducted to validate the ability to recover Student Information Systems data. In addition, university policy encourages all staff to save their university information and files to a network drive which provides the security of having university data saved to the remote location and recoverable in the event of lost files. [Disaster Recovery and Backup Data Policy]

The central university systems for student records and IT resource management is used for all student records to ensure that core university records are available under the COOP plan and general data management policies. Off-campus instructional sites may institute different plans to access those resources, depending on the infrastructure present and available in the area at the

time of an emergency. The Tallahassee campus serves as the lead coordinating site, when possible. In the event that the Tallahassee campus is unable to function in this capacity, sufficient resources can be shifted to other campuses or mutual aid partners to allow for coordination and recovery.

Designated data custodians oversee the security authorization process for staff and students that require access to the different data and systems necessary to perform their jobs or conduct their studies. Individuals are granted one of several levels of access authority that may be generally grouped, from limited to broad access, such as *view only*, *update*, or *administrative*. As part of the approval process, the data custodian evaluates the position and function of the individual to determine level of access and the appropriate data sets for which the individual will be authorized. The university requires this level of review by data security administrator in each area that is authorized to grant access. This is true, regardless of the nature of, or owner of the data. Physical security to areas used to store student information in a paper format or on electronic storage devices is controlled through FSU policy to ensure access is only granted to authorized individuals. [Issuance of University Keys Access Control]

If a security breach should occur, the university has an established Responses and Reporting procedure that follows accepted industry standards. [Information Technology Security and Privacy Incident Response and Reporting Procedures] The procedures include notification and coordination with key elements of the university such as police, general counsel, and appropriate administrative offices.

Employee Notification and Training

University employees are required to sign a confidentiality statement as part of the hiring process. New employees also undergo virtual FERPA training through a self-paced online course. [New Employee FERPA Training] Individual units may add additional, unit-specific agreements where appropriate. [Addendum to MOU Enrollment Management] [Employee Statement of Understanding Regarding Confidentiality] This document outlines the confidential role they hold and references additional policies that may govern their work when accessing or making use of university data.

The Office of the University Registrar presents annually at the New Faculty Orientation, the Program for Instructional Excellence (PIE) [Fall 2022 Biannual PIE Teaching Conference Agenda] and provides FERPA training on request to the university community. In addition, the Office of the University Registrar, in conjunction with University General Counsel's Office, provides support to all faculty and students, from all campuses and sites, with questions and concerns about education records, records retention standards, and public records requests. Staff and faculty who are granted secure access to confidential material are trained by their units and supervisors. The training differs widely across campus based on the access granted and role of the individual. Staff from the University Registrar's Office routinely provide updates and refreshers on demand for staff retreats, individual, or unit training. The University Registrar's Office partners with ITS to also provide refresher training at least twice a year for the campus. [ITS FERPA Presentation] [ITS FERPA Chat]

Notification of FERPA rights is published for the university community, including students and the general public, in both the undergraduate and graduate editions of the General Bulletin [FSU Graduate Bulletin, pp.14-16, 2022-2023], [FSU Undergraduate Bulletin, pp.14-16, 2022-2023], the Faculty Handbook [Faculty Handbook FERPA], the *Registration Guide* that is published each semester [Fall 2022 Registration Guide], and a public website maintained by the Office of the Registrar. [FERPA Registrar Website] In addition, information is provided to newly admitted students and parents through the Department of Student Support and Transitions that is made available to all incoming undergraduate students. [Student Privacy & Parental Access Department of Student Support and Transitions]

Evidentiary Documents

- InformationSecurityAndPrivacyOffice.pdf
- ISPOOrganizationChart2022.pdf
- InformationSecurityPolicy.pdf
- InformationPrivacyPolicy.pdf
- FrameworkForImprovingCriticalInfrastructureCyberse.pdf
- NISTRiskManagementFramework.pdf
- ConsolidatedUnitDetails.pdf
- FloridaStatutesChapter119.pdf
- RecordsManagement.pdf
- FSUGraduateBulletin2022-2023.pdf
- FSUGeneralBulletin2022-2023.pdf
- UniversityHealthServicesResourcesAndEducationalMat.pdf
- SafeguardingOfConfidentialFinancialAndPersonalnfor.pdf
- WirelessDataCommunications.pdf
- ElectronicMailPolicy.pdf
- DisasterRecoveryAndBackupDataPolicy.pdf
- IssuanceOfUniversityKeysAccessControl.pdf
- InformationTechnologySecurityAndPrivacyIncident.pdf
- NewEmploreeFERPATraining.pdf
- AddendumToMOUEnrollmentManagement.pdf
- EmployeeStatementOfUnderstandingRegardingConfident.pdf
- Fall2022BiannualPIETeachingConferenceAgenda.pdf
- ITSFERPAPresentation.pdf
- ITSFERPAChat.pdf
- FacultyHandbookFERPA.pdf
- Fall2022RegistrationGuide.pdf
- FERPARegistrarWebsite.pdf

StudentPrivacyAndParentalAccessDepartmentOfStudent.pdf

<table>
<tr>
<td>12.6</td>
<td>The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student Debt)</td>
</tr>
</table>

   <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University (FSU), Office of Financial Aid (OFA), is authorized to participate in Title IV Financial Aid programs by the U.S. Department of Education under the Program Participation Agreement (PPA) valid through March 31, 2023. The recertification of the agreement is currently being reviewed by the federal government. Additionally, the State of Florida has authorized the university to participate in state scholarship and grant programs. [FSU PPA, 07.24.17] [Eligibility and Certification Approval Report, 01.07.2019]   [FSU State of Florida Participation, 2022]

Florida State University strives to instill knowledge students need to be financially successful. The university provides tools, as well as counseling, directly to all FSU students through the Office of Financial Aid on the university's main campus. These tools are available to all students regardless of location and mode of delivery. The specific resources and services are described in the following paragraphs.

Florida State University provides numerous loan resources and information on the financial aid website and in financial aid presentations [Financial Awareness Presentation, 2022], which are conducted by the Office of Financial Aid during mandatory New Nole Orientation for newly admitted undergraduate students. Information includes, but is not limited to, loan eligibility, rates, limits, repayment, and guidance on responsible borrowing. The Office of Financial Aid provides a Financial Literacy webpage that provides important information and links to the university-wide Financial Success page (details referenced below). Students who need additional assistance may request an appointment with a financial aid representative to receive one-on-one financial aid counseling. [Financial Literacy Office of Financial Aid, 2022]

In addition, the New Graduate Student Orientation includes a presentation on finance and funding. [Graduate and Professional Students Orientation, 2022]

The Graduate School refers graduate and professional students to the online resources available to help students understand issues related to paying for college, planning and budgeting, banking and credit, investments, insurance, and taxes. These resources also include information on financial literacy, courses and training programs, events, and external resources. [Graduate School Financial Success]

Office of Financial Aid Processes and Procedures

Each year, the Office of Financial Aid reports on the average costs for students to attend Florida State University. The financial aid office determines the cost for all students including but not

limited to undergraduate, graduate, main campus, Republic of Panama campus, and the Panama City campus. To eliminate excessive student borrowing, the annual cost of attendance is conservatively designed to reflect costs of a typical student. Each year, the components of the cost of attendance are analyzed using actual costs on and near campus as well as IRS national standard rates to ensure our cost of attendance accurately reflects student costs. A Financial Aid Webpage "Understanding the Cost of Attendance" explains the components of the cost of attendance so students and parents can be informed about realistic costs to attend Florida State University. [Understanding the Cost of Attendance, 2022]

Additionally, the Office of Financial Aid created a Budget Worksheet to assist students and families when navigating educational costs for an academic year. The sheet considers personalized costs and individual financial aid awards. By completing the worksheet, students gain an understanding of whether an educational loan will be necessary for attendance. [FSU Budget Worksheet, 2022]   This worksheet is found on the Office of Financial Aid website, or in person at the Office of Financial Aid. In addition, the office of Student Business Services has a link to the worksheet on their website.

In addition to the budget worksheet, the Office of Financial Aid also instituted a loan request form. Students requesting to increase or reinstate a loan complete this form that guides them through understanding current debt as well as providing an understanding of annual and lifetime loan limits. [Loan Request Form, 2022]

FSU has experienced an overall decline in student borrowing and currently holds a 2.8% cohort default rate.

University-Wide Programs and Activities

Florida State University offers a voluntary, comprehensive Financial Success guide for students with information and resources on paying for college, planning and budgeting, banking and credit, investing and insurance, and taxes. FSU students have access to the financial success resources through a website. [Financial Success, 2022]

The first step in educating students regarding loan debt is explaining the costs associated with attending college. The Paying for College module breaks down the process into the following categories:

- Considering College Costs

- Applying for Financial Aid

- Finding Scholarships

- Comparing Housing Options

- Managing Student Loans

The "Considering College Costs" module explains the cost of attendance, what it entails, and how it can vary from student to student. Topics include the cost of college, the net price of college, and the net price calculator.

Debt information and resources in the Financial Success website provide information and resources including:

- Taking Out Student Loans

- Understanding your Loan

- Subsidized and Unsubsidized Loans

- Federal and Private Loans

Additional Assistance for Students

Students who are considering loans are also provided with borrowing advice and tips by experienced financial aid counselors within the Office of Financial Aid to help students evaluate educational expenses and related financial needs. Students are encouraged to initially seek non-loan financial aid in the form of grants and/or scholarships if eligibility exists. For the students that must borrow, they are encouraged to borrow the least amount required to meet their needs. This information is covered within the orientation session and the Office of Financial Aid offers walk-in counseling for all students. [Graduate and Professional Students Orientation, 2022] [Financial Awareness Presentation, 2022]

The FSU Financial Success website also offers students information about earning financial success badges through the university's Career Center. [Financial Success Badges, 2022] These non-credit badges are earned through engagement in educational videos, workshops, activities, and quizzes. The badges currently offered are:

- Live Well Financially:
  o This badge provides information on budgeting and debt management.

- Fiscally Fit:
  o This badge provides information on budgeting, saving, investing, paying for college, and identity protection.

- ProfessioNole Ready:
  o This badge assists students with writing resumes, preparing for interviews, and salary negotiations.

The Center for Academic Retention and Enhancement (CARE) provides the online resource CashCourse for first-generation college students as a part of its CARE program. This online

resource assists students in developing a budget, keeping track of spending, and creating savings goals. [Money Management Center for Academic Retention and Enhancement, 2022]

Debt Management Credit Counseling Corporation is a non-profit organization that assists FSU students with consolidating and structuring debt repayment. Information about these resources is found on the website. [Money Management Center for Academic Retention & Enhancement, 2022]

Finally, the State of Florida requires all post-secondary institutions within the state to provide every student with the following: the student's total amount of borrowed student loans; the student's total potential loan repayment amount, including principal and interest, for the total amount of borrowed student loans; the student's monthly loan repayment amounts for the total amount of borrowed student loans at the time the institution provides the student loan information; and the percentage of the borrowing limit that the student has reached at the time the information is provided. [s.1009.45, Florida Statutes]

The FSU Office of Financial Aid has developed a website to display the information above using the data received on the Free Application for Federal Student Aid (FAFSA) Institutional Student Information Record. The staff email students twice a year to provide a reminder to prompt students to review this information. [FSU Indebtedness Portal, 2022]

Federal regulations require first-time borrowers to complete the Loan Entrance Counseling [Federal Loan Entrance Counseling Guide, 2022] and Master Promissory Notes [Federal Direct Loan Master Promissory Note, 2022] before receiving federal loan disbursements. Students are also required per regulation to complete loan exit counseling before graduating and/or if enrollment falls below 6 credit hours. The counseling sessions are provided by the federal processor and required for students. The university does not disburse an initial loan without confirmation from the United States Department of Education that Entrance Counseling and a Master Promissory Note were successfully completed. The Office of Financial Aid emails students reminding them to complete Loan Exit Counseling in their final semester. [Federal Loan Exit Counseling Guide, 2022] [Exit Counseling Email Reminder]

Evidentiary Documents

- FSUPPA.pdf
- EligibilityAndCertificationApprovalReport.pdf
- FSUStateOfFloridaParticipation.pdf
- FinancialAwarenessPresentation.pdf
- FinancialLiteracyOfficeOfFinancialAid.pdf
- GraduateAndProfessionalStudentsOrientation2022.pdf
- GraduateSchoolFinancialSuccess.pdf
- UnderstandingTheCostOfAttendance.pdf
- FSUBudgetWorksheet.pdf

LoanRequestForm.pdf

FinancialSuccess2022.pdf

FinancialSuccessBadges2022.pdf

MoneyManagementCenterForAcademicRetentionAndEnhanc.pdf

FloridaStatute1009.45.pdf

FSUIndebtednessPortal2022.pdf

FederalLoanEntranceCounselingGuide.pdf

FederalDirectLoanMasterPromissoryNote.pdf

FederalLoanExitCounselingGuide.pdf

ExitCounselingEmailReminder.pdf

13 FINANCIAL AND PHYSICAL RESOURCES

13.1   *The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. (**Financial Resources**)*

    X *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Florida State University (FSU) has demonstrated a continuous history of reliable fiscal health with stable and sufficient financial resources to sustain the university's mission as a research institution and to support the scope of its programs and services. The university's excellent financial position is demonstrated by its strong student demand, high bond ratings, consistent state support, diversified revenue sources, and excellent fundraising results. This sound and stable financial standing is supported by the university's annual financial reports (AFRs) and various key financial ratios along with the rating agency reports received during FSU's most recent bond issuance. FSU ensures its overall financial health through a robust annual budgeting process along with strong controls and through detailed, consistent, and accurate reporting tools.

Sound Financial Resources

FSU demonstrates its sound financial resources through its robust cash and investment balance, adjusted revenue and expense surplus, statutory reserves, total wealth, substantial capital assets, and healthy endowment balances.

All FSU financial policies apply to the university as well as its online delivery of courses and all off-campus instructional sites, including the Ringling Center for Cultural Arts and a campus in Panama City, Florida. The exception is Panama City, Republic of Panama, as it relates to financial administrative and employment matters. In order to comply with the laws of the Republic of Panama, a Panamanian not-for-profit legal entity, Fundación Florida State University (FSU Panama), was established in the Republic of Panama. The Panamanian legal entity is under the control of FSU's International Programs Association, Inc. (IPA, Inc.), a direct support organization of Florida State University. FSU Panama operates within IPA, Inc.'s oversight and its financial operations are consolidated at year-end with those of IPA, Inc. which are ultimately reported as a component unit of Florida State University Financial Statements. FSU Panama is subject to an annual financial audit. [Fundación Florida State University Panama Financial Statements FY22]

Cash and Investments

FSU holds sufficient cash and investments, almost all of which are held in the Florida State Treasury Special Purpose Investment Account (SPIA), at the appropriate liquidity level to meet operational needs. At June 30, 2022, the university reported unrestricted cash of $16.0 million [Financial Statement Analysis SNA, 22], plus an additional $892.6 million [Financial Statement Analysis SNA, 22] of unrestricted investments in the SPIA, which carried a credit rating of AA-f by Standard & Poor's. [DFS Financial Disclosure Memo June 2022] [S&P Florida Treasury Investment Pool Rating March 2022] FSU's Cash and Investments to Operations Ratio at that same time was an extremely robust 68.3%. [Financial Statement Analysis Ratio, 22]

Net Assets

FSU has consistently increased its Net Assets over the past five years, demonstrating a healthy financial position for the university. Adjusted for non-cash pension and other post-employment benefits (OPEB) amounts, FSU's Total Net Position increased by $166.7 million from FY 2021 to FY 2022 and has increased $426.8 million from an adjusted total of $2.37 billion at June 30, 2018, to $2.79 billion at June 30, 2022. [Financial Statement Analysis OH, 22] The university's unrestricted net assets, adjusted for non-cash pension and OPEB, also increased over this five-year period by $241.8 million. [Financial Statement Analysis OH, 22] FSU's Available Reserve, which compares unrestricted net assets to operating expenses, stood at 36.0% at fiscal year-end June 30, 2022. [Financial Statement Ratio Analysis, 22]

Reserves

Reserves provide assurance to meet operating obligations from unforeseen circumstances by supporting a reasonable amount of facilities maintenance and by helping withstand most financial difficulties. FSU's primary reserves stand at 0.595 or an amount sufficient to cover 217 days (over seven months) of annualized adjusted operating expenses. [Financial Statement Analysis Ratio, 22] When considering only compensation and employee benefits expense, FSU has primary reserves sufficient to cover payroll for over a year. [Financial Statement Ratio Analysis, 22] Over the past ten years, the university has ended each fiscal year with primary reserves amounting to over six months of adjusted operating expenses. [Financial Statement Analysis Ratio, 22] Additionally, Florida law requires each state university to maintain a minimum E&G carryforward balance equal to 7% of its E&G operating budget. This 7% reserve may be spent only if a demonstrated emergency exists, with approval from both the university Board of Trustees and the Florida Board of Governors (FBOG).

Capital Assets

Florida State University's substantial financial resources have allowed the university to significantly expand and improve its facilities over the past ten years. Between June 30, 2013, and June 30, 2022, additions to FSU's real property (Land, Buildings, and Infrastructure) totaled $962 million. [Financial Statement Analysis Capital Assets, 22] The university's total capital

assets, net of accumulated depreciation, at June 30, 2022 totaled almost $1.9 billion. [Financial Statement Analysis Operational Highlights, 22]

Endowment Balances

The FSU endowment supports the financial health of the university and provides resources for specific needs such as bolstering student aid and expanding academic activities. Florida State University reports assets from four separate endowments, including the FSU Foundation Endowment, the FSU Research Foundation Endowment, the Seminole Boosters Endowment, and the Ringling Foundation endowment. Each foundation, a separate, not-for-profit 501c (3), has its own mission statement, board of directors, and financial statements. In addition, each foundation has its own investment and spending policies. The mission of each foundation is to support the university. At the end of FY 2023, Florida State's endowment fair market value was $947 million, which was a 5% increase from the balance of $898.1 million at the end of FY 2022 and up $242.9 million or 34.5% from the endowment balance at June 30, 2019. [FSUF Endowment Balance History]

Stable Financial Base

FSU is supported by a sound financial base, driven by reliable support from the State of Florida along with very high student demand, gains in sponsored research, a large alumni base, and a consistently high credit rating. The university depends primarily on revenues from state appropriations, and tuition and fees; however, significant additional resources are provided by auxiliary activities, governmental and private grants, and fundraising. Information about the university's sound financial base is described below.

State Appropriations

State agencies (including state universities) request funding for their priorities via the Legislative Budget Request (LBR) process. This process is coordinated by the FBOG for the State University System (SUS), who considers individual university submissions compiled during the summer, before submitting a consolidated SUS LBR to the Governor and Legislature in the fall. The Governor also makes a budget recommendation prior to each legislative session.

Each year's appropriations bill outlines the state's budget, specifying funding allocations for the fiscal year in question. The SUS LBR for the 2023 session was submitted by October 2022 based on university submissions from July 2022. Appropriations are typically made for ongoing issues such as employee insurance and retirement benefits, and special issues such as selected programs and fixed capital outlay projects. Universities receive allocations as part of the budget, including funding for preeminent state research universities (such as FSU) and performance-based funding. [Board of Governors Performance Funding Model Overview 1] Through FY22, SUS institutions have received $252M in recurring preeminence funds, with nearly $92M recurring for FSU. [Preeminent Funding 1] Overall, from 2017-2018 to 2021-2022, SUS appropriations (including tuition) increased nearly $345 million, or 8%. [SUS Funding Chart] During that time,

appropriations (including tuition) to Florida State University increased almost $55 million, or 12%. [FSU Funding Chart]

Tuition and Enrollment

Undergraduate tuition is set in state law at $105.07 per credit hour as is the $4.76 capital improvement trust fund fee. All other tuition and fees, including graduate and professional tuition and out-of-state fees, are requested by individual institutions and require FBOG approval. Florida law also establishes parameters for tuition and fee changes, and in some cases minimums and maximums, and provides institutions with the authority to exempt or waive selected tuition and fees. [s.1009.24 State University Student Fees, Florida Statutes] Some tuition and fees are deposited in the E&G budget entity while others are deemed non-E&G as established by FBOG regulation. [Florida Board of Governors Regulation 7.003 Fees, Fines, and Penalties] Similarly, some tuition and fees are managed by university administration directly (such as undergraduate tuition), while others are managed by individual departments (such as the Athletics fee).

Enrollment trends along with approved tuition rates serve as the basis for total tuition and fee revenues. In the past five years, FSU's enrollment has been increasing slightly, moving from a full-time equivalent of 41,717 in Fall 2018 to 44,597 in Fall 2022 [IR Enrollment Trends 1], an increase of 6.9%. In this same time period, freshman applications were up 55% from 50,314 to 78,088. [IR Common Dataset C]

Endowments And Donations

The Florida State University Foundation (FSUF) supports institutional priorities through its organized fundraising activities and funds management. FSUF accomplishes its mission by fostering relationships with alumni and friends, advocating charitable giving and raising funds on behalf of the university; soliciting contributions for academic purposes as part of FSU's overall advancement effort; investing and disbursing funds to meet current and future needs of FSU; and strengthening relationships with donors to the university.

As of June 30, 2023, the Florida State University Foundation held 2,118 endowed funds. In FY 2022, the Foundation raised $20.3 million towards the endowment. These fundraising efforts contribute to the overall financial health of FSU; the university does not rely on philanthropy to fund day-to-day operations.

The endowment fair market value grew from $704.1 million in FY 2019 to $947 million at the end of FY 2023. [FSUF Endowment Balance History] [FSUF Annual Report 06-21] [FSUF Annual Report 2022] The FSUF endowment is included in the overall FSUF audit conducted by an external CPA firm each year. [Foundation Financial Statements 06.30.17 Final] [Foundation Financial Statements 06.30.18 Final] [Foundation Financial Statements 06.30.19 Final] [Foundation Financial Statements 06.30.20 Final] [Foundation Financial Statements 06.30.21 Final] [Foundation Financial Statements 06-22 Final]

The FSU Foundation contracts with investment advisors Cambridge Associates and, in conjunction with the Investment Committee, assists in identifying investment strategies and vehicles (including search, selection, and recommendation of investments), prepares performance reports, and helps identify asset allocation targets. The FSU Foundation holds a diversified endowment investment portfolio and benchmarks the endowment against a customized blended index that mimics the asset allocation targets. [FSUF Investment and Spending Policies Brochure]

An endowed fund is established to last in perpetuity, with only the payout from the fund to be spent each year in support of Florida State priorities or donor wishes. Endowment funds include gifts of property, stock, and real assets donated to provide funding for scholarships, fellowships, professorships, academic chairs, and other uses as specified by the donors. Florida State invests endowment funds in compliance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

The Investment Committee is responsible for the prudent investment of the Foundation's assets in accordance with long-term strategies and for establishing investment policies and practices consistent with fiduciary duty. The Investment Committee oversees the management of the long-term portfolio (which includes the endowment). As a result, strong governance and oversight from those who possess significant professional expertise in the investment field are paramount to the Investment Committee and the Foundation Board of Trustees. The Committee's responsibilities include establishing the foundation spending policy, establishing the portfolio's asset allocation policy, establishing the rebalancing policy, selecting and overseeing investment managers, selecting and overseeing the committee's third-party consultant, selecting the portfolio's custodian, and selecting and overseeing the trust's administrator.

Each endowment holds units in the pooled portfolio. Endowment assets are held in separate bank/investment accounts and invested according to FSU Foundation Investment Policy. Reports are provided to the Investment Committee periodically throughout the fiscal year. The Investment Committee and third-party consultant reviews asset allocation tolerances and general appropriateness. If the asset allocation falls out of the acceptable range, as determined through the investment policy, the Investment Committee will review the investments with guidance from the investment consultant, Cambridge Associates. The asset allocation allows for diversified investments. [FSUF Investment Policy Statement]

The endowment distributes 5.5% of its earnings each fiscal year, based on a rolling 12-quarter average. Of the 5.5% distributed, 4% is distributed to support its intended purpose and the remaining 1.5% is distributed to the Foundation to fund operating and administrative expenses.

Other Revenue Sources

FSU's auxiliary revenues from enterprise activities, significant and strong programs, student fees, and other income-generating activities augment university resources. While some of these auxiliary revenue sources are restricted in terms of how they can be spent, they provide

additional financial support, contribute to the financial base, and support the university's mission. The university purposefully managed these during the pandemic. These revenues dipped somewhat during the COVID pandemic; however, overall, they saw an increase between the fiscal year ending 2018 and 2022, moving from $183.2 million to $242.0 million. [Financial Statement Analysis SRECNA, 22]

Federal, state, local government, and private contracts and grants also provide a reliable and increasing source of revenue for targeted activities at the university. Research efforts are a priority of the institution; the university saw an increase in sponsored activity with overall Contract and Grant Revenues growing from $198.4 million to $231.0 million between June 30, 2017, and 2021. [Financial Statement Analysis OH, 22]

Financial Reports

The Annual Financial Report (AFR) and Budget are critical to managing resources and maintaining a sound base. Based on the application of the Governmental Accounting Standards Board's *Codification of Governmental Accounting and Financial Reporting Standards*, Florida State University is classified as a component unit of the State of Florida and its financial balances and activities are discretely reported in the State's Comprehensive Annual Financial Report. In addition, FSU produces its own AFR, and the Florida Auditor General, pursuant to state law, conducts annual financial audits of state universities. [s.11.45, Florida Statutes] These financial audits are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the U.S.

In the most recent available Management Representation Letter, the University President confirms that the university is responsible for the fair presentation of its financial statements, in conformity with generally accepted accounting principles. [Management Representation Letter 2021-2022] The university's audit financial statements and accompanying notes for the prior five years have been provided. [2021-2022 Annual Report] [2020-2021 Annual Report] [2019-2020 Annual Report] [2018-2019 Annual Report] [2017-2018 Annual Report] The university's audited financial statements are included in the annual reports provided above. The audit of the university's 2022-2023 financial statements is scheduled for completion by January 2024.

Annual Allocation Process

The annual allocation process for each fiscal year begins approximately six months prior to the start of the year in question. The Vice President for Finance and Administration sends a memo to key positions on campus highlighting important information relevant to budget planning and summarizing the timeline for that year. [Budget Planning Memo from VP for F&A] The memo also calls for funding requests, including a template that gathers pertinent information, and allows units to tie each of their issues to one or more goals of the university's strategic plan. [Attachment to Budget Planning Memo] [Budget Planning Memo 2023]

These funding requests are reviewed by university management including the President, Provost, and Vice President for Finance and Administration. [Enhanced Funding Requests Facilities] They allocate funds to various units for the issues that are the highest priority to the university as a whole, in support of the strategic plan, within resources available. Resources typically include state support but may also include non-state sources such as overhead assessments and direct support organizations. These allocation decisions are communicated to units in the new fiscal year (beginning July 1), who assist the Budget Office in budgeting them appropriately. [Allocation Emails]

Allocated funds are made available at the start of the new fiscal year, so they are included in the annual operating budget. The Board of Trustees Finance and Business Committee thoroughly reviews the budget, and with their approval, it is then submitted to the Board of Trustees for review and approval. [Board of Trustees Meeting Agenda, p.2]

Supporting the Institutional Mission

Florida State University is committed to supporting the university's mission by maintaining a stable base of financial resources.

The makeup of and trends related to FSU's operating expenses over time demonstrate that the university provides the financial support needed to sustain its mission. In line with the university's then existing 2017-2022 Strategic Plan for academic and research excellence [FSU Strategic Plan Goal II], spending on Instruction and Research has increased by almost $96 million since FY 2018. [Financial Statement Analysis OH, 22] The total spent in FY22 was $638 million or 45% of operating expenses, excluding depreciation. Attracting and retaining top faculty talent is one element of these efforts, and Florida State University has seen the number of faculty in disciplines aligned with the university's strategic goals increase to 2,004 in Fall 2022, a 12% increase from the baseline year of Fall 2017 [FSU Strategic Plan Initiative A]

Another key element of FSU's 2017-2022 and 2023-2027 Strategic Plans is to support student success. [FSU Strategic Plan Goal IV-V] [FSU Strategic Plan Goal 2, p.9] To this end, combined Academic Support and Student Services expenses totaled over $219 million in FY22, a $49 million increase from FY18. These student support-related expenditures support services such as academic and career advising, counseling, libraries, and information technology.

Scholarships also encourage student success. The university has seen a significant increase over the past five fiscal years with scholarship and fellowship expenses rising 64% to $172 million in FY22. [Financial Statement Analysis Scholarships, 22] When combined with scholarship allowances, discounts, and tuition remission, total Scholarships and Discounts in FY22 were $358 million or 80% of the university's gross Tuition and Fee revenues. [Financial Statement Analysis Scholarships, 22]

The cost of FSU's tuition has remained unchanged since 2013, and the majority of full-time undergraduates (87%) in the academic year 2021-2022 received some form of non-loan student financial aid.

Key Financial Indicators

Along with the university's consistently high bond ratings, several indicators help to illustrate the soundness and stability of FSU's financial resources. Key indicators such as the primary reserve ratio, viability ratio, return on net assets, net operating revenues ratio, and the composite financial index demonstrate Florida State's strong financial position while the available reserves ratio indicates that the university maintains sufficient liquidity to not just meet its needs, but also invest in meaningful program improvements. Financial indicators are detailed below.

Bond Ratings

FSU has regularly maintained a very high bond rating and continues to be a strong investment, according to the most recent credit ratings released by S&P Global, Fitch, and Moody's. The university has the highest-rated credit of any public university in the state of Florida.

Most recently, S&P affirmed FSU's AA+ rating and various ratings for the university's outstanding revenue bonds (AA- Housing, AA+ Parking, AA+ Wellness Center, AA+ Student Union) with a stable outlook. The agency noted in their July 2022 report, "The rating reflects our view of a continuation of the university's healthy financial trends, consistently sound state operating support, and a stable enterprise profile characterized by FSU's impressive market position bolstered by good regional employment and population growth trends. We have assessed the university's enterprise profile as very strong, reflecting its solid market position as a preeminent research university in the state, impressive fundraising capabilities, growing endowment, and steady institutional leadership despite recent senior management turnover. We have assessed the university's financial profile as extremely strong, with, positive full-accrual net adjusted operating margins in recent years, modest pro forma MADS burden, and sufficient available resource ratios for the rating category." [S&P Report 07.26.22]

Fitch affirmed FSU's AA+ rating and the AA ratings for the university's outstanding revenue bonds (Housing, Parking, Wellness Center, Student Union, Research Foundation) with a stable outlook in July 2022. The report reflected Fitch's "expectation that the university will sustain adjusted cash flow margins, as defined in Fitch's criteria, in line with historical trends, and that balance sheet strength will be maintained and improve over time." The report continued, "FSU's revenue bond ratings are attributable to the university's very strong financial profile combined with its revenue defensibility and operating risk profile assessments, together with the good overall annual debt service coverage and strong reserves at the university level." [Fitch Report 07.2022]

In August 2022, Moody's reported an Aa1 issuer rating for FSU and an Aa2 rating on the university's outstanding revenue bonds (Housing, Parking, Wellness Center, Student Union, Research Foundation) with a stable outlook. Their rating is based on the university's "excellent

strategic positioning as a prominent comprehensive university with notable student demand strength aided by strong operating and capital support from the Aaa-rated State of Florida." Moody's also reported that FSU's "other strengths include donor support, total wealth, low debt burden, strong operating performance, and well diversified revenues including gains in sponsored research." Moody's stable outlook for FSU "incorporates (their) expectation of strong operating performance and state support. It also reflects expectations of excellent student demand and active management of revenues supporting debt service." [Moody's Report 07.2022]

Key Financial Ratios

Primary reserve ratio is a measure of the university's financial strength, stability, and flexibility that compares accumulated reserves (expendable net assets) to annual operating demands (operating expenses), both adjusted for non-cash pension and OPEB. The ratio indicates how long an institution can operate on reserves without generating additional net assets from operations. Over the past ten years, FY13-FY22, FSU has maintained an average reserve to cover 201 days of operations, or almost seven months, and exceeded the recommended benchmark of 146 days or approximately five months in reserve. [Financial Statement Ratio Analysis, 22] In fiscal year 2022, FSU maintained 217 days in reserve. [Financial Statement Ratio Analysis, 22] Carrying reserves at these levels means the university has adequate financial resources to carry out its mission and can withstand the majority of unanticipated financial challenges.

Viability ratio is a basic measure of an institution's level of debt and evaluates the extent to which the financial burden of debt outweighs its strategic usefulness. The ratio compares expendable net assets (adjusted for non-cash pension and other post-employment benefits (OPEB)) to total capital debt at par value. 1.25x is considered a healthy minimum level for this ratio. Over the past ten years, FSU has carried an average viability ratio of 3.08x, indicating that the university had almost three times as much expendable resources as long-term debt during this period, and FSU's most recent FY22 ratio stood at extremely robust 5.19x. [Financial Statement Ratio Analysis, 22]

Return on net assets ratio effectively measures whether the university's financial performance supports its institutional objectives. A return on net assets allows the university to reinvest resources and maintain financial sustainability. Over the last ten years, FSU has consistently maintained a positive return on net assets with an average ratio over that time of 2.9% annually, ending with a 6.3% increase for fiscal year 2022. While these ratios are below the benchmark of 6%, this is explained by the very significant portion of the university's net assets attributable to capital assets, which accounts for 81% of total net assets at June 30, 2022, making other ratios such as the viability ratio and the net operating revenues ratio better indicators of the financial strength of the institution [Financial Statement Ratio Analysis, 22]

Net operating revenues ratio indicates whether the university is operating within its means, making it a critical indicator and one that helps demonstrate the institutions operational efficiency. The net operating revenues ratio, adjusted for non-cash pension and OPEB, for FSU

over the past ten years averaged 2.8% and ended with a 6.0% percent return for FY22, both of which exceed the benchmark threshold of 2%. [Financial Statement Ratio Analysis, 22] Net operating revenues were positive in all but one year between FY 2013 through FY 2022, indicating consistency and stability. The one exception to the positive operating results came in FY13 when the State made a system wide nonrecurring cut to appropriations in the wake of the economic downturn in the late 2000s; however, in the very next fiscal year, non capital appropriations were up over $100 million, and the net ratio was positive again at 2.6%.

Composite Financial Index (CFI) is calculated using the four ratios above and provides an overall score based on these indicators as an effort to provide a single number representing the holistic measure of the university's financial health. Over the last ten years, FSU, on average, earned a score of 4.61 on the CFI and, most recently at June 30, 2022, the university's score calculated at 6.55, its highest level during this time. [Financial Statement Ratio Analysis, 22] Both of these scores are well above the benchmark score of 3.0.

Liquidity

In addition to the primary reserve ratio used as a part of the CFI, the university also uses the available reserve ratio to demonstrate liquidity. While the primary reserve ratio uses all expendable net assets, including those restricted in use, the available reserve ratio is calculated using only unrestricted net assets (adjusted for non-cash pension and OPEB), so it provides a better indication of resources available for day-to-day use. FSU had an average available reserve ratio between FY 2013 and FY 2022 of 0.33 or about four months of reserves. [Financial Statement Ratio Analysis, 22] During this period, the reserve never dropped under the benchmark of 0.2 and at the end of fiscal year 2022 the ratio stood at 0.36. [Financial Statement Ratio Analysis, 22] FSU is consistently conservative in the operating resources expended from year to year and has demonstrated very strong liquidity and stability, as evidenced by the ratios above and born out in the high credit ratings received from the three major ratings agencies.

Evidentiary Documents

- FundacionFloridaStateUniversityPanamaFinancialStat.pdf
- FinancialStatementAnalysisSNA22.pdf
- DFSFinancialDisclosureMemoJune2022.pdf
- SandPFLTreasuryInvPoolRatingMarch2022.pdf
- FinancialStatementAnalysisRatios22.pdf
- FinancialStatementAnalysisOH22.pdf
- FinancialStatementAnalysisCapitalAssets22.pdf
- FSUSEndowmentBalanceHistory.pdf
- BoardOfGovernorsPerformanceFundingModelOverview1.pdf
- PreeminentFunding1.pdf
- SUSFundingChart.pdf

FSUFundingChart.pdf

1009.24StateUniversityStudentFees.pdf

7.003FinesFeesAndPenalties.pdf

IREnrollmentTrends1.pdf

IRCommonDataSetC.pdf

FSUFAnnualReportJune2021.pdf

FSUFAnnualReport2022.pdf

FoundationFinancialStatementsJune2017Final.pdf

FoundationFinancialStatementsJune2018Final.pdf

FoundationFinancialStatementsJune2019Final.pdf

FoundationFinancialStatementsJune2020Final.pdf

FoundationFinancialStatementsJune2021Final.pdf

FoundationFinancialStatementsJune2022Final.pdf

FSUFInvestmentAndSpendingPoliciesBrochure.pdf

FSUFInvestmentPolicyStatement.pdf

FinancialStatementAnalysisSRECNA22.pdf

FloridaStatutes11.45.pdf

ManagementRepresentationLetter2021-2022.pdf

2021-2022AnnualReport.pdf

2020-2021AnnualReport.pdf

2019-2020AnnualReport.pdf

2018-2019AnnualReport.pdf

2017-2018AnnualReport.pdf

BudgetPlanningMemoFromVPforFandA.pdf

AttachmentTo2022-2023BudgetPlanningMemo.pdf

BudgetPlanningMemo.pdf

EnhancedFundingRequestsFacilities.pdf

AllocationEmails.pdf

BOTMeetingAgenda.pdf

FSUStrategicPlanGoalII.pdf

FSUStrategicPlanInitiativeA.pdf

FSUStrategicPlanGoalIV-V.pdf

2023-2027StrategicPlan.pdf

FinancialStatementAnalysisScholarships22.pdf

SandPReportJuly2022.pdf

FitchReportJuly2022.pdf

MoodysReportJune2022.pdf

Narrative

Florida State University is a public institution that is part of the State University System of Florida, which is under the general direction and control of the Florida Board of Governors (FBOG). The university is directly governed by a Board of Trustees (Trustees) consisting of thirteen members whose powers and duties are established by the FBOG. The Trustees are responsible for setting policies for the university, which provide governance in accordance with state law and Board of Governors' Regulations. The Trustees select the University President. The University President serves as the Executive Officer and the Corporate Secretary of the Trustees and is responsible for administering policies prescribed by the Trustees.

Based on the application of the Governmental Accounting Standards Board's Codification of Governmental Accounting and Financial Reporting Standards, Florida State University is classified as a component unit of the State of Florida and its financial balances and activities are separately reported in the State's Comprehensive Annual Financial Report (AFR). In addition, FSU produces its own AFR, and the Florida Auditor General, pursuant to state law, conducts annual financial audits of all state universities. [s.11.45, Florida Statutes] Their financial audits are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the U.S. Comptroller General. Detailed discussion of this process is described below.

State law requires each university board of trustees to adopt an operating budget including proposed expenditures, transfers, and balances that do not exceed the estimated income, transfers, and balances. FSU's budgeting process ensures compliance with this standard and also ties each allocation of new funding to at least one goal of the strategic plan. [s.1011.40, Florida Statutes] The university presents Annual Financial Reports and supporting

documentation to demonstrate its stable financial base and sound planning practices. The university includes the most recently available audits.

This narrative provides evidence of the appropriateness of the auditing and budgeting processes at FSU through (a) audited AFRs for the past five fiscal years prior to FY 2022 as well as the most recent management representation letter and the most recent Operational Audit prepared by the Florida Auditor General; (b) statements of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, to show change in unrestricted net assets attributable to planning and operations in recent years that is based on the AFRs; and (c) annual budgets developed through sound planning and fiscal procedures and approved by the FSU Board of Trustees. [2021-2022 Annual Report] [2020-2021 Annual Report] [2019-2020 Annual Report] [2018-2019 Annual Report] [2017-2018 Annual Report]

Annual Audit/Review of Annual Financial Statements and Operational Audit

Annual Financial Reports

FSU prepares an audited Annual Financial Report (AFR) in accordance with Government Accounting Standards Board requirements at the end of each fiscal year running from July 1 through June 30. The university's Controller's Office is directly responsible for preparation and integrity of the AFR and for maintaining FSU's accounting and financial reporting systems. AFRs from each component institution are also submitted annually to the FSU Controller's Office and are included in the consolidated Florida State University AFR. Based on the application of the Governmental Accounting Standards Board's Codification of Governmental Accounting and Financial Reporting Standards, FSU is classified as a component unit of the State of Florida and its financial balances and activities, as consolidated in its AFR, are discretely reported in the State's Comprehensive Annual Financial Report. [2021-2022 Annual Report] [2020-2021 Annual Report] [2019-2020 Annual Report] [2018-2019 Annual Report] [2017-2018 Annual Report]

Institutional Reviews of Annual Financial Reports

The university AFRs are audited by the State of Florida Auditor General (FLAG), in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the U.S. The most recent management representation letter is included with these audits. [Management Representation Letter 2021-2022] [Annual Report 2021-2022]

In addition to these financial statement audits, the FLAG performs an operational audit on the institution at least every three years, as required by Section 11.45, Florida Statutes. The operational audit's purpose is to, "Evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, administrative rules, contracts, grant agreements, and other guidelines.

Operational audits must be conducted in accordance with government auditing standards. Such audits examine internal controls that are designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and efficient operations, reliability of financial records and reports, and safeguarding of assets, and identify weaknesses in those internal controls." FSU's most recent operational audit was issued in 2022 regarding university internal controls and is included for reference. [FSU Operational Audit 2022]

All FSU policies apply to the university as well as its online delivery of courses and all off-campus instructional sites, including the Ringling Center for Cultural Arts and the branch campus in Panama City, Florida. The branch campus located in the Republic of Panama is dealt with separately as it relates to financial, administrative, and employment matters. In order to comply with the laws of the Republic of Panama, a Panamanian not-for-profit legal entity, Fundación Florida State University (FSU Panama), was established in the Republic of Panama. The Panamanian legal entity is under the control of FSU's International Programs Association, Inc. (IPA, Inc.), a direct support organization of Florida State University. FSU Panama operates within IPA, Inc.'s oversight and its financial operations are consolidated at year-end with those of IPA, Inc. which are ultimately reported as a component of Florida State University Financial Statements. FSU Panama is subject to an annual financial audit. [Fundacion Florida State University - Financial Statements FY22] The budget approval process for the Republic of Panama is described below.

Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (PP&E), Compensated Absences, Pension and Other Post-Employment Benefits (OPEB) Liabilities

In addition to the AFR, FSU has prepared an annual statement of unrestricted net position, exclusive of PP&E, compensated absences, pension and OPEB liabilities (UNAEP). This indicator is a measure of the pure unrestricted assets currently available to meet the obligations of the university, both operating and financial. It eliminates the effect of non-liquid assets, as well as the recognition of long-term liabilities whose claim on cash is likely to be many years in the future.

Statement of Unrestricted Net Assets Exclusive of PP&E, Compensated Absences, Pension and OPEB, in thousands					
	2018	2019	2020	2021	2022
Total Net Assets	$2,013,362	$2,102,325	$2,116,069	$2,134,929	$2,326,125
Less: Invested in Capital Assets, Net of Related Debt	1,722,909	1,793,176	1,820,444	1,845,944	1,873,134
Less: Restricted Expendable	328,500	381,675	347,350	287,318	363,335
Unrestricted Net Assets Exclusive of PP&E	-38,047	-72,526	-51,725	1,667	89,656

Add: Compensated Absences Liability	75,534	78,919	82,959	87,654	86,603
Add: Net Pension Liability	282,333	293,671	334,848	397,905	129,987
Add: Other Post-Employment Benefits Payable (OPEB)	178,386	174,101	206,091	194,893	202,495
Add: Deferred Inflows of Resources	35,309	56,472	58,046	98,131	282,973
Less: Deferred Outflows of Resources	-143,685	-145,984	-161,918	-198,649	-149,065
Unrestricted Net Assets Exclusive of PP&E, Compensated Absences, Pension and OPEB	$389,830	$384,652	$468,301	$581,601	$642,649

[Financial Statement Analysis UNAEP, 22]

In the previous five years, FSU's UNAEP has consistently stayed well above $380 million in each fiscal year and, overall, grew $253 million (65%) to over $642 million. This growth and consistency demonstrate overall stability and shows that liquidity is adequate to manage unanticipated revenue fluctuations. The fiscal year 2022 pension liability reflects returns recognized in the actuaries' calculations that are largely impacted by the performance from 2021. These returns resulted in favorable actual versus projected earnings that were factored into the university's proportional share of the state's liability.

Annual Budgets

FSU develops an annual operating budget in accordance with state law and the Florida Board of Governors (FBOG) regulation in support of the university's mission, strategic plan, and administrative goals. The budget includes state appropriations, tuition and fees, auxiliary activities, and governmental and private grants. The development process includes responsible parties and stakeholders throughout the institution and a detailed review process to ensure appropriateness and consistency in budget practice.

State law requires each university board of trustees to adopt an operating budget including proposed expenditures, transfers, and balances that do not exceed the estimated income, transfers, and balances. FSU's budgeting process ensures compliance with this standard and also ties each allocation of new funding to at least one goal of the strategic plan. [s.1011.40, Florida Statutes]

Florida Board of Governors Regulation 9.007, State University Operating Budgets and Requests, requires each university to prepare an operating budget for approval by university trustees and FBOG. The budget must include the operating revenues and expenditures for Educational and General (E&G), Contracts and Grants (C&G), auxiliary operations, and local funds sources. The

budget development process includes allowances for contingencies and there is an established amendatory process to accommodate changes that arise during the fiscal year.

Annual Budget Development Timeline

FSU's annual budgeting process begins in January of each year, approximately six months prior to the start of the fiscal year and continues through June. In January, the Senior Vice President for Finance and Administration sends a memo to key positions on campus highlighting important information relevant to budget planning and summarizing the exact timeline for that year. [Budget Planning Memo from Senior VP for F&A] [2021-2022 Budget Request Template Instructions Tab 1] [2021-2022 Budget Request Template Tab 2] The memo also calls for funding requests to be submitted and includes links to the university strategic plan. Throughout February and March, Budget Office personnel prepare and deliver training and relevant materials to campus fiscal staff responsible for budget development and their respective approvers. In March, submitted funding requests are compiled, reviewed for completeness and accurate calculations, and provided to university management including the President, Provost, and Senior Vice President for Finance and Administration for review. For the month of April, designated department staff enter budget requests into the budgeting system, inclusive of position budgeting, operating expenses, debt servicing, and capital outlay and non-operating transfers. Once department staff complete budget entry, their designated approver may review and submit their approval.

Budget Office personnel perform detailed reviews of budget submissions during the month of May to ensure appropriateness, consistency, and that expenditures are within available resources. These reviews consider university expenditure guidelines, legislative appropriations, and historical budgets, revenues, and expenditures. In addition, the individual operating budgets for the university's direct support organizations are compiled. The consolidated budget materials are then provided for management review in advance of the Trustees' review and formal approval in June. Approved budgets are posted in the university financial system at the start of the new fiscal year, July 1.

Budget Development

FSU develops an annual operating budget in advance of each fiscal year. University management, central office personnel, department fiscal staff, and designated approvers at various levels throughout the university are involved in the budget creation process.

Department staff are responsible for estimating expenditures on state appropriated (E&G) funds within the control totals established. Budgeting for such funds is incremental with adjustments to totals being determined by legislative appropriation/proviso or university management, as appropriate. For non-state source funds (non-E&G), department staff are expected to project revenues based on fees, sales, and services, and to estimate their respective expenses based on planned activities.

The consolidated budget, inclusive of E&G, non-E&G, capital projects, and component unit operating budgets, are reviewed and approved by the Board of Trustees in accordance with Regulation 9.007. [Board of Governors Regulation 9.007 State University Operating Budgets and Requests]

Amendments to the approved budget may be made during the fiscal year in accordance with the Trustees' delegation [2022-2023 Operating Budget Request for Approval] Amendments for E&G funds are provided by the Board of Governors and Budget Office personnel coordinate with department staff as needed. Amendments for non-E&G funds may be requested by department staff and are vetted by Budget Office personnel in a manner consistent with the detailed reviews performed during the original budget submission. Non-E&G adjustments include review and approval by university management based on cumulative request thresholds established by the Senior Vice President for Finance and Administration and the Chief Budget Officer.

Funding Available for Allocation

The university annual operating budget includes funds from a variety of sources, including state appropriated, designated, auxiliary, and restricted. State appropriated E&G funds available for allocation are determined by the legislature. The university may request state funding for their priorities via the Legislative Budget Request (LBR) process. This process is coordinated by the FBOG for the State University System (SUS), who considers individual university submissions compiled during the summer, before submitting a consolidated SUS LBR to the Governor and Legislature in the fall. The Governor also makes a budget recommendation prior to each legislative session.

Appropriations are typically made for ongoing issues such as employee insurance and retirement benefits, and special issues such as selected programs and fixed capital outlay projects. Metrics-based allocations are often a part of the state appropriations, including funding for preeminent state research universities (such as FSU) as well as special performance-based funding. [Board of Governors Performance Funding Model Overview 1] Through FY22, FSU has received nearly $92M in recurring preeminence funds. [Preeminent Funding 1] From 2017-2018 to 2021-2022, state appropriations (including tuition) to FSU increased almost $55 million, or 12%. [FSU Funding Chart]

Undergraduate tuition is set in Florida Statute at $105.07 per credit hour, as is the $4.76 capital improvement trust fund fee. All other tuition and fees, including graduate and professional tuition and out-of-state fees, are requested by individual institutions and require FBOG approval. Florida law also establishes parameters for tuition and fee changes and provides institutions with the authority to exempt or waive selected tuition and fees. [s.1009.24, Florida Statutes] Some tuition and fees are deposited in the E&G budget entity while others are deemed non-E&G as established by FBOG regulation. [Regulation 7.003 Fees, Fines, and Penalties] Similarly, some tuition and fees are managed by university administration directly (such as undergraduate tuition), while others are managed by individual departments (such as the athletics fee).

Each spring, representatives including the Provost's Office and the Budget Office determine estimated credit hours for the following fiscal year, based on enrollment trends and goals. This figure supports budgeting for both E&G and non-E&G tuition and fees. During budget development, the prior year's E&G allocation for departments serves as the basis with incremental increases or decreases determined by legislative appropriation/proviso language or university management, as appropriate. Department staff estimate expenditures by type within the set allocation amounts.

Budgeting for non-E&G funds, comprised of designated, auxiliary, and restricted, is decentralized. Department fiscal staff prepare revenue projections based on fees, sales, and services. Staff estimate and budget for expenditures based on planned activities within available resources, including existing fund balance and new revenue projections.

Student Enrollment

Enrollment trends along with approved tuition rates serve as the basis for total tuition and fee revenues. In the past five years, FSU's enrollment has been increasing slightly, moving from a full-time equivalent of 41,717 in Fall 2018 to 44,597 in Fall 2022 [IR Enrollment Trends], an increase of 6.9%. In this same time period, freshman applications were up 55% from 50,314 to 78,088. [IR Common Dataset C]

Budget Committee Oversight

The University Budget Advisory Committee (UBAC) is appointed by the university president to advise and consult with the administration on budgetary matters pertaining to the implementation of the institution's mission and priorities. Members include university leadership representing both faculty and staff. It serves as the official group within the university having knowledge and information about university-wide budget planning, allocation, and management. It also discusses budgetary policies and procedures for fulfilling the university's priorities, advises and consults with the administration on the annual budget allocations and advises and consults on budgetary amendments and reserve allocations. [2020 UBAC Memo]

Balanced Annual Budget

State law requires each university board of trustees to adopt an operating budget including proposed expenditures, transfers, and balances that do not exceed the estimated income, transfers, and balances. FSU's budgeting process ensures compliance with this standard and also ties each allocation of new funding to at least one goal of the strategic plan. [s.1011.40, Florida Statutes]

Recent budgets for fiscal years 2019, 2020, 2021, 2022, and 2023 illustrate the balance between revenues and expenses. [2022-2023 Operating Budget] [2021-2022 Operating Budget] [2020-2021 Operating Budget] [2019-2020 Operating Budget] [2018-2019 Operating Budget]

Contingency Funds

FSU maintains contingency funds in accordance with law and FBOG regulation. Florida law requires each state university to maintain a minimum E&G carryforward balance equal to 7% of its E&G operating budget. This 7% reserve may be spent if a demonstrated emergency exists with approval from both the university Board of Trustees and the Florida Board of Governors (FBOG).

University auxiliaries with capital improvement debt maintain required reserves associated with their bonds. The university's Housing Facility Revenue Bonds carried required reserves of $8.9 million and Parking Facility Revenue Bonds had reserve of $3.2 million at June 30, 2022. [FY22 FSU Housing Financial Statement] [FY22 FSU Parking Financial Statement]

The university maintains additional reserves centrally, and individual units may also keep reserves as needed to ensure continuity of operations.

Assumptions

FSU constructs the annual budget based on assumptions considering past budget performance, university management's priorities, state and economic conditions, and enrollment projections. Assumptions are recalibrated each year in relationship to the previous year's performance. Each spring, the Budget Office communicates university management's priorities and considerations for the budget year in question via training sessions and materials. These items are shared with department staff responsible for budget development and entry into the budgeting system to provide budgeting consistency across the university. Previous years' considerations included minimum wage increases, negotiated salary increases and bonuses, budget reductions due to legislative holdback, and enrollment projections.

Budget Approval Process

The operating budget, as prepared by department fiscal personnel, is thoroughly reviewed prior to submission to the governing bodies. Once budget preparers have completed entry of their respective units, for all fund sources and individual departments, the first stage of review occurs. The initial reviews include deans, directors, department heads, and chairs in academic, administrative, and support units across campus. Some units may have multiple levels of approval due to their organizational structure. The second stage of approval is comprised of the university's Vice Presidents, or their designee.

Budget Office personnel are responsible for the third stage of review and approval. These reviews consider university expenditure guidelines, legislative appropriations and proviso language, and historical budgets, revenues, and expenditures. Staff coordinate needed changes and corrections with department staff as needed. Following this review process, the budgets are consolidated and used to develop the materials to be presented to university management.

After review and approval by the Senior Vice President for Finance and Administration and the University President, the consolidated budget is prepared for review and approval by the President's Cabinet, the University Budget Advisory Committee, and the Board of Trustees Finance and Business Committee, which thoroughly reviews the budget, and with their approval, it is then submitted to the Board of Trustees for review and approval. [Board of Trustees Meeting Agenda, p.2] [FSU Board of Trustees Meeting Agenda, June 2022] [FSU Board of Trustees Meeting Minutes June 2022, p.6]

Following approval of the Trustees, the final operating budget for the university is submitted for the review and approval of the Florida Board of Governors. [FSU Board of Trustees Meeting Minutes June 2018, p.12] [FSU Board of Trustees Meeting Minutes June 2019, p.14] [FSU Board of Trustees Meeting Minutes June 2020, p.5] [FSU Board of Trustees Meeting Minutes June 2021, p.8] [FSU Board of Trustees Meeting Minutes June 2022, p.7]

As described above, the branch campus located in Republic of Panama is dealt with separately as it relates to financial, administrative, and employment matters. The Rector of the Republic of Panama campus prepares the annual budget with input from the vice rectors. The proposed budget for the following fiscal year is presented to the Board of FSU Panama for approval. [IPA Board Minutes May 4 2023] Once approved, it is included in the proposed budget for IPA, Inc. The Board of IPA, Inc., approves the proposed consolidated budget. Once approved, the consolidated budget is provided to the University President for review and approval by the FSU Board of Trustees. [IPA Budget Approval] [FSU BOT Minutes, p. 5, June 2023] [IPA Approved Budget]

Amendment Process

Amendments to the approved budget may be made during the fiscal year in accordance with the Trustees' delegation. [2022-2023 Operating Budget Request for Approval] Amendments for E&G funds are handled by the Florida Board of Governors. FSU Budget Office personnel coordinate with department staff as needed. Amendments for non-E&G funds may be requested by department staff and are vetted by Budget Office personnel in a manner consistent with the detailed reviews performed during the original budget submission. Non-E&G adjustments include review and approval by university management based on cumulative request thresholds established by the Senior Vice President for Finance and Administration and the Chief Budget Officer. Department staff may also have the authority to transfer existing budget between departments, within the same fund, to resolve budgetary issues.

Monitoring Budgetary Performance

In many instances, FSU's Enterprise Resource Planning (ERP) system limits spending to the approved expense budget to the budgetary account level. Some transactions are not subject to the systematic limits, so budget deficits may occur. At least monthly, FSU staff monitor budget balances and address deficits. Departmental staff are responsible for these efforts with oversight and assistance provided by the Budget Office.

The Board of Trustees is regularly provided information on budgetary performance. Reports show, at the fund group level, the annual expense budget compared to actual activity. [BOT Finance Committee Minutes, 08.31.22, p.2]

Evidentiary Documents

- FloridaStatute11.45.pdf
- FloridaStatute1011.40.pdf
- 2021-2022AnnualReport.pdf
- 2020-2021AnnualReport.pdf
- 2019-2020AnnualReport.pdf
- 2018-2019AnnualReport.pdf
- 2017-2018AnnualReport.pdf
- 2021-2022AnnualReport.pdf
- ManagementRepresentationLetter2021-2022.pdf
- FSUOperationalAudit2022.pdf
- FundacionFloridAStateUniversityPanamaFinancialStat.pdf
- FinancialStatementAnalysisUNAEP22.pdf
- BudgetPlanningMemoFromVPforFandA.pdf
- 2021-2022BudgetRequestTemplateInstructionsTab1.pdf
- 2021-2022BudgetRequestTemplateTab2.pdf
- BOGRegulation9.007StateUniversityOperatingBudgetsA.pdf
- 2022-2023OperatingBudgetRequestForApproval.pdf
- BoardOfGovernorsPerformanceFundingModelOverview1.pdf
- PreeminentFunding.pdf
- FSUFundingChart.pdf
- FloridaStatutes1009.24StateUniversityStudentFees.pdf
- BOGRegulation7.003Fees,FinesAndPenalties.pdf
- IREnrollmentTrends.pdf
- IRCommonDataSetC.pdf
- 2022UBACMemo.pdf
- 2022-2023OperatingBudget.pdf
- 2021-2022OperatingBudget.pdf
- 2020-2021OperatingBudget.pdf
- 2019-2020OperatingBudget.pdf
- 2018-2019OperatingBudget.pdf
- FY22FSUHousingFinancialStatement.pdf
- FY22FSUParking FinancialStatement.pdf

- [BOTMeetingAgendaJune2019.pdf](#)
- [FSUBoardOfTrusteesMeetingAgendaJune2022.pdf](#)
- [FSUBoardOfTrusteesMeetingMinutesJune2022.pdf](#)
- [FSUBoardOfTrusteesMeetingMinutesJune2018.pdf](#)
- [FSUBoardOfTrusteesMeetingMinutesJune2019.pdf](#)
- [FSUBoardOfTrusteesMeetingMinutesJune2020.pdf](#)
- [FSUBoardOfTrusteesMeetingMinutesJune2021.pdf](#)
- [IPABrdMin.pdf](#)
- [BOTGenMtgMin.pdf](#)
- [IPAapprovedBudget.pdf](#)
- [BOTFinanceCommitteeMinutes2022-08-31.pdf](#)

Narrative

Florida State University (FSU) is operated in a financially responsible manner. FSU operates within its financial means, seeks to function as efficiently as possible and, as a public institution, serves as a responsible steward of taxpayer resources. The university has strategies in place to ensure manageable short-term indebtedness, fund operations, ensure appropriate liquidity, and support the university's mission and goals.

Reporting Financials

FSU's annual financial statements (AFRs) provide evidence of the institution's financial responsibility. AFRs are audited by the State of Florida Auditor General, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the U.S. Comptroller General. Based on the application of the Governmental Accounting Standards Board's Codification of Governmental Accounting and Financial Reporting Standards, Florida State University is classified as a component unit of the State of Florida and its financial balances and activities are discretely reported in the State's Comprehensive Annual Financial Report. In addition, FSU produces its own audited AFR. The university's Controller's Office is directly responsible for preparation and integrity of the AFR and for maintaining FSU's accounting and financial reporting systems. Florida State offers AFRs for fiscal years 2018, 2019, 2020, 2021 and 2022 as evidence of compliance. [FSU Annual Report, pp.12-55, 2021-2022] [FSU Annual Report, pp.12-54, 2020-2021] [FSU Annual Report, pp.12-49, 2019-2020] [FSU Annual Report, pp.12-53, 2018-2019] [FSU Annual Report, pp.12-49, 2017-2018]

All FSU policies apply to the university as well as its online delivery of courses and all off-campus instructional sites, including the Ringling Center for Cultural Arts and a campus in Panama City, Florida. The branch campus in the Republic of Panama differs as it relates to financial, administrative, and employment matters. In order to comply with the laws of the Republic of Panama, a Panamanian not-for-profit legal entity, Fundación Florida State University (FSU Panama), was established in the Republic of Panama. The Panamanian legal entity is under the control of FSU's International Programs Association, Inc. (IPA, Inc.), a direct support organization of Florida State University. FSU Panama operates within IPA, Inc.'s oversight and its financial operations are consolidated at year-end with those of IPA, Inc. which are ultimately reported as a component of Florida State University Financial Statements. FSU Panama is subject to an annual financial audit. [Fundacion Florida State University Panama Financial Statements FY22]

Managing Financial Resources

Florida State University operates within its financial means. The university has produced operational surpluses in every year between FY 2018 and FY 2022 as evidenced by the AFRs produced each year. Further, the university's net operating revenues ratio, a key indicator related demonstrating operational efficiency, has averaged 4.0% in that same time period, well above the benchmark threshold of 2%. [Financial Statement Analysis Ratios, 22] The only debt held by FSU is capital improvement debt from the issuance of revenue bonds by the Florida Board of Governors on behalf of the university; the institution holds no operational debt.

FSU develops a conservative and balanced budget each year as a starting point for the institution's responsible financial management. This operating budget is developed in accordance with state law and FBOG regulation in support of the university's mission, strategic plan, and administrative goals. The budget includes state appropriations, tuition and fees, auxiliary activities, and governmental and private grants. The development process includes responsible parties and stakeholders throughout the institution as well as a detailed review procedures to ensure appropriateness and consistency in budget practice. This process results in a consolidated budget that is reviewed by the university Budget Office as well as senior university leadership in advance of its formal consideration and approval by the university's board of trustees in June of each year prior to the start of the fiscal year on July 1.

Operational Cash Flow

The university also reliably maintains positive operational cash flows and positive cash balances. Average net cash provided by operating and non capital financing activities between FY 2018 and FY 2022 was $158 million as evidenced by the Statement of Cash Flows in the university's AFRs. [Financial Statement Analysis SCF, 22] During the same time period, FSU's unrestricted cash and investment balance never ended the fiscal year under $600 million and this balance at June 30, 2022, stood at $909 million. [Financial Statement Analysis OH, 22] The university ended FY 2022 with a primary reserve sufficient to cover 217 days of operations, or almost seven months. [Financial Statement Analysis Ratios, 22]

Sustainable Financial Behavior

The consistency of FSU's major revenue streams coupled with effective management of outflows demonstrate that the institution's financial behaviors are sustainable.

Revenues

FSU has seen positive revenue trends over the past five years. Even during the COVID years of FY 2020 and FY 2021, enrollments and state appropriations maintained overall positive trends, and federal stimulus helped to offset declines in other areas such as auxiliary and research. During the period between FY 2018 and FY 2022, FSU's total revenues increased by over $349 million or 24%. The State of Florida continues to significantly invest in the institution, and total noncapital appropriation revenues in FY 2022 were $519 million, which was an almost $55

million (12%) increase from FY 2018. At the same time, FSU saw a rise in gross tuition and fee revenue, the university's second largest revenue source. [IR Enrollment Trends] [Financial Statement Analysis Revenues, 22] These revenues were up 15% or almost $60 million. FSU has also seen significant growth in federal, state, and nongovernmental contracts and grants revenues during this time, seeing these rise 16% to almost $231 million in FY 2021. [Financial Statement Analysis Revenues, 22]

Expenses

From FY 2018 to FY 2022 total operating expenses increased by just under $263 million or 21%. Compensation and employee benefits make up, by far, the largest portion of operating expenses, also rising by 12% or $96 million. These expenses are closely monitored and regularly reported on as part of the university's budget process. Additionally, FSU's financial system includes systematic controls on spending based on approved budgets. [Financial Statement Analysis SRECNA, 22]

Change in Net Assets

The university has had an improved net position. FSU has consistently increased its net assets over the past five years, demonstrating a healthy financial position for the university. Adjusted for non-cash pension and other post-employment benefits (OPEB) amounts, FSU's total net position increased by $165 million from FY 2021 to FY 2022 and has increased almost $427 million from an adjusted total of $2.37 billion at June 30, 2018, to $2.79 billion at June 30, 2022. [Financial Statement Analysis OH, 22] The university's unrestricted net assets, adjusted for non-cash pension and OPEB, also increased over this five-year period by almost $242 million. [Financial Statement Analysis OH, 22] FSU's available reserve, which compares unrestricted net assets to operating expenses, stood at 36.0% at fiscal year-end June 30, 2022. [Financial Statement Analysis OH, 22]

Adapting To Change

As described above, FSU's overall financial circumstances have been positive and consistent. Even when faced with the significant and unprecedented disruption caused by COVID-19 in early 2020, the university showed that it was well-positioned to adapt to significant change when needed. In March 2020, 10,000 classes were converted to remote delivery in just two weeks, allowing the university to continue to deliver a world-class education to its students.

Over the past five years, FSU's enrollment has been increasing, moving from a full-time equivalent of 41,717 in Fall 2018 to 44,597 in Fall 2022 [IR Enrollment Trends 1], an increase of 6.9%. In this same time period, freshman applications were up 55% from 50,314 to 78,088 [IR Common Dataset C], showing the institution commands significant demand, even as the higher education sector as a whole is seeing reduced demand.

Managing Indebtedness and Liquidity

FSU is financially healthy, relying little on debt and possessing significant operational liquidity.

Indebtedness

FSU holds no operational debt and only possesses capital improvement debt from the issuance of revenue bonds by the Florida Board of Governors on behalf of the university. The capital improvement debt is highly rated by the major credit rating agencies with an AA+ from both S&P and Fitch. The current portion of this capital improvement debt at June 30, 2022, was only $16 million [FSU Annual Report, p.32, 2020-2021] and the university's viability ratio, a basic measure of an institution's level of debt, stood at 5.19x or considerably higher than the 1.25x considered a healthy minimum level for this ratio. Finally, interest expense has averaged less than 1% of operating revenues for the past ten years ending June 30, 2022. [Financial Statement Analysis Ratio, 22]

Operational Liquidity

FSU maintains sufficient liquidity as demonstrated by the university's available reserve ratio to demonstrate liquidity. The available reserve ratio is calculated using only unrestricted net assets (adjusted for non-cash pension and OPEB), so it provides a widely used indication of resources available for day-to-day use. FSU had an average available reserve ratio between FY 2013 and FY 2022 of 0.33 or about four months of reserves. [Financial Statement Analysis Ratios, 22] During this period, the reserve never dropped under the benchmark of 0.2 and at the end of the fiscal year 2022 the ratio stood at 0.36.

Florida State continues to be a strong investment with the highest-rated credit of any public university in the state of Florida with an AA+ rating by S&P and Fitch and an equivalent Aa1 rating by Moody's. Moody's maintained an Aa1 issuer rating for FSU and an Aa2 rating on the university's outstanding revenue bonds (Housing, Parking, Wellness Center, Student Union, Research Foundation) with a stable outlook. Its rating is based on the university's "excellent strategic positioning as a prominent comprehensive university aided by strong operating and capital support from the State of Florida." Moody's also reported that FSU's strengths include "donor support, total wealth, low debt burden, strong operating performance and well-diversified revenues including gains in sponsored research." S&P affirmed FSU's AA+ rating and various ratings for the university's outstanding revenue bonds (AA- Housing, AA+ Parking, AA+ Wellness Center, AA+ Student Union) with a stable outlook. In its report, S&P said the rating "reflects our view of a continuation of the university's healthy financial trends, consistently sound state operating support, and a stable enterprise profile characterized by FSU's impressive market position bolstered by good regional employment and population growth trends." Fitch affirmed FSU's AA+ rating and the AA ratings for the university's outstanding revenue bonds (Housing, Parking, Wellness Center, Student Union, Research Foundation) with a stable outlook. Fitch's report noted, "FSU's revenue bond ratings are attributable to the university's very strong financial profile combined with its revenue defensibility and operating risk profile assessments, together with the good overall annual debt service coverage and strong reserves at

the university level." Fitch also affirmed the A+ stable rating for the FSU Financial Assistance, Inc.

Evidentiary Documents
[2021-2022AnnualReport.pdf](#)
[2020-2021AnnualReport.pdf](#)
[2019-2020AnnualReport.pdf](#)
[2018-2019AnnualReport.pdf](#)
[2017-2018AnnualReport.pdf](#)
[FundacionFloridaStateUniversityPanamaFinancialStat.pdf](#)
[FinancialStatementAnalysisRatios22.pdf](#)
[FinancialStatementAnalysisSCF22.pdf](#)
[FinancialStatementAnalysisOH22.pdf](#)
[IREnrollmentTrends.pdf](#)
[FinancialStatementAnalysisRevenues22.pdf](#)
[FinancialStatementAnalysisSRECNA22.pdf](#)
[IRCommonDataSetC.pdf](#)

13.4	*The institution exercises appropriate control over all its financial resources.* (**Control of Finances**)

_X_ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

Florida State University (FSU) exercises appropriate control over its financial resources through proper internal control policies and practices, qualified and experienced administrators and staff, sound oversight of financial resources, and a strong internal audit office.

Internal Control Policies and Procedures

Florida State University is a public university that is part of the State University System of Florida, which is under the general direction and control of the Florida Board of Governors. The university is governed by a Board of Trustees (FSU BOT) consisting of thirteen members. The Board of Governors establishes the powers and duties of the FSU BOT. The FSU BOT is responsible for setting policies for the university, which provide governance in accordance with state law and Board of Governors' regulations. The FSU BOT selects the university president. The university president serves as the Chief Executive Officer and the Corporate Secretary of the Trustees and is responsible for administering policies prescribed by the FSU BOT.

The university has in place an overall Internal Controls policy [4-OP-A-9 Internal Controls], the purpose of which is to provide guidance to help ensure the internal control objectives of the university are met. Beyond this policy, there are additional policies and procedures that provide a comprehensive framework for an effective financial control system. These policies and procedures are listed below.

All FSU policies apply to the university as well as its online delivery of courses and all off-campus instructional sites, including the Ringling Center for Cultural Arts and the branch campus in Panama City, Florida. The branch campus in the Republic of Panama differs in financial, administrative, and employment matters. To comply with the laws of the Republic of Panama, a Panamanian not-for-profit legal entity called Fundación Florida State University (FSU Panama), was established in the Republic of Panama. The Panamanian legal entity is under the control of FSU's International Programs Association, Inc. (IPA, Inc.), a direct support organization of Florida State University. FSU Panama operates within IPA, Inc.'s oversight and its financial operations are consolidated at year-end with those of IPA, Inc. which are ultimately reported as a component of Florida State University Financial Statements. FSU Panama is subject to an annual independent financial audit. [Fundación Florida State University - Financial Statements FY22]

Florida Board of Governors Finance Regulations (FBOG)

- University Accountability Plans [BOG 2.002]

- University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement [BOG 4.001]

- State University System Chief Audit Executives [BOG 4.002]

- State University System Compliance and Ethics Programs [BOG 4.003]

- Board of Governors Oversight Enforcement Authority [BOG 4.004]

- Tuition and Associated Fees [BOG 7.001]

- Tuition and Fee Assessment, Collection, Accounting and Remittance [BOG 7.002]

- Fees, Fines and Penalties [BOG 7.003]

- Waiver and Exemptions of Tuition and Fees [BOG 7.008]

- Recording and Marking of Property [BOG 9.002]

- Property Inventory [BOG 9.003]

- Disposition of Property [BOG 9.0031]

- Razing of Buildings [BOG 9.004]

- University Personnel Definitions and Compensation [BOG 9.006]

- State University Operating Budgets and Requests [BOG 9.007]

- University Auxiliary Facilities with Outstanding Revenue Bonds [BOG 9.008]

- Preparation of State University System Financial Statements [BOG 9.009]

- State University System Consolidated Financial Statements [BOG 9.010]

- University Direct Support Organizations and Health Services Support Organizations [BOG 9.011]

- Foreign Influence [BOG 9.012]

- Auxiliary Operations [BOG 9.013]

- Collegiate License Plates Revenues [BOG 9.014]

- University Bonus Plans [BOG 9.015]

- Self-Insurance Programs [BOG 10.001]

- Sponsored Research [BOG 10.002]

- Institutes and Centers [BOG 10.015]

- Construction Program Definitions [BOG 14.001]

- Reserves for New Construction [BOG 14.002]

- Fixed Capital Outlay Budgets [BOG 14.003]

- Public Announcement Requirements [BOG 14.004]

- Certification and Competitive Selection of Professionals [BOG 14.005]

- Certification and Competitive Selection for Construction Management Services and Design-Build Services [BOG 14.0055]

- Building Program and Fixed Capital Outlay Legislative Budget Request Procedures [BOG 14.006]

- Competitive Negotiation [BOG 14.007]

- Contracting Authority for Construction Contracts [BOG 14.018]

- Procedures for Construction Contract Bidding and Award [BOG 14.021]

- Lease Authority [BOG 17.001]

- Procurement Regulation [BOG 18.001]

- Notice and Protest Procedures for Protest Related to a University's Contract Procurement Process [BOG 18.002]

- Bonding Requirements [BOG 18.003]

University Regulations (FSUR)

- FSU-1 Organization, Powers, Duties and Functions [FSUR Chapter 1 - Organization, Powers, Duties and Functions]

- FSU-2 Administrative Matters [FSUR Chapter 2 – Administrative Matters]

University Policy and Procedures (UPP)

- 4-OP-A-9 Internal Controls [UPP 4-OP-A-9 Internal Controls]

- 2-4 Board Conflict of Interest [UPP 2-4 Board Conflict of Interest]

- 2-7 Signature Authority [UPP 2-7 Signature Authority]

- 8-1 Gift Acceptance and Counting Policies [UPP 8-1 Gift Acceptance and Counting Policies]

- 4-OP-A-1 Commercial Solicitations [UPP 4-OP-A-1 Commercial Solicitations]

- 4-OP-A-6 Procurement Services [UPP 4-OP-A-6 Procurement Services]

- 4-OP-D-3 Revenue Generating Contracts [UPP 4-OP-D-3 Revenue Generating Contracts]

- 4-OP-H-3 Requisitioning Copier-Duplicator Equipment & Services [UPP 4-OP-H-3 Requisitioning Copier-Duplicator Equipment & Services]

- 4-OP-B-3 Leasing of Off-Campus Facilities [UPP 4-OP-B-3 Leasing of Off-Campus Facilities]

- 4-OP-B-4 Management of Contracts and Leases [UPP 4-OP-B-4 Management of Contracts and Leases]

- 4-OP-B-6 Rental of Off-Campus Facilities [UPP 4-OP-B-6 Rental of Off-Campus Facilities]

- 4-OP-B-11 Facilities Design & Construction [UPP 4-OP-B-11 Facilities Design & Construction]

- 4-OP-B-12 Design Building Selection Process [UPP 4-OP-B-12 Design Building Selection Process]

- 4-OP-B-13 Construction Program Audits, Reviews and Attestations [UPP 4-OP-B-13 Construction Program Audits, Reviews and Attestations]

- 4-OP-B-14 Administration of Design Build Agreements [UPP 4-OP-B-14 Administration of Design Build Agreements]

- 4-OP-B-15 Management of Furniture and Equipment Budgets [UPP 4-OP-B-15 Management of Furniture and Equipment Budgets]

- 4-OP-D-1 OMNI Departments [UPP 4-OP-D-1 OMNI Departments]

- 4-OP-D-1-B Education & General Salary & Rate [UPP 4-OP-D-1-B Education & General Salary & Rate]

- 4-OP-D-2-A Construction Accounting Capitalization [UPP 4-OP-D-2-A Construction Accounting Capitalization]

- 4-OP-D-2-B Cash Management [UPP 4-OP-D-2-B Cash Management]

- 4-OP-D-2-C Payables & Disbursements [UPP 4-OP-D-2-C Payables & Disbursements]

- 4-OP-D-2-D Travel [UPP 4-OP-D-2-D Travel]

- 4-OP-D-2-E Payroll [UPP 4-OP-D-2-E Payroll]

- 4-OP-D-2-F Property [UPP 4-OP-D-2-F Property]

- 4-OP-D-2-G Payment Card [UPP 4-OP-D-2-G Payment Card]

- 4-OP-D-2-H Investments [UPP 4-OP-D-2-H Investments]

- 4-OP-D-2-I Electronic Funds Transfer [UPP 4-OP-D-2-I Electronic Funds Transfer]

- 4-OP-D-2-J Accounts Receivable [UPP 4-OP-D-2-J Accounts Receivable]

- 4-OP-D-3 Revenue Generating Contracts [UPP 4-OP-D-3 Revenue Generating Contracts]

- 4-OP-D-4 Contract Administration and Management [UPP 4-OP-D-4 Contract Administration and Management]

- 4-OP-D-5 FICA Policy and Student Enrollment [UPP 4-OP-D-5 FICA Policy and Student Enrollment]

- 4-OP-E-10 Continuity of Operations Planning (COOP) [UPP 4-OP-E-10 Continuity of Operations Planning (COOP)]

- 4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information [UPP 4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information]

- 4-OP-G-10 Insurance, Risk Management and Workers Compensation [UPP 4-OP-G-10 Insurance, Risk Management and Workers Compensation]

- 4-OP-H-5 Information Security Policy [UPP 4-OP-H-5 Information Security Policy]

- 4-OP-H-10 Information Technology Disaster Recovery and Backup Data Policy [UPP 4-OP-H-10 Information Technology Disaster Recovery and Backup Data Policy]

- 4-OP-H-12 Information Privacy Policy [UPP 4-OP-H-12 Information Privacy Policy]

- 7A-1 Advances for Externally Funded Projects [UPP 7A-1 Advances for Externally Funded Projects]

- 7A-4 Cost Sharing [UPP 7A-4 Cost Sharing]

- 7A-5 Cost Transfer [UPP 7A-5 Cost Transfer]

- 7A-6 Direct/Indirect Costs [UPP 7A-6 Direct/Indirect Costs]

- 7A-8 Responsible Conduct of Research [UPP 7A-8 Responsible Conduct of Research]

- 7A-10 Export Controls [UPP 7A-10 Export Controls]

- 7A-12 Indirect Cost Recovery [UPP 7A-12 Indirect Cost Recovery]

- 7A-17 Placement of Funds [UPP 7A-17 Placement of Funds]

- 7A-18 Participant Support Costs [UPP 7A-18 Participant Support Costs]

- 7A-20 Program Income [UPP 7A-20 Program Income]

- 7A-21 Financial Conflict of Interest Disclosure [UPP 7A-21 Financial Conflict of Interest Disclosure]

- 7A-25 Unallowable Costs on Federally Sponsored Agreements [UPP 7A-25 Unallowable Costs on Federally Sponsored Agreements]

- 7A-32 Gifts vs. Grants Determination [UPP 7A-32 Gifts vs. Grants Determination]

Financial Staffing Oversight, Qualifications, and Experience

Florida State University employs a highly qualified and experienced team that is responsible for the financial resources and functions of the institution. The Senior Vice President for Finance and Administration (SVPFA) serves as the chief financial officer (CFO) of the university and has ultimate responsibility for, among other administrative areas, the central administration of accounting, purchasing, physical plant, physical planning, business services, and facilities

management. The SVPFA's responsibilities include ensuring that the financial integrity of the university is paramount in the use of funds, adhering to applicable statutes, university policies and procedures, and proven business practices.

The organizational chart for the Controller's Office and for Procurement Services, along with job descriptions and a resume for those who oversee the major financial areas are provided to illustrate the qualifications and experience of these staff. [Controller's Office Organizational Chart] [Budget Office Organizational Chart] [Procurement Services Organizational Chart] [Associate Controller Accounting & Reporting Resume] [Associate Controller Accounting & Reporting PD] [Associate Controller Disbursement Services Resume] [Associate Controller Disbursement Services PD] [Associate Vice President Resume] [Associate Vice President PD] [Assistant Controller Tax Compliance Resume] [Assistant Controller Tax Compliance PD] [Chief Budget Officer Resume] [Chief Budget Officer PD] [Chief Procurement Officer Resume] [Chief Procurement Officer PD] [Controller Resume] [Controller PD] [Director Financial Assistance & Compliance Resume] [Director Financial Assistance & Compliance PD] [Director Student Business Services Resume] [Director Student Business Services PD] [Payroll Director Resume] [Payroll Director PD] [Associate Controller Cash Management Resume] [Associate Controller Cash Management PD] [Senior Associate Controller Resume] [Senior Associate Controller PD] [Senior Vice President Resume] [Senior Vice President PD]

Finance and Administration

The Senior Vice President for Finance and Administration (SVPFA) leads a team that includes those areas responsible for the major financial functions of Accounting Services, Payroll Services, Disbursement Services, Student Business Services, and Tax and Compliance (Controller's Office); Budget (Budget Office); and Procurement (Procurement Services). These departments share the responsibility for ensuring proper internal controls are in place for their various financial functions, for monitoring these controls, and for taking corrective actions whenever issues are noted. Specific requirements and controls are laid out in pertinent sections of state law, Florida Board of Governors Regulations, Florida State University Regulations, FSU Policies and Procedures, and departmental procedures, as noted above. The SVPFA has designated the university's Controller's Office to be directly responsible for the preparation and integrity of the institution's Annual Financial Report (AFR), for maintaining FSU's accounting and financial reporting systems, and for the establishment of effective internal controls for its preparation. Ultimately, the University Controller reviews and approves the AFR. Each year, after the audit opinion is received and the AFR is finalized, it is presented for informational purposes by the Controller to the Finance and Business Committee.

Accounting Services is responsible for the review and posting of all university accounting transactions, for the compilation and preparation of the AFR. [Accounting & Reporting] [Asset Management] Additionally, Accounting Services oversees the daily cash management to maximize investment returns while meeting daily liquidity needs and auxiliary accounts receivable invoicing and collections. [Cash Management & Banking] [Auxiliary Services] University departments share responsibility for the appropriate review and correction of the general ledger through the departmental ledger review process. [Departmental Ledger

Review] Finally, Accounting Services also manages all functions around asset management, including the identification of and proper accounting for purchases that qualify as capital property under the university's property policy [4-OP-D-2-F Property]; oversight of the annual inventory of tangible capital property; and approval of all dispositions of capital assets.

Payroll Services is directly responsible for the processing, accounting, and reporting of employees' salary, taxes, and benefit payments. FSU follows Internal Revenue Service's guidelines, including procedures for entering, reviewing, and processing salaries and wages and for reporting associated taxes. The OMNI Human Resources (OMNI HR) system allows for automation of payroll and tax compliance processes and compliance with regulations.

Disbursement Services oversees payment of all goods and services and non-employee disbursements and is also responsible for the review and oversight of employee travel reimbursements. All university Procurement and Accounts Payable transactions are processed using the OMNI Financial System (OMNI FI) unless specifically exempted, receive approval through system workflow, and have related backup attached to each voucher. Travel and non-travel employee reimbursements are processed through *Concur*, and all supporting receipts and approvals are contained within that system.

Student Business Services supports the mission of Florida State University by providing billing, cashiering, and accounting services for students, staff, and departments across the university's campuses. The Student Accounts section handles billings to students and third parties, refunds, and collections. The Operations area is responsible for cashiering functions as well as state and university waivers. The Financial Aid Accounting sector coordinates, oversees, and reconciles the accounting for federal, state and institutional financial aid and all related reporting requirements. Finally, the Communications area ensures tuition and fees are appropriately calculated by the PeopleSoft system and assessed to students. [Student Business Services]

Financial Systems and Compliance serves a key role in the oversight and maintenance of systems supporting accounting and payment functions and has responsibility for financial compliance monitoring and reporting. Specific duties of Financial Systems and Compliance include:

- Oversight of the university's tax compliance with federal, state, and local laws as well as providing guidance and oversight to departments on sales tax, unrelated business income tax, and internal controls over cash collections, and Payment Card Industry (PCI).

- Project management and administration of upgrades, implementations, and enhancements of the *Transact* payment system such that student payments are processed timely and accurately.

- Management of the setup and administration of ecommerce sites and card-present environments utilizing *Transact*.

- Project management and administration of upgrades, implementations, and enhancements of the *Concur* travel system.

- Manages and coordinates responses to audits in all areas of accounting and cash management as well as financial data requests from other parties internal and external to the university.

The Budget Office team consists of the Chief Budget Officer; the Director, University Budgets; two Senior Budget Analysts; and their staff. The office supports the university's mission of instruction, research, and public service by administering the budget and related fiscal activities in a manner consistent with its strategic initiatives. Specific responsibilities of the Budget Office are to:

- Develop the annual operating budget and monitor budgetary performance

- Reconcile budget and legislative appropriations

- Administer annual E&G salary budgets and the multi-year fixed capital outlay budget

- Compile and review the legislatively required carryforward spending plan

- Maintain attributes on departments (cost centers) to ensure accurate reporting

- Assist with the oversight of auxiliaries

- Report related data as required by state law and/or requested internally

Procurement Services is responsible for the procurement of goods and services for campus and provides:

- Expertise to procure the right product and/or service at the right time and for the right price

- The best overall value (total cost of ownership) of goods and services

- Customer service, training and quality assurance for procurement tools and business processes

- Consultation services to help departments discover savings opportunities

- Negotiation and creation of large university-wide contracts

- Recommendations for business practices to save you time and money

- Guidance to ensure compliance with applicable policies and laws

To support the efforts of Procurement Services, FSU utilizes the Jaggaer system to manage requisitioning, change orders, catalog orders, and all procurement and revenue contracts. The ultimate control of contracting and procurement at the university is ensured by signature delegation that is largely limited to the President, Senior Vice President for Finance and Administration, Provost and Executive Vice President for Academic Affairs, Vice President for Research (for research grants and proposals), and the Chief Procurement Officer. Signature delegation is described in more detail in the Signature Authority policy. [FSU Policy 2-7 Signature Authority]

Cash Management Policies And Procedures

The University Controller is responsible for the provision of banking activity for the university and all university funds are required to be deposited through appropriate university bank accounts. University cash deposits are held in banks qualified as public depositories under Florida law. All such deposits are insured by federal depository insurance, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool required by Chapter 280, Florida Statutes. [Chapter 280, Florida Statutes] The Cash Management and Banking Section (CMB) in the Controller's Office is responsible for the daily monitoring of cash balances in the bank accounts and investing surplus cash in excess of immediate needs. Section 1011.42(5), Florida Statutes [s.1011.42(5), Florida Statutes], authorizes universities to invest funds with the State Treasury's Special Purpose Account (SPIA) and State Board of Administration (SBA) and requires that universities comply with the statutory requirements governing investment of public funds by local governments. Accordingly, universities are subject to the requirements of Chapter 218, Part IV, Florida Statutes. The university's Board of Trustees has adopted a written investment policy [4-OP-D-2-H Investments] providing that surplus funds of the university shall be invested in those institutions and instruments permitted under the provisions of Florida Statutes.

The CMB monitors bank balances daily that are accessed through the current banking provider's online portal and moves cash into and out of bank accounts based on an analysis of daily cash needs following the university's Electronic Funds Transfer Policy. [4-OP-D-2-I Electronic Funds Transfer] The university uses various bank features for safeguarding purposes including approvals for wire transfers, payee positive pay, automated clearing house (ACH) fraud filter and automated account validation. The CMB reviews and approves or denies all payee positive pay exceptions, and they also approve or deny any items presented as potential ACH fraud.

The Controller's Office provides guidance, including the Cash Management Policy [4-OP-D-2-B Cash Management], Departmental Business Management Guide [Petty Cash, p.15], Department Guidelines for Cash Handling [Cash Handling Guideline], a Cash Handling Procedures Guide [Cash Handling Procedures Guide], and Deposit Guidance [Deposit Guidance], to departments to help ensure the accountability and safeguarding of university cash and cash equivalents. A department that collects cash on a regular basis and above a specific annual threshold must apply to become an authorized Cash Collection Point using the Cash Collection Point Application [Cash Collection Point Application Form] and must be reauthorized by the Controller's Office every three years. Departments deliver their deposits in a sealed deposit bag to a secured drop

box located at the Controller's Office, Student Business Services Section (SBS), or the deposits are delivered by armored car service directly to the bank. Department heads and managers of units that collect university funds are accountable for ensuring adequate control procedures are in place to secure collections. For deposits delivered to the secure drop box, SBS records the deposit through FSU's OMNI FI Cash Drawer functionality. The SBS Cashier section maintains safeguards for deposit processing and controls including two staff retrieving deposits from the secure drop box; maintaining a log for tracking deposits received and performing reconciliations between the deposit tracking log and the amounts posted in the cash drawer; and storing logged deposits in a deposit box located in a secure vault. The physical Cashier's Area is a secured area with only designated staff being allowed access using card swipe functionality. For deposits delivered to the secure drop box, departments can retrieve receipts for their deposits through OMNI FI. The Controller's Deposit Accounting Section records the accounting codes associated to the deposit based on information provided from the departments on the required Departmental Deposit Form. [Departmental Deposit Form] For electronic payments received directly in the university bank account from outside sources, an advice is received from the applicable department containing the accounting codes for the deposit, and the deposit is recorded in OMNI FI by Deposit Accounting. All student-related payments are processed by Student Business Services in OMNI Student Central system so that the payments are appropriately reflected on the student's account. [Incoming Wire Payments Email] [UHS Wire Verification Email]

Managing Risk of Financial Resources

The university manages risk through several systems and assesses risk regularly through the Office of the Inspector General. The university mitigates risk through the use of the systems described below.

Financial Information Management System

For more than 18 years, Florida State University has used Oracle's PeopleSoft enterprise resource planning system known as OMNI that includes: General Ledger, Commitment Control, Banking, Travel and Expense, Purchasing/ePro, Inventory Management/Cost Accounting, Accounts Payable, Asset Management, Accounts Receivable, Billing Customer Contracts, Project Costing, Grants Management, Human Resources, Payroll, and Student Central modules to manage financial information. OMNI provides the university administration with information necessary to manage and safeguard financial, human resource, and physical assets. The university's financial accounting system includes several sub-modules that together work in applying proper controls and the segregation of duties. User profiles are restricted to the minimum necessary to perform job functions and to support separation of duties so that steps in critical functions, such as procurement and accounts payable, are divided among different individuals. All university employees utilize their university-issued usernames and passwords in a two-step authentication process to access the system. [2 Factor Authentication Guide]

The university employs expansive and diverse measures to protect the confidentiality, integrity, and availability of its financial and human resources information systems. The measures can generally be categorized for descriptive purposes as either human-focused or technology-focused

safeguards. Human-focused safeguards include policies, procedures, awareness initiatives, and training programs, all designed to promote proper handling of sensitive information by the university's students, faculty, and staff. Technology-focused safeguards include the tools, technologies, and staff dedicated to assuring the confidentiality, integrity, and availability of the university's electronic information resources. These safeguards are more fully discussed in Florida State's University Information Security Policy, as previously noted.

Access to OMNI requires that an employee be assigned one or more roles that explicitly specify access permissions. All employees automatically receive the employee self-service role in order to maintain their own personal data in the system such as leave reporting, home address, and direct deposit account. Access to OMNI financial entries and data access to the accounting system are managed via security profiles which are requested, approved, and digitally stored in the electronic Online Role Request (eORR) application hosted in Human Resources and maintained by the university's Office of Information Technology Services, Enterprise Solutions. [OMNI Security] Formal requests for establishing or modifying profiles require justification by the role requester, approval by the supervisor, and approval by the business process owner. The Chief Information Officer for Information Technology Service (CIO ITS), the Chief Information Security Officer (CISO) and director of core systems are responsible for ensuring that effective security measures are in place. Data owners or their designated data managers are responsible for authorizing access to information and must periodically review access rights to ensure validity. University guidelines specify that supervisors review their employees' security roles on a quarterly basis. [4-OP-H-5 Information Security Policy] [Supervisor Guidelines for Reviewing Employee Role Assignments]

Financial Transaction Compliance and Reconciliation

Florida State University is a member of the State University System of Florida (SUS) and follows the SUS Board of Governor's regulations [BOG Active Regulations] and has established university Finance and Administration Policy and Procedures. [F&A Policies and Procedures]

Financial accounting entries, such as journal entries, require at least two levels of authority. Monthly bank reconciliations [Bank Reconciliation June 2022] and investment account reconciliations are performed. [Investment Account Reconciliation June 2022] Additionally, the Controller's Office performs monthly general ledger account reviews to monitor and follow up on atypical or unusual balances at the university level. [GL Monthly Review Log FY22] The Controller's Office also provides guidance and training for departments to perform monthly departmental ledger reviews to verify transactions are appropriate and compliant with applicable policies and procedures. [Departmental Ledger Review Guidance] [BTAC04 GL Review Presentation]

The university has established budget controls in OMNI FI at the department-fund-account level to prevent transactions from being processed without sufficient available balance. Department budget managers have access to dashboard reports and queries that provide information regarding available balances and details concerning other financial transactions. Training is

regularly offered by the Controller's Office on accessing and utilizing these reports. [BTAC02 Intermediate University Accounting Presentation]

Financial statements are prepared annually in accordance with Governmental Accounting Standards Board (GASB)'s *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The university's accounting policies conform with accounting principles generally accepted in the United States of America applicable to public colleges and universities as prescribed by the GASB, as well as applicable state laws, rules, and regulations. An annual audit of the university's financial statements and notes thereto is conducted by the State of Florida, Office of the Auditor General.

Safeguarding Capital Assets

As described in FSU's Property Policy, the university president is the official custodian of all property owned by the institution. Custodial responsibility is delegated to the Vice Presidents, Deans, and Directors. The Vice Presidents, Deans and Directors may delegate the Property Custodian role to another individual and they also designate an individual to serve as the Property Manager and another individual to serve as the Inventory Taker. [OP-D-2-F-B Property] All department property management roles are designated and authorized using the Property Management Role Designation form. [Property Management Role Designation Form] Departments are responsible for effectively managing and safeguarding department property including exercising control over expendable items. [Business Management Guide – Property & Equipment]

Board of Governors Regulation 9.003 requires an annual inventory of tangible personal property that is a capital asset. [BOG 9.003] All FSU capital property is inventoried on a yearly basis and compared with the property records and the department must certify the annual inventory by completing the Inventory Completion Certification Form. [Inventory Completion Certification Form] Any missing items are reported the FSU Police Department. [Inventory Shortage Report Form] All dispositions of capital assets including transfers to surplus require the appropriate approvals via the Capital Property Accountability Release Form. [Capital Property Accountability Release Form]

The function of the Controller's Office is to establish policies and procedures that help ensure the accountability and safeguarding of university assets; ensure compliance with applicable laws, rules and policies and procedures; coordinate the annual physical inventory; account for acquisitions, transfers and disposition of capital property; depreciate capital property over the estimated useful life; and maintain the property records in OMNI FI. The university uses the Asset Management module in the OMNI FI system to record its fixed assets and calculate depreciation. The institution also performs a monthly reconciliation to ensure that all disbursements for operating capital outlay items are properly coded and recorded in the Asset Management module as capital assets.

At the end of the fiscal year, capital asset balances are reflected in the annual financial report. [FSU Annual Report 2021-2022, p.17]

Purchasing And Contracting

FSU bases most purchases for goods and services on best value in accordance with Board of Governors (FBOG) Procurement Regulations [BOG 18.001, (1) (d)] and Procurement Policy [4-OP-A-6 Procurement Services] that states "obtaining the best value for the university factoring in a wide variety of variables in defining value, including, but not limited to price, quality, specifications, compatibility, consortia leverage, and terms and conditions" and also states that "This policy applies to the procurement of all commodities and contractual services regardless of the funding source." The Chief Procurement Officer, or designee, approves waiver requests and deviations from university procurement rules and regulations, as appropriate. Procurement Services assists departments in obtaining goods and services needed to accomplish the university's academic mission and goals.

Florida State University uses a distributed procurement model and has a fully integrated electronic procurement system, *Jaggaer*, for strategic sourcing, including on-line catalogs of procurement options. Campus units are authorized by Procurement Services to perform certain purchasing functions such as entering and approving requisitions through workflow approvals, to the selected best value supplier for goods and services, in accordance with university policy, FBOG Regulations, state law and federal procurement standards. Procurement Services handles formal soliciting of bids, proposals, offers and quotes, however, campus units can submit informal quotes to be reviewed by Procurement Services if under $75,000. Procurement Services works with campus units in evaluating responses to procurement solicitations received in order to select the best value response to a procurement solicitation, including Small, Minority, Veteran and Women Owned Business Enterprises (SMV/WBE). [4-OP-A-8 Supplier Diversity Policy] When purchasing goods and services, State University System institutions, including Florida State University, must adhere to Chapter 18 of the Board of Governors Regulations, which are aligned with Florida Statutes. [Chapter 287, Florida Statutes] Universities are subject to annual operational audits by federal, state, and internal auditors.

Contracting Services are governed by university policy. [4-OP-D-4 Contract Administration and Management] The policy establishes consistent guidance for composing, reviewing, approving, executing, amending, managing performance, and/or compliance with contract requirements throughout a contract's lifecycle. The Contract Administration Policy helps ensure uniformity of contract operations and contract records management. This policy allows for a higher level of internal controls for the creation, routing, approving, storing, and managing of contracts.

When an agreement between FSU and second party requires a written agreement, in lieu of or in addition to a Purchase Order (PO), it is necessary to issue a contract. A contract is any document intended to set forth an agreement or obligation of any kind between FSU and an outside party, including any permit or transfer of legal rights or assumption of obligations. Whether or not a contract is necessary, in addition to or in lieu of a PO, depends on many factors, including how the goods/services are being obtained, the complexity of the services/goods, and the contract amount. Often a contract is executed at the second party's request. Administrative procedures

of the program are available to all university employees on the Procurement Services website. [Contract Administration Procedures]

Control Over Endowments and Investments

The Florida State University Foundation (FSUF) enhances the academic vision and priorities of FSU through its organized fundraising activities and funds management. FSUF accomplishes its mission by:

- Fostering relationships with alumni and friends of FSU and advocating charitable giving to FSU;

- Soliciting contributions for academic purposes as part of FSU's overall advancement effort;

- Investing and disbursing funds to meet current and future needs of FSU; and

- Strengthening relationships with donors to FSU.

The Investment Committee of the FSU Foundation Board of Trustees is responsible for investing FSUF's endowments. The committee, with the help of an independent investment consultant, develops formal investment policies and employs professional investment managers to implement those policies. A major U.S. bank holds the FSUF's investments that require custody.

An endowed fund is established to last in perpetuity, with only the spending distributions from the endowed fund to be spent each year in support of the donors' wishes. Endowment funds include gifts of cash, property, stock, and real assets donated to provide funding for scholarships, fellowships, professorships, academic chairs, and other uses as specified by the donors. FSUF invests endowment funds according to its investments policy and in compliance with the Florida Uniform Prudent Management of Institutional Funds Act.

All the endowments of the FSUF are pooled for purposes of investment into the Long-Term Investment Pool (or investment pool). The primary objective of the investment pool is to grow the corpus in excess of inflation and to meet both current and future obligations as dictated by the spending policy, net of operational cost.

To reflect the growth objectives and risk tolerance of the Investment Committee and to support the spending policy, the endowment assets are invested according to the following asset allocation guidelines:

- Public Equity – 43%

- Diversified – 12%

- Private Equity – 28%

- Fixed Income – 10%

- Real Assets – 7%

The endowment spending policy is designed to provide a stable income stream to the university community for its current needs while maintaining the purchasing power of the endowed assets. Spending is 4% of a rolling three-year (12 quarters) average of the quarterly market values of endowment funds. Spending is distributed at the end of each quarter.

FSUF assesses an administrative fee to help offset its operating expenses. As of July 1, 2020, the fee equals 1.5% annually. The earnings allocated to an endowment are based on each fund's prorated share of the total investment pool. The amount allocated is the net of market performance, less the spending distribution and less an administrative fee for FSUF operating expenses. Earnings in excess of spending and the administrative fee are added to the endowment balance. This "growth" is then available to provide the cushion to fund spending and fees during periods of poor market performance. Likewise, the endowment balance will decrease when earnings are not sufficient to cover spending and fees. Growth is also anticipated from the addition of new gifts. [FSUF Investment-Policy-Statement]

An independent CPA firm annually audits endowment accounts held by the Foundation. Management reports are provided to the FSU Foundation board and FSU officials. All requests for disbursements are reviewed for compliance with the Foundation's disbursement policy and donor guidelines. Financial Statements are made available monthly to responsible parties for each endowment. [Foundation Financial Statements 06-17 Final] [Foundation Financial Statements 06-18 Final] [Foundation Financial Statements 06-19 Final] [Foundation Financial Statements 06-20 Final] [Foundation Financial Statements 06-21 Final] [Foundation Financial Statements 06-22 Final] [FSUS Annual Report 2022]

Risk Management for Financial Assets

FSU follows federal and state guidelines and adopted regulations of the Florida Board of Governors [Florida Active Regulations] [Florida State University Chapter FSU-2 Administrative Matters] pertaining to risk. FSU carries insurances in accordance with state law. [Chapter 284 State Risk Management and Safety Programs, Florida Statutes] This protects the financial stability of the assets. [FSU Policy 4-OP-G-10 Insurance, Risk Management and Workers' Compensation]

FSU requires construction contracts, and any other contracts as applicable, to submit evidence of insurance before starting work. The university also requires payment and performance bonds for construction contracts. [4-OP-B-11-D2 Administration of Construction Manager Agreements] [BOG 18.003-Bonding-Requirements] [Chapter FSU-2 Administrative Matters]

Before offering employment to a potential hire, final candidates for Faculty, Executive Service, Administrative and Professional (A&P), and University Support Personnel System (USPS) positions need, at least, a Standard Criminal History Background Check. [4-OP-C-7-B11 Criminal History Background Checks] Additionally, FSU uses the Conflict Administration

Management System (CAMS) to report, approve, and manage outside activity/employment, as well as financial disclosures for employees at Florida State University. [Conflict Administration Management System] Security roles for additional access to the university's systems is then managed through an Online Role Request (eORR) system with built-in workflow. These role requests route automatically to the employee's supervisor as well as a university central office owner of each role to approve the access request, ensuring proper review.

Internal Audit

The Florida Board of Governors (FBOG) requires that each state university have an office of chief audit executive to coordinate and take responsibility for activities that promote accountability, integrity, and efficiency in the operations of the university. [BOG Regulation 4.002] The regulation further requires that each university board of trustees adopt a charter which defines the duties and responsibilities of the Chief Audit Executive. [OIGS Charter] The FSU Chief Audit Officer leads the FSU Office of Inspector General Services (OIGS) and reports directly to the Audit and Compliance Committee of the FSU Board of Trustees (FSU BOT). This organizational structure provides separation of responsibilities and ensures independence in carrying out its responsibility for activities that promote accountability, integrity, and efficiency in the university's operations.

The internal audit function in the Office of Inspector General Services provides an independent, objective, and comprehensive program of auditing university operations. [Audit Report 22-01 Joint College of Engineering] [Audit Report 22-02 CARES Act Institutional Portion] Internal audit actively works with the Audit and Compliance Committee of the BOT, management, faculty, and staff to identify risks, evaluate controls and make recommendations that promote economical, efficient, effective, equitable, and ethical delivery of services.

The FSU Chief Audit Officer prepares an annual audit plan as required in the OIGS Charter. [Fiscal Year 2022-23 Audit Plan] The annual plan is based on risk-based assessments of university entities and cybersecurity controls. FSU departments and activities are audited based on these assessments to ensure that controls are in place and working as intended.

Fair Presentation Of University Financial Statements

In the most recent available Management Representation Letter, the University President confirms that the university is responsible for the fair presentation of its financial statements, in conformity with generally accepted accounting principles. [Management Representation Letter 2021-2022]

Evidentiary Documents

4-OP-A-9InternalControls.pdf

FundacionFloridaStateUniversityPanamaFinancialStat.pdf

[BOG2.002.pdf](BOG2.002.pdf)

[BOG4.001.pdf](BOG4.001.pdf)

[BOG4.002.pdf](BOG4.002.pdf)

[BOG4.003.pdf](BOG4.003.pdf)

[BOG4.004.pdf](BOG4.004.pdf)

[BOG7.001.pdf](BOG7.001.pdf)

[BOG7.002.pdf](BOG7.002.pdf)

[BOG7.003.pdf](BOG7.003.pdf)

[BOG7.008.pdf](BOG7.008.pdf)

[BOG9.002.pdf](BOG9.002.pdf)

[BOG9.003.pdf](BOG9.003.pdf)

[BOG9.0031.pdf](BOG9.0031.pdf)

[BOG9.004.pdf](BOG9.004.pdf)

[BOG9.006.pdf](BOG9.006.pdf)

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[BOG10.002.pdf](BOG10.002.pdf)

[BOG10.015.pdf](BOG10.015.pdf)

[BOG14.001.pdf](BOG14.001.pdf)

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[BOG14.007.pdf](BOG14.007.pdf)

[BOG14.018.pdf](BOG14.018.pdf)

[BOG14.021.pdf](BOG14.021.pdf)

[BOG17.001.pdf](BOG17.001.pdf)

[BOG18.001.pdf](BOG18.001.pdf)

[BOG18.002.pdf](BOG18.002.pdf)

[BOG18.003.pdf](BOG18.003.pdf)

FSURChapter1OrganizationPowersDutiesAndFunctions.pdf

FSURChapter2AdministrativeMatters.pdf

UPP4-OP-A-9InternalControls.pdf

UPP2-4BoardConflictOfInterest.pdf

UPP2-7SignatureAuthority.pdf

UPP8-1GiftAcceptanceAndCountingPolicies.pdf

UPP4-OP-A-1CommercialSolicitations.pdf

UPP4-OP-A-6ProcurementServices.pdf

UPP4-OP-D-3RevenueGeneratingContracts.pdf

UPP4-OP-H-3RequisitioningCopier-DuplicatorEquipmen.pdf

UPP4-OP-B-3LeasingOfOffCampusFacilities.pdf

UPP4-OP-B-4ManagementOfContractsAndLeases.pdf

UPP4-OP-B-6RentalOfOffCampusFacilities.pdf

UPP4-OP-B-11FacilitiesDesignAndConstruction.pdf

UPP4-OP-B-12DesignBuildingSelectionProcess.pdf

UPP4-OP-B-13ConstructionProgramAuditsReviewsAndAtt.pdf

UPP4-OP-B-14AdministrationOfDesignBuildAgreements.pdf

UPP4-OP-B-15ManagementOfFurnitureAndEquipmentBudge.pdf

UPP4-OP-D-1OMNIDepartments.pdf

UPP4-OP-D-1-BEducationAndGeneralSalaryAndRate.pdf

UPP4-OP-D-2-AConstructionAccountingCapitalization.pdf

UPP4-OP-D-2-BCashManagement.pdf

UPP4-OP-D-2-CPayablesAndDisbursements.pdf

UPP4-OP-D-2-DTravel.pdf

UPP4-OP-D-2-EPayroll.pdf

UPP4-OP-D-2-FProperty.pdf

UPP4-OP-D-2-GPaymentCard.pdf

UPP4-OP-D-2-HInvestments.pdf

UPP4-OP-D-2-IElectronicFundsTransfer.pdf

UPP4-OP-D-2-JAccountsReceivable.pdf

UPP4-OP-D-4ContractAdministrationAndManagement.pdf

UPP4-OP-D-5FICAPolicyAndStudentEnrollment.pdf

- UPP4-OP-E-10ContinuityOfOperationsPlanningCOOP.pdf
- UPP4-OP-F-7PolicyOnSafeguardingOfConfidentialFinan.pdf
- UPP4-OP-G-10InsuranceRiskManagementAndWorkersCompe.pdf
- UPP4-OP-H-5InformationSecurityPolicy.pdf
- UPP4-OP-H-10InformationTechnologyDisasterRecoveryA.pdf
- UPP4-OP-H-12InformationPrivacyPolicy.pdf
- UPP7A-1AdvancesForExternallyFundedProjects.pdf
- UPP7A-4CostSharing.pdf
- UPP7A-5CostTransfer.pdf
- UPP7A-6DirectIndirectCosts.pdf
- UPP7A-8ResponsibleConductOfResearch.pdf
- UPP7A-10ExportControls.pdf
- UPP7A-12IndirectCostRecovery.pdf
- UPP7A-17PlacementOfFunds.pdf
- UPP7A-18ParticipantSupportCosts.pdf
- UPP7A-20ProgramIncome.pdf
- UPP7A-21FinancialConflictOfInterestDisclosure.pdf
- UPP7A-25UnallowableCostsOnFederallySponsoredAgreem.pdf
- UPP7A-32GiftsvsGrantsDetermination.pdf
- ControllersOfficeOrganizationChart.pdf
- BudgetOfficeOrgazationalChart.pdf
- ProcurementServicesOrganizationalChart.pdf
- AssociateControllerAccountingAndReportingResume.pdf
- AssociateControllerAccountingAndReportingPD.pdf
- AssociateControllerDisbursementServicesResume.pdf
- AssociateControllerDisbursementServicesPD.pdf
- AssociateVicePresidentResume.pdf
- AssociateVicePresidentPD.pdf
- AssistantControllerTaxCompliance.pdf
- AssistantControllerTaxCompliancePD.pdf
- ChiefBudgetOfficerResume.pdf
- ChiefBudgetOfficerPD.pdf
- RMurtonResume.pdf
- ChiefProcurementOfficerPD.pdf
- ControllerResume.pdf
- ControllerPD.pdf
- DirectorFinancialAssistanceAndComplianceResume.pdf

DirectorFinancialSystemsAndCompliancePD.pdf

DirectorStudentBusinessServicesResume.pdf

DirectorStudentBusinessServicesPD.pdf

PayrollDirectorResume.pdf

PayrollDirectorPD.pdf

MParksResume.pdf

SrAssociateControllerResume.pdf

SrAssociateController.pdf

SrVicePresidentResume.pdf

KyleClarkResume.pdf

MichaelWilliamsResume.pdf

JuddEnfingerResume.pdf

KatherinePerkinsResume.pdf

PD51102KClark.pdf

PD51107KMcMurray.pdf

PD51125CDaniels.pdf

PD51138TFultz.pdf

PD51567MWilliams.pdf

PD51597RMurton.pdf

PD53699KPerkins.pdf

PD54003PWalker.pdf

PD57647MParks.pdf

PD60998JEnfinger.pdf

PD81208EMiller.pdf

PD511107LBrown.pdf

PD547675JBembry.pdf

AccountingAndReporting.pdf

AssetManagement.pdf

CashManagementAndBanking.pdf

AuxiliaryServices.pdf

DepartmentalLedgerReview.pdf

4-OP-D-2-FProperty.pdf

StudentBusinessServices.pdf

FSUPolicy2-7SignatureAuthority.pdf

FloridaStatutesChapter280.pdf

FloridaStatutesSection1011.42(5).pdf

4-OP-D-2-HInvestments.pdf

4-OP-D-2-IElectronicFundsTransfer.pdf

4-OP-D-2-BCashManagement.pdf

PettyCash.pdf

CashHandlingGuideline.pdf

CashHandlingProceduresGuide.pdf

DepositGuidance.pdf

CashCollectionPointApplication.pdf

DepartmentalDepositForm.pdf

IncomingWirePaymentsEmail.pdf

UHSWireVerificationEmail.pdf

TwoFactorAuthenticationGuide.pdf

OMNISecurity.pdf

4-OP-H-5InformationSecurityPolicy.pdf

SupervisorGuidelinesForReviewingEmployeeRoleAssign.pdf

BOGActiveRegulations.pdf

FandAPoliciesAndProcedures.pdf

June2022BankRecon.pdf

InvestmentAccountReconciliationJune2022.pdf

GLMonthlyReviewLogFY22.pdf

DepartmentalLedgerReviewGuidance.pdf

BTAC04GLReviewPresentation.pdf

BTAC02IntermediateUniversityAccountingPresentation.pdf

OP-D-2-F-BProperty.pdf

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FloridaStatutesChapter287..pdf

4-OP-D-4ContractAdministrationAndManagement.pdf

ContractAdministrationProcedures.pdf

FSUFInvestmentPolicyStatement.pdf

FoundationFinancialStatementsJune2017Final.pdf

FoundationFinancialStatementsJune2018Final.pdf

- FoundationFinancialStatementsJune2019Final.pdf
- FoundationFinancialStatementsJune2020Final.pdf
- FoundationFinancialStatementsJune2021Final.pdf
- FoundationFinancialStatementsJune2022Final.pdf
- FSUFAnnual Report2022.pdf
- FloridaActiveRegulations.pdf
- ChapterFSU-2AdministrativeMatters.pdf
- FloridaStatutesChapter284StateRiskManagementAndSaf.pdf
- 4-OP-G-10InsuranceRiskManagementAndWorkersCompensa.pdf
- 4-OP-B-11-D2AdministrationOfConstructionManagerAgr.pdf
- 4-OP-C-7-B11CriminalHistoryBackgroundChecks.pdf
- ConflictAdministrationManagementSystem.pdf
- OIGSCharter.pdf
- 20222021AuditReportJointCollegeOfEngineering.pdf
- 22-02AuditReportCARESActInstitutionalPortion.pdf
- 2022-2023FiscalYearAuditPlan.pdf
- ManagementRepresentationLetter2021-2022.pdf

<table>
<tr><td>13.5</td><td>The institution maintains financial control over externally funded or sponsored research and programs. (Control of Sponsored Research/External Funds)</td></tr>
</table>

    <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University has strong institutional controls over externally funded or sponsored research and programs and related audits have consistently resulted in no findings. The institution maintains and publishes policies and procedures to ensure effective financial controls and makes them widely available through training, publications, and online information. Reports are filed in a timely manner and management control is ensured by qualified personnel. Further, the institution has no liabilities owed back to external sponsors or agencies. In addition, audit findings have consistently contained no findings.

Policies and Procedures for Expenditures of External Funds and Publication

The Florida Board of Governors authorizes university boards of trustees to create divisions of sponsored research and to establish policies regulating the administration and operation of the divisions responsible for external funds. The same regulation also requires that the university annually certify to the FBOG that it has policies in place to negotiate, enter into, and execute research contracts including policies to solicit and accept research grants and donations, policies for the collection of funds, and policies related to the appropriate use of funds. [Florida Board of Governors Regulation 10.002 Sponsored Research] In 2023, the FSU Board of Trustees certified that the university had policies in place consistent with the state requirements. [2023 Sponsored Research Certification Form Signed]

The university has regulations that govern the operation of the Division of Sponsored Research, which is under the supervision of the Vice President for Research. The Office of the Vice President for Research reviews and approves all research, development, and training grant and contract proposals to ensure compliance with university, Florida Board of Governors and state regulations, policies and laws. [Division of Sponsored Research Regulation FSU-5.088] In addition, the Vice President for Research is responsible for budgeting control, record keeping, and accounting for all funds in the Sponsored Research Development Fund.

To ensure compliance with university regulations, the university maintains a comprehensive online manual related to external funding. The manual includes information on applying for and managing sponsored funds. It includes guidance on FSU policies and procedures, federal guidelines, roles and responsibilities for the administration of research at FSU, and other relevant topics. [Research Administration Manual] Researchers participate in an online orientation which covers the research administration manual as well as an introduction to the organizational structure of FSU research, the FSU policies, procedures, and processes and other tools and educational videos. [Office of Research Training Page] All administrators who have

responsibilities related to the administration of research are required to complete a research administration certification program within six months of taking their position.

FSU also has a broad variety of training and information tools available to the FSU research community including faculty and researchers. [Office of Research Training Page, eSPEAR] Research administrators are expected to have a strong foundation of knowledge in research administration and support their researchers by providing guidance on the proper administration of their awards. Information regarding research compliance is also sent out via listservs and provided in the monthly Office of Research Newsletter. [Office of Research "The Connector" Newsletter]

Accounting for External Funds

All sponsored funds are accounted for in the required manner, consistent with FSU's policies and procedures. Sponsored funds are managed in discrete accounts within the university's financial system, as required by federal and state regulations and institutional policies. The types of charges which can be charged to a sponsored project are delineated in the university's direct and indirect cost policy. [FSU Policy 7A-6 Direct/Indirect Costs] Publication and access to university policies relating to administration of sponsored funding are available to researchers. All policies are posted on Sponsored Research Administration's website. [Sponsored Research Administration Homepage, Policies] Links to this site are included in the online research administration manual, the researcher orientation, and the research website. [Research Policies] As noted previously, this information is communicated to researchers and their administrators via orientations, training programs, listserv announcements, and monthly newsletters.

Expenditures on sponsored projects are generally handled by departmental administrators. Expenditures are reviewed within Sponsored Research Accounting (SRA) or the university research foundation (FSURF) prior to payment or at the end of the award. SRA and FSURF review expenditures to ensure that they are allowable per university policy, federal policy, sponsor policy, and terms of the agreement.

All sponsored projects are set up in FSU's PeopleSoft Financial System (OMNI). This system tracks the due dates and submissions of reports. SRA and FSURF monitor the timely submission of reports in OMNI. At the closeout of the grant, an additional review occurs to ensure that all expenditures are allowable. Departmental research administrators reconcile their projects on a monthly basis. Prior to any requirement for an invoice, and at closeout, all projects are reconciled by SRA or FSURF. SRA and FSURF handle all required invoicing and financial reporting which varies greatly by agency and agreement. As previously noted, all departmental and central administrators who have sponsored projects are required to complete a certification program. This FSU program has continuing education requirements to ensure the administrator remains up-to-date on current requirements.

The administration of sponsored awards at FSU is audited as part of the annual financial audit as well as part of Florida's federal single audit. The audits have consistently been favorable, with no findings for FSU related to the administration of research or other sponsored programs. The

Research Foundation is audited annually by an independent external audit firm, and their audits have consistently contained no findings. The financial statements also include the independent audit report. [Management Representation Letter 2020-2021] [Financial Statements 6-21] [Financial Statements 6-20] [Financial Statements 6-19] [Financial Statements 6-18] [Financial Statements 6-17]

The university's federal indirect (F&A) basic research rate is 54%. The university changed the threshold amount for capitalization of equipment, to $5,000 from $1,000. [F&A Rate Agreement]

Training Programs and Monitoring Processes

The institution offers a comprehensive training program and other resources to support researchers and administrators. As detailed above, a comprehensive research administration certification program is offered and required for all administrators who handle research administration activities. There is a researcher orientation program as well as many other options. [Office of Research Training Page] Information regarding these tools are shared in listserv announcements, monthly newsletters, orientations, on websites, in departmental administrator group meetings, and individual conversations.

The Controller's Office provides guidance on how to access reports within OMNI. The Office of Research provides specific guidance regarding sponsored project administration in the online research administration manual. [Research Administration Manual, Reconciliation Process]

Filing of Reports

University regulation requires the Vice President for Research to maintain records and make reports as required by law, by the university president, university controller, Florida Board of Governors, and by good accounting practice. Further, the Vice President for Research is responsible for determining that expenditures are made and reported within the terms of the grant or contract as well as within university regulations. [Division of Sponsored Research Regulation FSU-5.088]

Management Control for Sponsored Research/External Funds and Qualifications

The university president has the final university authority and responsibility for the operation of the Division of Sponsored Research and delegates authority to the Vice President for Research to execute contracts and accept research and development and training grants on behalf of the university. The Vice President for Research is responsible for the operations of pre- and post-award administration of sponsored projects. [FSU Regulation 5.088(8)(b)(1)] [President's Org Chart] Both of these individuals are qualified for management control based on their education and significant experience managing sponsored research at a variety of levels. [McCullough CV] [Patterson CV] President McCullough brought years of experience in the role of Vice Provost for Research at Harvard University. Stacey Patterson, a microbiologist and experienced researcher, has extensive experience in managing research organizations. She previously held a similar (Vice President) position at the University of Tennessee for over 18 years.

The operations for sponsored project administration include Sponsored Research Administration and the FSU Research Foundation. Sponsored Research Administration [Sponsored Research Administration (SRA)] is responsible for pre- and post-award functions of the university for awards with public funding (federal, state, and local governments) and public funding that flows through private organizations. They are responsible for ensuring expenditure transactions are in compliance with applicable laws, regulations, and university policies; preparing and submitting invoices to sponsoring agencies; collecting funds remitted from sponsoring agencies; collecting and depositing federal letter of credit funds in accordance with federal regulations; preparing periodic financial reports and submitting by the due date; closing out sponsored projects; preparation of FSU's Facilities and Administrative (F&A) rate proposal; and serving as audit liaison for sponsored projects. [Sponsored Research Administration Office Website] SRA is led by the Senior Director, Sponsored Research Administration and reports to the Associate Vice President for Research Administration and Finance, who reports directly to the Vice President for Research. The Senior Director is qualified for this role based on experience. [Ray CV] [Peluso CV]

The FSU Research Foundation is responsible for all pre-and post-award functions funded with private funding (foundation, corporate, and all other non-governmental/public sources). This includes ensuring that all required financial reports and invoices are submitted as required. The Research Foundation is led by a Director who reports to the Vice President for Research. [Cave CV]

The Office of Research participates in all institution-wide risk analysis and preparation processes. Weekly meetings are held with directors of all units where they bring forward any concerns, including risks identified, and resolution is discussed. An executive committee meets weekly and ongoing risk analysis is part of the discussion.

Letters of Credit Requirement and No Liabilities to Sponsors

Many federal agencies authorize Letter of Credit (LOC) as the cash mechanism for providing cash disbursements to award recipients. For Federal sponsored awards, payment is requested and received on a cost reimbursement basis via an LOC. SRA is responsible for preparing and performing the LOC draws for federal agencies that utilize an LOC. LOCs benefit FSU as the funds can be drawn down quickly after expenditures occur. The institution currently has 63 letters of credit with federal agencies including NIH, NSF, NASA, Department of Education, Department of Energy, and others which are managed by SRA (including all required reporting). Funds are drawn based on expenditures and there are no liabilities due back to sponsors.

Evidentiary Documents

BOG10.002SponsoredResearchRegulation.pdf

2023SponsoredResearchCertificationFormSigned.pdf

FSU5.088DivisionOfSponsoredResearchRegulation.pdf

ResearchAdministrationManual.pdf

OfficeOfResearchTrainingPage.pdf

OfficeOfResearchTrainingPage-eSPEAR.pdf

OfficeOfResearchTheConnectorNewsletter.pdf

FSUPolicy7A-6.pdf

SponsoredResearchAdministrationHomepagePolicies.pdf

ResearchPolicies.pdf

ManagementRepresentationLetter2020-2021.pdf

FoundationFinancialStatementsJune2021Final.pdf

FoundationFinancialStatementsJune2020Final.pdf

FoundationFinancialStatementsJune2019Final.pdf

FoundationFinancialStatementsJune2018Final.pdf

FoundationFinancialStatementsJune2017Final.pdf

FandARateAgreement.pdf

ResearchAdministrationManualReconciliationProcess.pdf

FSURegulation5.088.pdf

UniversityOverview.pdf

PresidentMcCulloughCV.pdf

PattersonCV.pdf

SponsoredResearchAdministrationOfficeWebsite.pdf

RayCV.pdf

PelusoCV.pdf

CaveCV.pdf

<table>
<tr>
<td>13.6</td>
<td>The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and State Responsibilities)</td>
</tr>
</table>

   __X__ *Compliance*   ____ *Partial Compliance*   ____ *Non-compliance*

Narrative

Florida State University Office of Financial Aid is authorized to participate in Title IV Financial Aid programs by the U.S. Department of Education under the Program Participation Agreement valid through March 31, 2023. [FSU PPA, 02.20.18] [Eligibility and Certification Approval Report, 04.06.2022] The recertification of the Program Participation Agreement is currently being reviewed by the federal government. Additionally, the State of Florida has authorized Florida State University to participate in state scholarship and grant programs. [FSU State of Florida Participation, 07.01.2022] The Office of Financial Aid on Florida State University's main campus in Tallahassee coordinates financial aid services for all students on all branch campuses, sites, and distance learning programs.

Florida State University adheres to all federal regulations as set forth under Title IV Student Aid Programs regulations. [Code of Federal Regulations, HEA of 1965] Processing of student aid applications and of federal funds is carried out as mandated by these regulations. Student eligibility is verified according to federal and state regulations; the regulations are reviewed and both manual and systematic verification procedures are updated to meet mandated requirements. Policies for review of eligibility and awarding of aid are maintained, reviewed, and updated annually to ensure compliance.

The Auditor General of the state of Florida, in accordance with U.S. Office of Management and Budget Circular A-133 [OMB Circular A-133], conducts an annual audit of the federal awards programs of the state of Florida, including financial aid programs administered by the state universities. The State of Florida Audit for 2020-2021 included a finding for Florida State University related to inaccurate calculation of earned aid in the case of a withdrawal as well as a finding related to improvement of security controls on access to the Northwest Regional Data Center (an auxiliary of FSU). [2022-189 Summary Statement of Prior Audit Findings, p.41, 09.09.2021] The findings are described in the Summary Statement of Prior Audit Findings (above) and did not result in any questioned costs. The findings did not result in an institutional cost and FSU has implemented business processes and IT related changes to mitigate the issues cited.

Florida State University maintains a positive relationship with the U.S. Department of Education. There are currently no complaints that have been filed or evidence of non-compliance. Florida State University has opted to utilize the "Advance Funding" method in which initial authorizations are granted and actual disbursements are submitted. This option is

not available for institutions on the "Reimbursement Method." There are no significant pending litigation issues nor any significant unpaid dollar amounts due back to the U.S. Department of Education. As a result, there has been no adverse communication from the U.S. Department of Education. Florida State University strives to ensure that all regulations are researched and followed with the intent of the law. Consequently, there are no infractions to regulations that could potentially impact Title IV funding. Florida State University has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies.

Florida State University endeavors to maintain a low federal student loan Cohort Default Rate. For Fiscal Year 2019, FSU's "Official Cohort Default Rate" per the National Student Loan Database (NSLDS) was 1%. [FSU CDR, 10.25.2022] The national Cohort Default Rate was 2.3% for the same period. [National Cohort Default Rates for Schools, 10.25.2022]

Evidentiary Documents

- FSUPPA.pdf
- EligibilityAndCertificationApprovalReport.pdf
- FSUStateOfFloridaParticipation.pdf
- CodeOfFederalRegulationsHEAof1965.pdf
- OMBCircularA-133.pdf
- 2020-2021SSPAF.pdf
- FSUCDR.pdf
- NationalCohortDefaultRatesForSchools.pdf

<table>
<tr>
<td>***13.7***</td>
<td>*The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.* **(Physical Resources)**</td>
</tr>
</table>

    X *Compliance*   *Partial Compliance*   *Non-compliance*

Narrative

Florida State University ensures adequate physical resources to support the mission as well as the scope of its programs and services. The institution is a comprehensive, national, graduate-research university that puts research into action for the benefit of our students and society. The extensive graduate programs as well as the law and medical school enrich graduate, professional and undergraduate experiences, making Florida State University a demanding and intellectually stimulating environment for students and faculty. As the programs flourish, new services are developed, and space provided through leasing, renovation, and a constant vigilant watch for property opportunities.

Adequate and Appropriate Physical Facilities

Florida State University has expanded from the original few acres and buildings to 391 buildings on 1,711 acres, including the main campus with 487 acres. The university houses the National High Magnetic Field Laboratory, engineering facilities shared with Florida A&M University, and the Marine Laboratory research station on the Gulf Coast. The main campus of the university is in Tallahassee, the state's capital. The university has branch campuses in Panama City, Republic of Panama, and Panama City, Florida, as well as an off-campus instructional site in Sarasota, Florida. [FSU Fact Book, p.118, 2021-2022] [Campus Map 1] [Campus Map 2] Physical and virtual campus tours are available through the FSU Visitor Services Office. [Self-Guided Campus Tour] [Campus Tour Registration Website]

Master Plan

To keep the buildings and grounds up-to-date and meet the needs of a growing campus population and expanding academic programs, the Facilities Planning and Space Management unit prepares a university master plan. Campus planning and concurrency management in the State University System are governed by state law. [s.1013.30, Florida Statutes] Florida Board of Governors (FBOG) Regulations, Chapter 21, detail further the requirements of university campus master plans. [Florida Board of Governors Regulations Chapter 21] The university prepares, and the board of trustees adopts, a Campus Master Plan (CMP) update at least every 5 years. The current adopted Campus Master Plan (CMP) for Florida State University outlines the University's development plans through the year 2030 for the Tallahassee campus and the Panama City campus. The CMP consists of two volumes; Volume 1 Goals, Objectives, and Policies contains information about future planning activities. Volume 2 Supporting Data contains information about the current conditions on each campus. [Volume I - Goals, Objectives

& Policies] [Volume II- Support Documentation] The CMP identifies general land uses, and addresses the need for and provision of roads, parking, public transportation, solid waste, drainage, sewer, potable water, and recreation and open space. [Master Plan Overview] [Master Plan Overview Tallahassee Campus] [Master Plan Overview Tallahassee Campus SW] [Master Plan Overview Panama City, Florida Campus] Plans are updated periodically through amendments approved by the Board of Trustees. [BOT Minutes 1.18.18, p.3] [BOT Minutes 6.6.19, p.15] [BOT Minutes 4.1.21, p.2] The campus master plan has been approved for adoption by the Board of Trustees. [BOT Meeting Minutes 09.24.21, p.8]

Campus master plans align with the University's mission and strategic plan and project new facilities construction, major facilities renovations (including deferred maintenance), and land acquisitions necessary to ensure the University has adequate space and facilities to meet the needs of increasing enrollments, program expansions, and new program offerings. [FSU Mission] [FSU Strategic Plan] Supporting data for the master plan includes items such as enrollment and enrollment projections, current building inventory and space utilization to ensure that current space is being correctly utilized and to plan for the future. [Master Plan Supporting Data Academic Facilities] [Master Planning Process and Timeline]

Capacity and Utilization

Every five years the University conducts a systematic study of educational and ancillary plants to determine future needs for each student based on projected capital outlay FTE's approved by the Florida Board of Governors. [s.1013.31, Florida Statutes] [BOT Minutes 2.22.2018, p.3] The Educational Plant Survey process includes the main campus; the branch campus in Panama City, Florida; and the Ringling Center for Cultural Arts and determines the facilities required by the University to accommodate educational programs, student enrollments, personnel, and services. [Educational Plant Survey 2018-2023] The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. [Facilities Inventory Validation and Space Needs Assessment, pp.8-11] The space needs formula provides for three general classifications of space: instructional, academic support, and institutional support. [Facilities Inventory Validation and Space Needs Assessment, p.11] Through the utilization of the space needs formula, the university determines whether or not physical facilities are adequate and appropriate. Within these three classifications ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office and administrative data processing, and campus support services. Although each of the ten categories of space is treated individually in the formula, only three basic methods are used for generating space: space factors for scheduled space, allotments for nonscheduled space, and space provided as a percentage of other space. The university's Planning and Space Management provides a monthly Gross Square Footage (GSF) Report that is utilized for operational management and other reporting requirements. [GSF Reports Website] [GSF Report August, 2022]

Full-time Equivalent (FTE) student is a measure of all instructional activity that is based on the number of credit hours for all students during an academic year. FTE is based on the standard

national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to state law, facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys. [2022 FSU Accountability Plan, p.20]

Capital Improvements

Annual fixed capital outlay budget requests parallel the master plans. FSU's capital budget allocations are requested, approved, and distributed to match the land acquisition and/or construction schedules of the master plans. [Fixed Capital Outlay Budget Request, 2023-2024] [Allocation of PECO Funds 2022] [BOT Minutes 6.22.22 Operating Budget 2022-2023 Approval, p.7] [BOT Minutes 6.22.22 Capital Improvement Plan 2023-2024 Approval, p.7] [BOT Agenda 9.22.22 Fixed Capital Outlay 2022-2023] The request follows a careful set of procedures that ensure the university stays within the state guidelines for establishing and revising individual fixed capital outlay projects. [Capital Outlay Implementation Policies and Procedures]

Utilizing all the tools at hand and with careful planning, the university is constantly upgrading current structures and adding new facilities to meet the increasing student population and program expansion. Some of the most critical renovations, expansions, and new construction during the past five years include track surface replacement; replacement of the Student Union with a new and expanded Student Union; a renovation of the entrepreneurship-focused Jim Moran building; a new Black Student Union building; a new Earth, Ocean, Atmospheric and Science Building; renovations to chemistry teaching labs, and improved accessibility and upgrades to mechanical/electrical and data systems (Hoffman Teaching Labs); a new free-standing building for Center for Advanced Power Systems Improvements research labs; and FAMU-FSU College of Engineering landscape and hardscape. Many other significant projects, such as a new Interdisciplinary Research Commercialization Building, the College of Business Legacy Hall, and the FSU Health (Tallahassee) Center are in the design and construction phase. [Major Projects List, 2022] [Completed Major Projects List] [Minor Projects List, 2022] [Facilities Project Updates BOT Presentation, June 2022] [Facilities Project Updates BOT Presentation, September 2022]

Leased Space

If adequate space is not available to support the accomplishments of the university, procedures are in place to lease public or private property and to ensure that leased property is appropriately maintained as part of the leasing contract. [Statutory Leasing Regulations] [4-OP-B-3 Leasing of Off Campus Facilities]

Facilities and Deferred Maintenance

The university is committed to operating, maintaining, and continually improving facilities that meet the current and long-term needs of the institution. To do so, physical facilities are operated and maintained through a comprehensive facilities management program. The institution ensures that its facilities serve the needs of the educational and research programs, support

services, and other mission-related activities through effective planning processes and programs that regularly consider the needs of the entire campus. They plan, design, construct, renovate, clean and maintain university facilities and grounds with an emphasis on quality service and sustainability.

For over 20 years, FSU has systematically undertaken comprehensive facilities assessments. From 2007-2018 the university utilized Intelligent Systems and Engineering Services (ISES) Corporation of Stone Mountain, Georgia, a third-party vendor, to conduct a comprehensive building assessment of educational and general facilities. The assessments provide detailed reports by building documenting information on maintenance, conditions of buildings, investment needs, and forecasts. The building condition assessment is used to plan, prioritize, and schedule maintenance, construction work and long-term capital investment. [ISES Facility Condition Assessment]

After the pandemic, the university decided to move to a more effective and efficient approach. In 2022, the university changed to using Gordian/Sightlines to assist in a more targeted assessment that utilizes the extensive in-house knowledge of FSU facilities. This approach uses previous ISIS assessments as a base, then updates those buildings where significant deferred maintenance, renovation or remodeling has occurred. Particular attention is paid to buildings scheduled for major renovation or where there remains significant critical deferred maintenance.

In addition, in 2022, the university began assessing all buildings under a newly launched Healthy Building Initiative. Under this initiative, all FSU Facilities departments, in concert with outside experts, have started assessing all buildings for radon and other issues. These assessments have led to remediation as well as addressing deferred maintenance items such as HVAC systems, roofs, and building envelopes. This Initiative will continue until all university buildings have been assessed and the resultant findings addressed.

FSU evaluates success by benchmarking the university against other peer institutions through Gordian. [FY20 Gordian Benchmarking and Analysis] [FY21 Gordian Benchmarking and Analysis] These reports enable the university to strategize and plan so that monies for deferred maintenance are spent optimally.

In 2022, the university received over $72,000,000 from the State of Florida to assist with deferred maintenance. These funds will be used primarily for roofs and building envelopes to ensure all campus buildings are watertight, have new and restored HVAC systems, and have upgrades to fire and life safety systems.

Facilities Maintenance within the Division of Finance and Administration is responsible for the care, safety, and security of physical assets at the university, the condition of buildings and building systems, providing a suitable internal environment and cost-effective operation of building systems. [Facilities Maintenance Website] These services allow the university to provide the best possible environment to support communities of learning and facilitate the university's ability to carry out its mission of education, scholarship, and public service. The

maintenance team utilizes a work order management and service request system (AiM) to report and manage issues for corrective measures and schedule and manage preventive maintenance. [Work Order Logs]

Faculty, staff, and students create work requests through an electronic online submission system; these requests are then taken by Facilities Service Center staff and generated into work orders. [Service Request Form] Requests are routed to the appropriate facilities staff member for review and response based on the type of work and need. Once the corrective action is completed, the work order is closed and the final administrative steps for billing and tracking are completed. The prioritization of work can happen in two locations. The first is when the Service Center reviews the work request for proper routing, and the second is when it gets to the Zone or Team Supervisor. At both stages, a determination is made if an issue needs to be expedited beyond the typical work order completion process.

For preventative maintenance, the Facilities Maintenance staff maintains recurring schedules for various types of building systems that require preventive maintenance attention. These can often be for HVAC equipment, chillers, boilers, and work orders that are scheduled and automatically generated. Because they are on a recurring schedule, staff know when they are due and can plan for this work. Currently, the majority of the preventive maintenance work is contracted with outside vendors. Facilities Maintenance staff establishes and monitors contractual services with external vendors. Once the work is complete, the vendors are responsible for completing the preventive maintenance work order in the AiM software and providing a status report to the maintenance staff. [Preventive Maintenance System Schedule 2020-2021] [Preventive Maintenance System Schedule 2021-2022] In addition, buildings owned and leased by the university are subject to a series of scheduled safety and accessibility inspections by the Environmental Health and Safety Office, as well as the State Fire Marshall.

Off-Campus Locations

The university owns or leases several off-campus locations. The physical resources at off-campus sites are evaluated for appropriateness and maintained to the equivalent condition of the main campus and are included in the university's Capital Plan and a review of all construction or building renovations. The university is constantly upgrading current structures and adding new facilities to meet the ever-increasing student population and program expansion. [Major Projects List Completions] [Major Projects List, 2022] [Minor Projects List, 2022]

The branch campus in Panama City, Florida, has its own master plan. [Panama City Site Map] [Master Plan Panama City] In January 2009, a new academic building was opened to the public. The structure contains classrooms, labs with upgraded power supplies and workstations, a library and faculty offices. When added to the space provided by a new physical plant, the square footage of the campus more than doubled. [Panama City Campus Map] In recent years, the campus has re-purposed space to better serve students to include relocating the bookstore, establishing an Academic Advising and Student Success Center, a Veteran's Hall, a Think Tank space for the Entrepreneurship program, multiple on-line teaching classrooms and ITV classrooms for multiple programs, and a new Digital Design Studio to provide students with a

creative space and to foster innovative practices for teaching and learning with digital technology. Additionally, new labs, lab equipment and furniture has been added to support new and existing program offerings to include Electrical Engineering equipment, Systems Engineering equipment, two simulation labs for the Nurse Anesthesia program and a mechatronics lab, thermal fluids lab, and mechanics and materials lab to support the Mechanical Engineering program. In 2020, FSU entered into a partnership to construct a student housing facility. The facility opened in August 2021 with over 320 FSU students and Gulf Coast State College students living in the facility. In 2023, a new machine shop will be opened to support the Mechanical Engineering program.

Florida State University School of Theatre has an established MFA in Acting taught in Sarasota, Florida, at the Ringling Center for Cultural Arts. [Ringling Cultural Center Site Map] The Ringling Center serves as the steward for Plant, Operation and Maintenance (PO&M) allocations, as well as day to day maintenance needs. The Ringling Center for Cultural Arts has a full team of facilities maintenance, custodial and grounds staff. The facilities department heads report directly to the Deputy Director of Finance and Administration at the Ringling Center for Cultural Arts. The Deputy Director reports to the main campus. The main campus' Facilities Department works closely with the Ringling Center's Office of Finance and Administration, Executive Staff, and Ringling Facilities' Assistant Director to ensure successful continuous operation of the site and identify critical infrastructure capital lists. Any requests are included in the Fixed Capital Outlay Request. [Ringling Capital Infrastructure Plan 2018-2023]

The government of the Republic of Panama recognizes the Florida State University-Panama campus as a legal entity. [Republic of Panama Document] FSU-Panama is currently organized as a nonprofit organization. FSU Panama operates in a 5-story, 34,912 square foot building located in and leased from the City of Knowledge, Clayton, Panama, Republic of Panama. [Republic of Panama Lease - English] [Republic of Panama Lease - Spanish] [Republic of Panama Dormitories Lease - English] [Republic of Panama Dormitories Lease - Spanish] The City of Knowledge is a foundation whose mission includes the convergence of learning, service, and research institutions. The main building houses the administrative offices, faculty offices, the bookstore, a teaching computer lab, the English Language Program, two floors of classrooms, science labs (Biology, Chemistry and the Physics Studio), and the student lounge/computer lab/study area. In addition to the 5-story building that is entirely used to serve the needs of FSU Panama's educational mission, the university's library occupies the ground floor of another building next to the primary one. [Republic of Panama City of Knowledge Tour] The City of Knowledge is responsible for repairing structural damages, the roof, the exterior of the building, and the grounds surrounding the building.

The university is responsible for the maintenance and cleaning of all these areas as well as improvements not covered by the City of Knowledge, additions, or repair needs. All of the areas are equipped and furnished to serve the needs of the academic program (classrooms, science labs, administrative offices, and faculty/staff offices, as well as recreational facilities). The campus provides Wi-Fi internet service to students around the entire building, air-conditioned areas, technology-enhanced classrooms, and well-supplied science labs.

In 2008-2009, the main building at FSU-Panama underwent a major renovation and was almost entirely rebuilt. The ground floor of the building where the FSU Panama Library is located underwent a complete renovation in 2009. Since then, improvements for redistribution of space have been carried out over the years. Maintenance of the structure is performed on a routine basis. Painting of the interior of the building takes place at least annually. Maintenance of equipment such as A/C, elevator, power plant, and fire system is conducted by contractors on a monthly basis. The cloud based FMX facility and maintenance management system software is used for reporting and tracking maintenance and repairs. [Comprehensive Building Operations FMX Platform] [Work Summary Dashboard FMX ROP] [Maintenance Logs ROP FMX Platform] [Scheduling and Use of Space Logs FMX Platform]

Other more comprehensive work is incorporated in a multi-year plan. In 2019, the cafeteria area was completely renovated. Improvements to the A/C system have been made over the last few years. Elevator replacement will occur in the next two years. Improvements in the atria and access to the building have been made, allowing for better control of people accessing the building. Recently, the fire alarm system was completely renovated with the installation a new panel and the complete rewiring connecting the smoke detectors with the main panel. The installation of a new fire pump is currently underway. The replacement of the elevator will occur in the next two to three years as well as the reconfiguration of space in the library and the completion of the installation of the illumination system in the basketball court (part of this work has already been completed). Maintenance of the dormitory building is the responsibility of the City of Knowledge by contract. [FSU ROP Lease Contract, p.5] [FSU ROP Lease Contract Dorms, p.4]

Space Utilization Studies

The Office of the Provost oversees inventorying, determining the need for, and assigning general classroom academic space. Under its auspices, the University Registrar, working with ad hoc faculty committees, is responsible for determining whether pre-assigned, general classroom space is adequate to meet academic needs and, if not, for making appropriate assignment decisions. "Adequate space" refers to both classroom and laboratory space that is large enough and properly equipped to facilitate teaching and learning.

Academic Space and Scheduling, a division of the University Registrar's Office, coordinates the assignment of class sections to available classroom space and schedules special academic/academic-related events in academic spaces. [Academic Space and Scheduling Website]

The Associate Vice President of Academic Affairs is responsible for final decisions regarding the use of general classroom space. The university's Classroom Space Optimization Committee predetermines how general classroom space can best be utilized in buildings undergoing renovation. This committee also works closely with the Division of Finance and Administration to ensure that classrooms are appropriately equipped. College department chairpersons retain authority over the use of special academic space, such as laboratories. The Registrar and Academic Programs continues to implement the final recommendations of the university's

Classroom Space Optimization Committee of best practices to achieve the national average of utilization and standard classroom scheduling. [Strategic Plan Use Physical and IT Infrastructure Accomplishments, p.2]

When decisions are made about the use, renovation, or construction of space that crosses organizational boundaries, the university president and his executive staff meet to determine a course of action.

Risk Management and Insurance

FSU owned buildings and contents are insured per Florida Statute Chapter 284, Chapter 1 through the State Risk Management Trust Fund (the Fund) self-insurance. [Chapter 284, Florida Statues] The Florida Department of Financial Services, Division of Risk Management, administers the Property Insurance program for the State of Florida. This insurance also provides coverage for contents in leased locations that are not owned by FSU and loss of use for dormitories.

The schedule of owned buildings and leases are maintained by the Facilities Property Management Department. This inventory forms the based for insured locations. FSU utilizes a professional appraisal service to ensure property and contents values are appropriately valued. This service includes a physical site visit and appraisal every five years with updated trending annually. Both replacement cost and actual cash values are provided.   The Fund insures assets based on actual cash value (values are depreciated based on age and condition). [AssetWorks Trended Data, 2022]

Commercial Equipment Breakdown Insurance (Boiler and Machinery) is purchased through the Florida Department of Management Services for owned buildings and contents. This insurance covers direct damage resulting from a "Breakdown" to "Covered Equipment" and loss of use. This insurance also includes boiler inspection services that meet the State Fire Marshall inspection requirements. The covered perils in this insurance are complementary to those covered by the fund.

Appraisal values are provided annually to the Department of Financial Services and the Department of Management Services.

The Environmental Health and Safety Risk Management Office ensures that all FSU-owned buildings and FSU-owned contents are adequately insured under the State Risk Management Trust Fund, including the contents at the Republic of Panama. [Insurance and Risk Management Policies and Procedures]

The university recently implemented an Enterprise Risk Management (ERM) Committee. Members are representatives from various divisions and offices across campus selected by the President and the Senior Vice President for Finance and Administration, who chairs the committee. The committee's responsibility will include implementing the ERM process, developing risk appetite levels, identifying the top significant risks to the university, and

identifying assessment areas and risk owners. [BOT Audit Compliance Committee Minutes, p.3, 02.23.2023] [Draft Risk Management Charter, 2023]

The university houses an abundance of critical and sensitive information, and safeguarding this data and the technical infrastructure behind it is vital to the viability and success of FSU. The ITS Information Security and Privacy Office is responsible for protecting the FSU community and infrastructure from cyberattacks. From 24/7 monitoring to on-demand training, it continues to transform the campus community and network into a steadfast line of defense against modern digital threats. In addition, the university carries cyber insurance to cover and minimize business disruptions and financial aftermath caused by data breach or phishing scams.

Inventory and Inventory Disposal

The university president is the official custodian of all property owned by the institution. Custodial responsibility is delegated to the Vice Presidents, Deans, and Directors. The Vice Presidents, Deans, and Directors may delegate the Property Custodian role to another individual and they also designate an individual to serve as the Property Manager and another individual to serve as the Inventory Taker. [Property Policies and Procedures] All department property management roles are designated and authorized using the Property Management Role Designation form. [Property Management Role Designation Form] Departments are responsible for effectively managing and safeguarding department property including exercising control over expendable items. [Business Management Guide - Property & Equipment, p.6]

Florida Board of Governors Regulation 9.003 requires an annual inventory of tangible personal property that is a capital asset. [Regulation 9.003 Property Inventory] The annual inventory is scheduled and coordinated by the Controller's Office who notifies the department of the inventory deadline and the assets that must be inventoried. Any University Property Custodian, Property Manager, and Inventory Taker is required to complete property training, as specified by the Controller's Office. [Asset Management Website] [FY22 Inventory Schedule] [FY23 Inventory Schedule]

All FSU capital property is inventoried on a yearly basis and compared with the property records and the department must certify the annual inventory by completing the Inventory Completion Certification Form [Inventory Completion Certification Form] and any missing items are reported the FSU Police Department. [Inventory Shortage Report Form] All dispositions of capital assets including transfers to surplus require the appropriate approvals via the Capital Property Accountability Release Form. [Capital Property Accountability Release Form]

The University's Property Policy provides direction for the purchasing, recording, safeguarding and disposing of university and government owned assets. The Controller's Office establishes policies and procedures that help ensure the accountability and safeguarding of university assets; ensure compliance with applicable laws, rules and policies and procedures; coordinate the annual physical inventory; account for acquisitions, transfers and disposition of capital property; depreciate capital property over the estimated useful life; and maintain the property records in

OMNI. University departments effectively manage and safeguard property; ensure that university capital assets are marked/tagged in accordance with applicable rules, policies, and procedures; provide non-accounting information in a timely manner to the Controller's Office for updating OMNI; and ensure the performance of the annual inventory of capital assets in its custody. [4-OP-D-2-F Property Policy]

The Controller's Office Property Inventory Website provides guidance, applicable inventory forms, and annual inventory schedules to assist departments with property management and inventory. Asset detail and inventory counts are updated and finalized based on the ending inventory as of the previous year end inventory. [Property Inventory Controllers Office Website] [FY23 Inventory Schedule] [FY23 Asset Details] [Business Management Guide Controllers Office, p.7] [Property_Training_Presentation][Property Inventory Scanning Guide] [Property Training Completions 2022]

The function of the Controller's Office is to establish policies and procedures that help ensure the accountability and safeguarding of university assets; ensure compliance with applicable laws, rules and policies and procedures; coordinate the annual physical inventory; account for acquisitions, transfers and disposition of capital property; depreciate capital property over the estimated useful life; and maintain the property records in the university's Financials System (OMNI). The university uses the Asset Management module in the OMNI system to record its fixed assets and calculate depreciation. The institution also performs a monthly reconciliation to ensure that all disbursements for operating capital outlay items are properly coded and recorded in the Asset Management module as capital assets. The Internal Controls policy provides guidance to help ensure the internal control objectives of the university are met, to include the safeguarding of university assets. [Internal Controls Policies and Procedures]

At the end of the fiscal year, capital asset balances are reflected in the annual financial report. [2021-2022 Annual Report, p.18]

Audits

The Auditor General of the State of Florida conducts an annual financial audit of the university. [2021-2022 Annual Report, p.54] Among other things, this audit verifies valuations and expenditures for fixed assets, construction in progress, and appropriate controls and processes relating to fixed assets. No deficiencies in internal control were identified in the most recent audit. In addition, approximately every two years the Auditor General conducts an Operational Audit. [Operational Audit, 2022] There were no findings in the most recent operational audit or in the federal audit report related to fixed assets. [Federal Audit Report FYE 2021]

Technology

FSU's Office of Distance Learning (ODL) and Information Technology Services (ITS) work in partnership with academic and administrative units at all university locations to identify, develop, implement, and support technologies used in the delivery of online and technology-enhanced courses for both traditional and fully online students. These efforts are designed to

ensure IT resources adequately support the mission of the university's educational programs and services in terms of quality, scope, and condition. ITS activities include support and infrastructure at the main campus, branch campus in Panama City (Florida), and the Ringling Center for Cultural Arts in Sarasota, Florida.

ODL is responsible for managing and supporting the university's learning management system (LMS), Instructure Canvas. Canvas is a cloud-based, enterprise-level LMS offering scalability based upon user demand and redundant, multi-regional backup and failover disaster recovery solutions. [Instructure Business Continuity and Disaster Recovery, 2022] To access the LMS, users are required to provide valid FSU credentials and confirm their identity via a registered secondary device. Data stored in Canvas are secured as specified in the university's Information Privacy Policy, Policy on Safeguarding of Confidential Financial and Personal Information, and Information Security Policy. [4-OP-H-12 Information Privacy Policy] [4-OP-F-7 Policy on Safeguarding of Confidential Financial and Personal Information] [4-OP-H-5 Information Security Policy] Canvas offers a framework, allowing the integration of third-party academic instructional technologies, such as anti-plagiarism services, media delivery, and online collaboration tools, which are all subject to the policies referenced above.

The ODL Canvas Support Center provides technical support, training, and assistance specifically related to academic technologies. This support is offered to students, faculty, and staff through a variety of online resources, face-to-face consultations, phone support, and remote desktop assistance. [About FSU Canvas Technical Support] Students and faculty are surveyed every academic year for feedback regarding their use and satisfaction of the LMS. [Faculty & TA Canvas Use and Satisfaction Survey, 2022] [Student Canvas Use and Satisfaction Survey, 2022]

ITS manages more than 250 general-purpose classrooms that include updated audiovisual technologies. [Technology Enhanced Classrooms] [TEC Classroom Report, 2019] As a result of the Covid-19 pandemic, cameras and additional resources have been installed in classrooms. The instructional technology in these classrooms provide an opportunity for local and remote students and faculty to participate in instructional activities through primarily the use of Zoom and Microsoft Teams. On an annual basis, technology in these rooms is evaluated and upgraded. Large projects are governed by the university's Classroom Renovation Oversight Committee, which includes representatives from various academic and administrative units, ITS, and ODL. The committee is chaired by a representative of the Provost's Office. Various academic units also provide classrooms and technologies to assist in the delivery of student learning activities. ITS assists these groups with acquiring and supporting IT resources.

ODL manages the FSU Testing Center which provides secure, proctored testing for students needing specialty assessments and examinations such as CLEP and Modern Language Placement. [FSU Policy 9-7 Distance Learning] The 262-seat facility is located on the main campus and is equipped with virtual machines and all-in-one desktops running on an internal network in private address space isolated from the rest of campus and utilizing its own Windows domain controllers. This ensures the environment is controlled for optimal test security. The Testing Center is staffed with trained proctors and monitored by video surveillance cameras. To address the testing needs of distance learners, a remote proctoring service is provided to

instructors as a means of proctoring tests regardless of a student's geographical location. The remote proctoring service records exam sessions and flags suspicious activity for review by the instructor or instructional staff. [Proctored Testing] [Honorlock Resources for Students]

ITS offers students a virtual computer lab called myFSUVLab. The lab provides 24/7 access to software applications through the use of any internet-connected computer on or off campus. The myFSUVLab offers commonly used applications such as Microsoft Office and Adobe programs and works with academic units to offer unique applications associated with specific courses and academic disciplines. [myFSUVLab] Various academic units also provide students with access to computers in labs and other areas to assist with student learning activities. The university's libraries also provide students access to computers and other IT and A/V resources. [Audio Visual Equipment]

ITS maintains secured wired and wireless networks that support student learning and other activities. Students use their FSU credentials to access the university's wireless networks, which provide Wi-Fi coverage in classrooms, offices, libraries, residence halls, eateries, and outdoor spaces. Network access is available to all students on all campuses. [FSU Campus Wi-Fi]

ITS operates two large data centers and utilizes cloud-based infrastructure to host university enterprise servers, equipment, and other IT resources. These facilities are available to academic departments. ITS is responsible for providing the IT infrastructure and resources required to support the university's critical business functions during a disaster. Disaster recovery resources, backup data, and equipment are housed in a secure Atlanta data center. Cloud-based resources are hosted by Amazon Web Services and Microsoft Azure.

ITS and ODL collaborate with university academic and administrative units, including the Faculty Senate Technology Committee, University IT Managers Subcommittee, and the IT Governance Council, to evaluate the effectiveness of University IT resources and determine areas of need or improvement. [Faculty Senate Technology Committee] [IT Governance Council]

The Republic of Panama campus provides technology resources for its students, faculty, and staff. Students have access to computers and labs and other areas to assist with student learning activities, including three physical computer labs with a total of 48 computers, as well as discipline-specific computer resources for GIS (6 computers), chemistry (1 computer), and biology (1 computer). The campus provides a secure wireless environment that supports student learning and administrative activities. Three servers support the academic network, and three servers support the administrative network for staff and faculty. Seventeen classrooms are equipped with audio-visual technology. The Republic of Panama faculty and students use FSU's learning management system, Canvas, which provides a secure online environment for teaching and learning, participating in sponsored organizations, access to webmail, and using secure applications to transact university business. Technical difficulties and problems are reported to the Republic of Panama Information Technology Office.

At the Panama City, Florida, branch campus, there are 13 computer labs with a total of 237 computers. Each classroom has built-in A/V technology and telephone lines. Additionally, 4 classrooms have internet conferencing equipment for interactive tech-enhanced classes (i.e., ITV – interactive television) that connect Panama City classrooms to Tallahassee-based ones to allow live instruction between instructors and students via this tech-enhancement. Moreover, 14 classrooms are equipped with SMARTboard technology and 13 classrooms have web cameras to allow distance-based courses to be recorded or taught synchronously online. The Panama City campus has an Information Technology department that reports directly to the Tallahassee Information Technology Services (ITS) office and all technical difficulties and problems are reported through the regular Information Technology communication channels and also internally at their local office. Florida State University ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Technology support at the Ringling Center for the Cultural Arts is provided by the Ringling Information Technology Department and reports to the Ringling Deputy Director. There is ongoing partnership and communication with the FSU Information Technology Services (ITS). For example, the Assistant Director of IT at Ringling is included in regular meetings and calls with central ITS and partners on system implementations. The Ringling IT department has the following resources/spaces which are used to support students taking registered coursework with FSU.

- The Citrin Study room is a small classroom / meeting room equipped with a standard desktop computer, projector, wall mount monitor, a document camera, and optionally a webcam. The room is used for student instruction and for Zoom meetings/webinars.

- The Ringling Art Library and Reading Room has standard desktop computers connected to the FSU Library, a printer, and access to the entire library. Private study rooms with computers are available upon request.

- For their internship, FSU students are assigned their own cubicle with a computer, desk phone, and access to the office color printer/scanner. They are given access to Ringling/FSU network/computer resources including, for example, the internet, email, and where appropriate museum-specific application(s).

- Students have access to the Ringling/FSU employee Wi-Fi by use of the FSU Secure Wi-Fi network.

Conclusion

Florida State University ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Evidentiary Documents

- [FSUFactBook2021-2022.pdf](#)
- [CampusMap1.pdf](#)
- [CampusMap2.pdf](#)
- [Self-GuidedCampusTour.pdf](#)
- [CampusTourRegistrationWebsite.pdf](#)
- [FloridaStatutes1013.31.pdf](#)
- [FBOGRegulationsChapter21.pdf](#)
- [VolumeIGoalsObjectivesAndPolicies.pdf](#)
- [VolumeIISupportDocumentation.pdf](#)
- [MasterPlanOverview.pdf](#)
- [MasterPlanOverviewTallahasseeCampus.pdf](#)
- [MasterPlanOverviewTallahasseeCampusSW.pdf](#)
- [MasterPlanOverviewPanamaCityFloridaCampus.pdf](#)
- [BOTMinutesJanuary2018.pdf](#)
- [BOTMinutesJune2019.pdf](#)
- [BOTMinutesApril2021.pdf](#)
- [BOTMeetingMinutesSeptember2021.pdf](#)
- [FSUMission.pdf](#)
- [2023-2027StrategicPlan.pdf](#)
- [MasterPlanSupportingDataAcademicFacilities.pdf](#)
- [MasterPlanningProcessAndTimeline.pdf](#)
- [BOTMinutesFebruary2018.pdf](#)
- [2018-2023EducationalPlantSurvey.pdf](#)
- [FacilitiesInventoryValidationAndSpaceNeedsAssessme.pdf](#)
- [GSFReportsWebsite.pdf](#)
- [GSFReportAugust2022.pdf](#)
- [FSUAccountabilityPlan2022.pdf](#)
- [2023-2024FixedCapitalOutlayBudgetRequest.pdf](#)
- [AllocationOfPECOFunds2022.pdf](#)
- [BOTMinutesJune2022OperatingBudget2022-2023Approval.pdf](#)
- [BOTMinutesJune2022CapitalImprovementPlan2023-2024A.pdf](#)
- [BOTAgendaSeptember2022FixedCapitalOutlay2022-2023.pdf](#)
- [CapitalOutlayImplementationPoliciesAndProcedures.pdf](#)
- [MajorProjectsList2022.pdf](#)
- [CompletedMajorProjectsList.pdf](#)
- [MinorProjectsList2022.pdf](#)

FacilitiesProjectUpdatesBOTPresentationJune 2022.pdf

FacilitiesProjectUpdatesBOTPresentationSeptember20.pdf

StatutoryLeasingRegulations.pdf

4-OP-B-3LeasingOfOffCampusFacilities.pdf

ISESFacilityConditionAssessment.pdf

FY20GordianBenchmarkingAndAnalysis.pdf

FY21GordianBenchmarkingAndAnalysis.pdf

FacilitiesMaintenanceWebsite.pdf

WorkOrderLogs.pdf

ServiceRequestForm.pdf

2020-2021PreventiveMaintenanceTable.pdf

2021-2022PreventiveMaintenanceTable.pdf

MajorProjectsListCompletions.pdf

PanamaCitySiteMap.pdf

PanamaCityCampusMap.pdf

RinglingCulturalCenterSiteMap.pdf

2018-2023RinglingCenterInfrastructurePlan.pdf

RepublicOfPanamaDocument.pdf

RepublicOfPanamaLeaseEnglish.pdf

RepublicOfPanamaLeaseSpanish.pdf

RepublicOfPanamaDormitoriesLeaseEnglish.pdf

RepublicOfPanamaDormitoriesLeaseSpanish.pdf

RepublicOfPanamaCityOfKnowledgeTour.pdf

ComprehensiveBuildingOperationsFMXPlatform.pdf

WorkSummaryDashboardFMXROP.pdf

MaintenanceLogsROPFMXPlatform.pdf

SchedulingAndUseOfSpaceLogsFMXPlatform.pdf

FSUROPLease Contract.pdf

FSUROPLeaseContractDorms.pdf

AcademicSpaceAndSchedulingWebsite.pdf

SPUsePhysicalAndITInfrastructure.pdf

FloridaStatutesChapter284.pdf

AssetWorksTrendedData2022.pdf

InsuranceAndRiskManagementPoliciesAndProcedures.pdf

BOTAuditComplianceCommitteeMinutes.pdf

DraftRiskManagementCharter2023.pdf

PropertyPoliciesAndProcedures.pdf

PropertyManagementRoleDesignationForm.pdf

BusinessManagementGuidePropertyAndEquipment.pdf

Regulation9.003PropertyInventory.pdf

AssetManagementWebsite.pdf

FY22InventorySchedule.pdf

FY23InventorySchedule.pdf

InventoryCompletionCertificationForm.pdf

InventoryShortageReportForm.pdf

CapitalPropertyAccountabilityReleaseForm.pdf

4-OP-D-2-FPropertyPolicyAndProcedures.pdf

PropertyInventoryControllersOfficeWebsite.pdf

FY23AssetDetails.pdf

BusinessManagementGuideControllersOffice.pdf

PropertyTrainingPresentation.pdf

PropertyInventoryScanningGuide.pdf

PropertyTrainingCompletions2022.pdf

InternalControlsPoliciesAndProcedures.pdf

2021-2022AnnualReport.pdf

OperationalAudit2022.pdf

FederalAuditReportFYE2021.pdf

InstructureBusinessContinuityAndDisasterRecovery20.pdf

4-OP-H-12InformationPrivacyPolicy.pdf

4-OP-F-7PolicyOnSafeguardingOfConfidentialFinancia.pdf

4-OP-H-5InformationSecurityPolicy.pdf

AboutFSUCanvasTechnicalSupport.pdf

FacultyAndTACanvasUseAndSatisfactionSurvey2022.pdf

2022StudentCanvasUseAndSatisfactionSurvey.pdf

TechnologyEnhancedClassrooms.pdf

2019TECClassroomReport.pdf

FSUPolicy9-7DistanceLearning.pdf

ProctoredTesting.pdf

HonorlockResourcesForStudents.pdf

myFSUVLab.pdf

AudioVisualEquipment.pdf

FSUCampusWi-Fi.pdf

FacultySenateTechnologyCommittee.pdf

ITGovernanceCouncil.pdf

<table>
<tr><td>13.8</td><td colspan="3">The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional Environment)</td></tr>
<tr><td></td><td><u>X</u> Compliance</td><td>Partial Compliance</td><td>Non-compliance</td></tr>
</table>

<u>**Narrative**</u>

The institution takes appropriate steps to provide a healthy, safe, and secure environment for all members of the campus community. Several units reporting to either the Vice President of Finance and Administration or the Executive Vice President for Academic Affairs have responsibility for ensuring appropriate actions are taken, as described below.

Responsibility and Reporting Structure

Emergency Management: The Director of the Emergency Management reports to the University Chief of Police who is the Assistant Vice President for Public Safety, who reports to the Senior Vice President of Finance and Administration, who reports to the President. The Director coordinates all aspects of emergency management and serves as the university representative for federal, state and local emergency management agencies. [Emergency Management Director Resume] [Senior VP for Finance and Administration Resume]

Environmental Health and Safety: The Director of Environmental Health and Safety reports to the Associate Vice President who reports to the Senior Vice President for Finance and Administration, who reports to the President. The Director is responsible for all the Environmental Health and Safety operations and has oversight of Building and Construction Safety, Risk Management, and Research Support and Environmental Compliance. [EHS Director Resume]

FSU Police Department (FSUPD): The Chief of Police who is Assistant Vice President for Public Safety reports to the Senior Vice President for Finance and Administration, who reports to the President. The Chief is responsible for all matter related to Public Safety on FSU's campuses and is the institution's representative for federal, state, and local law enforcement agencies. [Chief of Police/Assistant VP for Public Safety Resume]

Human Resource Compliance (HRC): The Director of HRC reports directly to the Associate Vice President for Human Resources who reports to the Senior Vice President for Finance and Administration, who reports to the President. HRC is responsible for advancing and monitoring the University's Equal Employment Opportunity (EEO); Sexual Misconduct (SM); Affirmative Action (AA); Americans with Disabilities Act (ADA); Family Medical Leave Act (FMLA); Worker's Compensation and Telecommuting policies, procedures, programs, and initiatives. [Finance and Administration Organizational Chart] [HRC Director Resume]

Office of Information Technology: The Associate Vice President and Chief Information Officer (CIO) reports to the Executive Vice President for Academic Affairs/Provost and the Senior Vice President for Finance and Administration, who reports to the President. The CIO oversees matters related to Information Technology on all of the university's campuses. [University Organizational Chart] [Associate Vice President and CIO Resume]

Title IX Office: The Title IX Program Director reports to the Vice President for Student Affairs, who reports to the President. The Director coordinates University Title IX efforts including the development, implementation, and monitoring of appropriate policies, procedures, and practices to ensure compliance with federal and state law in the sexual misconduct arena. [Student Affairs Organizational Chart] [Title IX Program Director Resume]

Institutional Safety Plan

The university's Emergency Management Division develops plans, policies, and procedures that support the framework through which the university prepares for, responds to, recovers from, and mitigates against the effects of a wide variety of emergencies and disasters that could adversely affect the health, safety, and/or general welfare of its students, faculty, staff, visitors, and families through the establishment of policies and programs. [Emergency Management Division] [4-OP-E-5 Emergency Management Policies and Procedures] The Comprehensive Emergency Management Plan (CEMP) serves as the official emergency operations plan of the university. [Comprehensive Emergency Management Plan] The CEMP applies directly to all persons and entities associated with FSU, including its students, faculty, staff, employees, contractors, and other support entities. The CEMP applies to all campuses, facilities, and programs administered by FSU regardless of location or purpose.

The CEMP is a general all-hazards plan that presents an operational framework for the coordination of resources to prepare for or prevent potential emergencies whenever possible, efficiently address consequences when events do occur, effectively protect lives, infrastructure and resources, and protocol for continuity of operations. The CEMP applies to all persons and entities associated with FSU. Because FSU units are based at different locations and have different facilities, resources and operations, unit-specific emergency response plans and continuity of operations for essential functions are developed in alignment with the university's CEMP framework. [Comprehensive Emergency Management Plan] [FSU COOP Development Guide] [Continuity of Operations Plan Template]

The university has a comprehensive and effective program to ensure continuity of essential university functions under all circumstances. As a baseline of preparedness for the full range of potential emergencies, as of April 29, 2019, all university units as identified by the Emergency Management Department are required to have in place a viable plan, which details the performance of their essential functions during any emergency or situation that may disrupt normal operations. [4-OP-E-10 Continuity of Operations Planning] [FSU COOP Development Guide] [Continuity of Operations Plan Template]

Emergency management preparedness planning meetings, training meetings, partner meetings, and incident assessment meetings are conducted periodically. The Emergency Management Team, coordinated by the Director of Emergency Management, includes key representatives from all university units charged with leading efforts in managing emergencies. [Q1 EM Partners Agenda March 2022] [Q2 EM Partners Agenda May 2022] [Q3 EM Partners Meeting Agenda September 2022] [Partners Meeting Minutes 05.25.22] [Partners Meeting Minutes 09.14.22] [Hurricane Ian AAR and Improvement Plan Report] [Hurricane Ian AAR Report]

Crisis Communication and Emergency Procedures

Each year the FSUPD, as part of the requirements of the federal Clery Campus Right to Know Act, publishes and disseminates an annual security report to all students and employees via email with a direct link to the website. [Annual Security Report Communication] [Clery Act and Crime Reporting Website] Within this comprehensive document is detailed information regarding communications procedures related to emergencies on campus, FSU Alert System, timely warnings, where to find the latest information, and how to access such information. The university conducts a full and live test of the system at least once a semester. [FSU ALERT Emergency Notification & Warning System] [FSU Alerts Test Email] [FSU Alert Test Email Log] [FSU Alert Test Summary] The summary shows that crisis communication is effective in reaching all members of the campus community to provide emergency notifications and any necessary safety instruction. [Annual Security and Fire Safety Report Ringling, 2022] [Annual Security and Fire Safety Report Republic of Panama, 2022] [Annual Security and Fire Safety Report Panama City Campus, 2022] [Annual Security and Fire Safety Report Main Campus, 2022] [Annual Security and Fire Safety Report International Programs Valencia, 2022] [Annual Security and Fire Safety Report International Programs London, 2022] [Annual Security and Fire Safety Report International Programs Florence, 2022] [Annual Security Reports Communication]

FSU ALERT is the university's emergency notification system. If there is a condition which threatens the health and safety of persons on campus, university officials warn the campus community using one or more delivery methods. The university utilizes many methods of delivery. These are categorized by Primary, Secondary, and Tertiary methods and are available on the Emergency Management website. [FSU Alert Emergency Notification & Warning System] The university has established a dedicated emergency information web page, "FSU ALERTS!," which is available 24/7/365. All other FSU ALERT emergency notification delivery methods instruct the campus community to access the website for current and comprehensive details about the situation. Other primary delivery methods include the FSU home webpage, Outdoor and Indoor Sirens, SMS Text Messages, Email, SeminoleSAFE Mobile App, Blue Light Phones, university hotline number, Voice Phone Calls, Desktop Alerts and Beacons. "After Action Reports" are generated following alerts that summarize the success rate of the varied delivery methods. [FSU Alert 2023 Test] [FSU Alert 2023 Test All Clear] [FSU Alert Test AAR 03.04.22] [FSU Alert Test AAR 06.24.22] [FSU Alert Test AAR 09.12.22] [FSU Alert Test AAR 01.23.23]

The CEMP is made available to Emergency Management Partners and by request through the Emergency Management website. [Comprehensive Emergency Management Plan Website] Recently, the Canvas Learning Management System organizational site was launched and serves as the primary method of storing and sharing plans, procedures, checklists and guides for developing internal plans. Quarterly Emergency Management (EM) Partners Meetings are led by Emergency Management Services to provide guidance, information and updates. Additionally, general emergency coordination meetings and incident assessment meetings are conducted periodically as needed. Through these methods, FSU emergency management staff work with the emergency management partners on campus to coordinate the procedures and dissemination of information in preparation of emergencies. [Q1 EM Partners Agenda March 2022] [Q2 EM Partners Agenda May 2022] [Q3 EM Partners Meeting Agenda September 2022] [Partners Meeting Minutes 05.25.2022] [Partners Meeting Minutes 09.14.2022] [Hurricane Ian AAR and Improvement Plan Report] [Hurricane Ian AAR Report]

The university has officially adopted the National Incident Management System (NIMS), created by the Department of Homeland Security, as its framework for managing emergencies ranging from isolated, to those having national implications. [National Incident Management System NIMS Training] [NIMS Implementation and Training FEMA] NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The Chief of Police, Deputy Chief of Police, and FSUPD senior management staff are trained in appropriate modules. Further, a wide range of university staff are trained in NIMS concepts. The system, by design, allows for flexibility, cross-role responsibilities, as crisis situations themselves are dynamic and rapidly evolving. [NIMS Training Records] [NIMS Refresher Training Memo, 2022] [NIMS Training Tracker, 2022] Additionally and specific to the FSUPD to aid staff in the event of an emergency, the FSUPD has delineated policies that parallel the NIMS system known as "Response to Unusual Circumstances." One of the elements has to do, for example, with the emergency response plan. [FSUPD GO 1001 Emergency Response Plan to Unusual Occurrences]

The means and depth of crisis communication within the university are robust, ranging from one-on-one individual intervention to assessment meetings and information sharing along with massive dissemination of information to the campus community within minutes in response to a campus emergency.

Health and Safety of Facilities Building, Grounds, and Construction Safety

Comprehensive and specific discussions of the university's attention to safety are presented in the Annual Security and Fire Safety Report. This report includes safety and security statistics, the activities of on- and off-campus departments and organizations directly and indirectly concerned with safety, and recommendations for improvement of safety and security measures on campuses. The Sarasota campus statistics are included in the main campus statistics report. [4-OP-E-9 Compliance With Jeanne Clery Disclosure Act] [Annual Security and Fire Safety Report Main Campus] [Annual Security and Fire Safety Report Panama City] [Annual Security and Fire Safety Report FSU-Panama]

The university Environmental Health and Safety policy helps ensure that activities conducted at all FSU campuses follow regulations, statutes, guidance and applicable practices and that faculty, staff, and students are afforded the opportunity to utilize FSU facilities in a safe and secure environment. [4-OP-G-1 Environmental Health and Safety Policy] The Department manages a host of standard operating policies and procedures and safety programs and manuals. [EH&S Safety Manuals] [EH&S Program Policies] [EH&S Training]

The Environmental Health and Safety department (EH&S) is staffed with 40 highly trained individuals operating within a structure that is generally organized by regulatory functions. [EHS Certifications] EH&S is divided into three major functional areas with related responsibilities. [EH&S Organizational Chart] If necessary and appropriate, the university contracts with companies for services to complement the in-house experts.

Building Construction and Fire Safety

The Building Code Administration Section ensures that all building erections, additions, alterations, repairs, remodeling or demolitions and all installations of building systems meet Florida Building Code requirements including electrical, plumbing, mechanical, gas, gas fuel, fire prevention, energy conservation, accessibility, and floodplain management requirements. This office supervises, directs and enforces the permitting, plans examination and inspection program in FSU buildings. When the Building Code Administrator is satisfied that code requirements have been met, they will issue a certificate that allows completed buildings to be occupied. [FSU Building Code] [Project Building Code Inspection Results]

The Fire Safety Section ensures the continuation of a fire-safe environment through inspection, maintenance, and testing of fire systems (alarms, suppression, and extinguishing systems). In addition, staff provides fire safety training to faculty, students, and staff in the areas of general fire safety and extinguisher use. [FSU Fire Safety]

Research Support and Environmental Compliance

The Biological Safety Office is responsible for programs related to control of exposure to blood borne pathogens, biological waste, biological safety in the laboratory, medical monitoring, and food service safety. [FSU Biological Safety]

The Chemical Safety Office provides resources and support for reducing potential chemical and environmental hazards associated with chemicals in laboratories and workplaces. [FSU Chemical Safety]

The Laboratory Safety Office consults with new researchers regarding safety issues particular to each lab, aids with laboratory set-up as it relates to safety, advises researchers about training, record keeping, inspections, compliance with regulatory agencies, and will address general and specific safety concerns as identified. [FSU Lab Safety] The Radiation Safety Office is responsible for ensuring the safety of the university community from radiological hazards

associated with the use of radioactive materials, radiation producing machines, and lasers in FSU laboratories and workplaces. [FSU Radiation Safety]

Environmental Health and Safety (EH&S) distributes information on research support and environmental compliance to the campus community through their website and continuous efforts. EH&S provides ongoing training to individuals that work in in areas with applicable hazards to ensure safety and health in the workplace and to meet the requirements that are mandated by federal, state and local requirements. [EH&S Training Classes] Safety manuals and guides are maintained by EH&S and made available to the FSU community through the department's website. Biannual laboratory inspections are conducted, and the department works closely with regulators (Department of Health-Bureau of Radiation Control, Florida Department of Environmental Protection, Drug Enforcement Agency, and others) to ensure safety and compliance. Hazardous waste materials from the labs (chemical, biological, and radioactive) are managed by EH&S. If any conditions are identified with potential to cause injury or harm to members of the FSU community, damage to property or harm to the environment, the conditions are targeted and prioritized for corrective action.

Additionally, there is continuous interaction between EH&S and the FSU research community. EH&S subject matter experts are included in grant proposal reviews to help identify proposed areas of research. EH&S partners with the Office of Research to identify new research faculty and principal investigators and conducts meet and greet sessions to orient them to EH&S programs and areas of support. In addition, a research support and environmental compliance registration form is available on the department's website to identify specific needs. [EH&S Research Support and Environmental Compliance Registration Form] Consultations are held with researchers on operations, equipment, and other areas of concern as needed.

EH&S staff also disseminates information and ensures compliance through their participation in many university committees. These include Biological Safety Committee; Radiation Control and Policy Committee; Human Subjects Committee (also known as the Institutional Review Board); Animal Care and Use Committee; College of Engineering Safety Committee; Materials Research Safety Committee; Laser Safety Committee; Department of Chemistry Safety Committee; Commonwealth Bldg. Safety Committee; and the National High Energy Magnet Field Laboratory Safety Committee. [Biological Safety Committee Meeting Agenda] [Biological Safety Committee Meeting Minutes]

Risk Management

The Industrial Hygiene section is primarily concerned with minimizing occupational health and safety hazards. The section assists in areas such as compliance with OSHA health and safety regulations, hazard assessment and evaluation, ergonomics, indoor air quality, and asbestos and lead management in the university's buildings. [FSU Industrial Hygiene]

The Insurance and Risk section is the primary provider of support for the university's property, general liability, automobile liability, and other special insurance needs. Additionally, the section assists in obtaining coverage, processing claims, and seeking reimbursement from

insurers when the university is entitled to restitution due to a loss caused by another party. [FSU Risk Management]

Training support is provided for the management (including tracking attendees and scheduling) of the myriad of safety trainings offered by EH&S. Trainings are provided to ensure safety and health in the workplace and to meet the requirements that are mandated by federal, state and local requirements. Courses are developed and instructed by the subject matter experts within each of the technical areas. [FSU Training] [EH&S Training Classes] [EH&S Training-Online Classes]

The operations and activities of EH&S are guided by a series of documents that range from policies, to procedures, to many other reference and guidance documents that are provided to guide safe operations, ensure regulatory compliance and provide general safety related information for activities on all campus locations as required through the Senior Vice President for Finance and Administration website. [SVPFA Policies and Procedures] [Safety and Insurance Policies and Procedures] [4-OP-G-1 Environmental Health and Safety Policies and Procedures]

These fundamental procedures are further expanded and amplified with additional policies, programs, and procedures that provide greater detail in their respective areas. The Laboratory Safety Manual provides an example of the additional guidance provided for individuals working in laboratories, while emergency management guidance is amplified at another site. [Laboratory Safety Manual] [Lab Safety Links]

Each year a summary report is provided through the Division of Finance and Administration that highlights the accomplishments for the year and identifies significant goals for the upcoming period. Highlights are provided in the 2022 report. [EH&S Goals and Accomplishments, 2022] University compliance with environmental and occupational regulations is included among the listed accomplishments:

EH&S provides a large variety of training courses, meeting both regulatory requirements and education. The courses are offered throughout the year across campus with over 4000 attendees. [EHS Annual Accomplishments and Goals, 2022] [Training Sessions, 2022]

EH&S schedules and conducts or participates in a variety of inspections throughout the year to identify conditions with the potential to cause personal injury or harm to members of the FSU community, damage to property, or harm to the environment. Inspections include responsible state and federal entities as well as internal inspections. Currently there is no outside agency at the state or federal level that has authority for general workplace safety inspections for state entities in Florida. [Annual Summary of Inspections 2018-2019] [Annual Summary of Inspections 2019-2020] [Annual Summary of Inspections 2020-2021] All safety inspections are conducted by EH&S and reported in the Goals and Accomplishments document.

EH&S also conducts investigations that are initiated in response to accidents, complaints or prior to maintenance activities, among others.

Institutional Security

The FSU Police authority is granted by Florida law. [s.1012.97, Florida Statutes] The FSU Police Department (FSUPD) is responsible for enforcing federal and state criminal laws and specific university policies and procedures pertaining to student conduct. The FSUPD supports the mission of the university by promoting a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime. [FSUPD Organization] Police routinely meet with the campus community to address any safety concerns and evaluate enhanced procedures that may need to be implemented.

Additionally, FSUPD officers assist other agencies when necessary and routinely work with the Tallahassee Police Department, Leon County Sheriff's Office, Florida Department of Law Enforcement, and various other state and federal agencies.

The FSUPD received accreditation from the Commission for Florida Law Enforcement Accreditation, Inc. in 2002, 2005, 2008, 2011, 2014, 2017, and 2020. [Commission for Florida Law Enforcement Accreditation 2020] The FSUPD also earned the commission's Excelsior Recognition, the highest level of achievement in Florida accreditation that a criminal justice agency can receive. A re-evaluation of the agency occurs every three years. [FSU News FSUPD Accreditation]

This accreditation reflects the department's adherence to the highest professional standards set for law enforcement agencies and further reflects its dedication to protecting life, limb, and property on campus.

The FSUPD employs 74 sworn law enforcement officers for the main and Panama City campuses, including a motorcycle unit of six officers, and a bicycle unit of 11 officers. The Communications Unit, Security Guards, Public Safety Officers and administrative staff are also integral to the department. All FSU police officers must complete basic training as required by law. [s.943.13 Officers Minimum Qualifications, Florida Statutes]

Sworn officers are certified under state law and receive mandatory continuing education training in areas of rapid response, active shooter and other law enforcement related topics on a regular basis. [s.943.135 Continued Employment, Florida Statutes]

FSUPD also provides training, crime prevention, and outreach services. Campus Access and Security Services, Transportation and Parking Services, and Emergency Management also fall under the FSUPD. At FSU-Panama City, security patrol is supplemented by the Panama City Police Department and the Bay County Sheriff's Office. A Mutual Aid Agreement with these agencies increases the authority and support through the sharing of officers and other resources. FSUPD employs Public Safety Officers and Security Guards to assist sworn members in ensuring campus security. [Campus Safety FSU Panama City] Security is outsourced for athletic, Opening Nights, Donald L. Tucker Civic Center events, special events, and other times deemed necessary and appropriate.

The physical facilities which comprise FSU-Panama are part of the City of Knowledge in the Republic of Panama. FSU-Panama follows all regulatory policies and guidelines of the main campus, including those that relate to the safety and security of the FSU community in Panama. FSU-Panama has a police officer (RP Police) on a contractual basis who is present Monday to Friday at building #227 (administrative and classrooms). During the weekend and holidays there is contracted private security present 24 hours a day. This private security maintains close communication with the Republic of Panama Police and the City of Knowledge Security services, who provide additional 24-hour patrols. FSU-Panama maintains close communication with the City of Knowledge security services and the Panamanian Police. [Annual Security and Fire Report Republic of Panama 2022]

The FSUPD regularly participates in on-going communication with other departments campus wide not only to deal with emerging issues, but also to prevent crisis situations from erupting. Two primary examples are the Student Situations Resolution Team and the Employee Threat Assessment Team. These two bodies bring key university officials together to communicate across specialties regarding the well-being of students and employees who may be exhibiting behaviors indicative of potential crisis. The Dean of Students Department, University Counseling Center, and University Health Services from the Division of Student Affairs, the Division of Academic Affairs, the University Police Department, Employee Assistance Program Staff, and members of the FSU Student Situation Resolution Team developed a FSU faculty and staff basic information guide to use when assisting distressed students or when dealing with a person with a weapon. [Faculty and Staff Emergency Guide] In the event that a student's or employee's behavior gives rise to concern, the Threat Assessment Team is pulled together to analyze the situation and determine an appropriate course of action.

The FSUPD Crime Prevention and Outreach unit educates the members of the university community in the areas of prevention, reduction, and awareness of criminal activity. The unit offers training in the following areas of: Civilian Response to Active Shooters, Woman's Self Defense (RAD), Safety Through Environmental Presence, Drug/Drug Paraphernalia Awareness Training, Alcohol Awareness, Bicycle Safety, Opiate Awareness, Fatal Vision, Housing/FSUPD Unification (Adopt-A-C.O.P.P.), Fake ID Awareness, Robbery Training, Mental Health Awareness, Citizens Police Academy, and Security Surveys. [Crime Prevention and Outreach]

The Crime Prevention unit is not the only division within the FSUPD that deals with the university community. FSUPD has a dedicated training division which also assists in areas such as the Citizens Police Academy and active shooter response. Along with these divisions, the entire FSUPD works collaboratively to ensure these training opportunities are delivered upon request without hesitation. [Crime Prevention Training Data]

Through these trainings, FSUPD has reached thousands of faculty, staff, students, and visitors. The trainings are held for groups as large as 200 people to as small as 10 people. These numbers vary by department/organization size and the type of training offered. FSUPD will suggest class sizes for all these training sessions to ensure everyone participating has the best opportunity to absorb the material being offered.

Access to Facilities

The Campus Access and Security Services (CASS) section of FSU Public Safety administers access to buildings at Florida State University through a centralized C*Cure 9000 Access Control System. FSU utilizes an enterprise magnetic stripe card access system which allows centralized management of card access using the FSU Card. All departments activating Access Control and Security Systems are required to appoint a Department Physical Security Representative. Deans, Directors, or Department Heads designate at least one individual within a department to act as the Security Representative. CASS accepts and processes requests such as changes to security configuration, card access requests for students, faculty, and staff, and locking and unlocking schedules from Department Security Representatives or the Dean, Director, Department Head or Chair. Building contacts can notify Public Safety at any time to remove a user. [CASS Policies and Procedures] [Card Access Arming and Disarming Policy] Departments can consult with CASS leadership for specific needs.

In addition, the employee transfer or employee termination process includes the completion of a transfer or separation checklist. These checklists require verification that removal of departmental card access has been requested. [Employee Separation Checklist] [Employee Transfer Checklist]

In addition, Human Resources sends a weekly FTP file of terminated employees to CASS for removal of general building access. CASS provides a list of users having access to the building to Department Security Representatives anytime upon request from the building contact. FSUPD maintains an override key for the exterior doors in the event of a catastrophic system failure. Building access and security in branch campuses and off-campus locations is as follows.

The Ringling Security Office administers access to the Ringling Museum of Art in Sarasota utilizing the cCure 9000 Security Access System and follows the same guidelines and procedures of the main campus for granting access and removing access. The Ringling Security staff are responsible for opening and locking all Asolo building offices, classrooms, studios for the Asolo Conservatory, the FSU Asolo, and the Sarasota Ballet each day based on schedule. The Ringling security staff are on campus 24 hours a day and are responsible for the opening and securing of buildings if access is requested after hours.

The FSU Panama City Facilities Maintenance Office administers access to the Holley and Bayside buildings through the cCure 9000 Access Security System and follows the guidelines and procedures of the main campus for granting access and removing access. The six remaining buildings are opened each day by Panama City Facilities Maintenance staff and locked each evening by FSU Panama City Campus Police. Keys are issued upon formal request through the Panama City Facilities Maintenance Office. Key return upon leaving the university is part of the Employee Separation Checklist process. Seminole Landing, the residential facility at Panama City, is controlled through the issuance and use of key fobs. Seminole Landing has provided FSUPD with keys to access the building. They do not have access to the units but can gain access to the property at all times. In case of an emergency and the police need access, the

property manager is located on property and can open units if needed. The front doors to the property are open during office hours but automatically lock after hours and the key fob is necessary to gain access to the property.

The Physical Plant manager administers access to the main building and the Library at the Republic of Panama campus. The main building uses Soyal, a magnetic card access system, which allows centralized management of card access. Magnetic cards are assigned to each individual staff and faculty member. The cards also allow the cardholders, whenever they apply, access to other restricted-access areas of the building such as the Student Affairs Office and the Faculty offices area. The Physical Plant manager programs the locking and unlocking schedules, accepts and processes requests for new access cards, and accepts and processes the removal of access cards upon notification from the Human Resources department, in cases of employee termination or in cases of card loss. The Library has one single access point. Doors are locked and unlocked by the staff member responsible for opening and closing the Library.

Discrimination, Harassment and Sexual Misconduct

The university has one open complaint with the Office of Civil Rights. The case was filed in March 2014. [OCR Letter 2014] A communication was issued from the university to Belle Wheelan, President, SACSCOC on August 8, 2016, notifying the Commission that the university was under investigation by OCR for possible Title IX violations. [SACSCOC OCR Letter] [SACSCOC OCR Response]

The university monitors and investigates claims of discrimination, harassment and sexual misconduct. In 2014, FSU launched the "kNOw MORE" sexual misconduct and harassment awareness campaign. The initiative emphasizes FSU's no tolerance stance on sexual violence and the university's education efforts focused on prevention and bystander intervention. [kNOw MORE Initiative]

In 2015, the FSU Title IX Office was established. The university's Title IX Director oversees the development of sexual misconduct policies, ensures compliance with Title IX and relevant federal and state regulations, and investigates Title IX complaints alleging student sexual misconduct. [Title IX Director Resume] In addition to the Title IX Director, the university has additional Deputy Coordinators covering all areas of the university. These deputies are stationed in Athletics, the Florida State University School (K-12), and Human Resources. The Human Resources Director oversees investigations of sexual misconduct by employees and third parties. [HRD Resume] The Athletics Title IX Deputy Coordinator accepts Title IX incident reports and partners with Title IX Director to ensure athletics equity compliance. Complaints are addressed following the university's discrimination complaint procedures, Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy and Procedures and the Student Conduct Code. [Anti Sexual Misconduct Policy] [Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy and Procedures] [Student Conduct Code]

Acts of sexual misconduct that constitute violations of criminal law are reported to the FSUPD. New employees are required to undergo Sexual Misconduct Awareness and Prevention

Training and Title IX Information is provided to them through New Employee Orientation. [New Employee Orientation Webpage] [NEO Anti-Sexual Misconduct Training] [Discrimination Sexual Misconduct and Retaliation Compliance Training] As part of the university's comprehensive prevention program, each incoming student is asked to complete Sexual Assault Prevention training. [Healthy Campus Website]

Education and training are provided throughout the university on a regular basis, including sexual misconduct awareness and prevention training and Title IX information, sexual misconduct training for supervisors, equal employment opportunity and non-discrimination in the workplace, and diversity and inclusion training. [Sample Supervisors Anti-Sexual Misconduct Training Completions] [Anti-Sexual Misconduct Training] [Discrimination Sexual Misconduct And Retaliation Compliance Training] [NEO Anti-Sexual Misconduct Awareness and Prevention Training]

Conclusion

Florida State University takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Evidentiary Documents

- EmergencyManagementDirectorResume.pdf
- ClarkKyleCV.pdf
- EHSDirectorResume.pdf
- HarrisRhondaCV.pdf
- FinanceAndAdministrationOrgChart.pdf
- HRCDirectorResume.pdf
- UniversityOverview.pdf
- FozardJonathanCV2023.pdf
- StudentAffairsOrgChart.pdf
- TitleIXProgramDirectorResume.pdf
- EmergencyManagementDivision.pdf
- 4-OP-E-5EmergencyManagementPoliciesAndProcedures.pdf
- ComprehensiveEmergencyManagementPlan.pdf
- FSUCOOPDevelopmentGuide.pdf
- ContinuityOfOperationsPlanTemplate.pdf
- 4-OP-E-10ContinuityOfOperationsPlanning.pdf
- Q1EMPartnersAgendaMarch2022.pdf
- Q2EMPartnersAgendaMay2022.pdf
- Q3EMPartnersMeetingAgendaSeptember2022.pdf
- May2022PartnersMeetingMinutes.pdf

September2022PartnersMeetingMinutes.pdf

HurricaneIanAARReportAndImprovementPlan.pdf

HurricaneIanAARReportEMPartnersMeeting2022.pdf

AnnualSecurityReportsCommunication.pdf

CleryActAndCrimeReportingWebsite.pdf

FSUALERTEmergencyNotificationAndWarningSystem.pdf

FSUAlertsTestEmail.pdf

FSUAlertTestEmailLog.pdf

FSUAlertTestSummary.pdf

AnnualSecurityAndFireSafetyReportRingling2022.pdf

AnnualSecurityAndFireSafetyReportRepublicOfPanama2.pdf

AnnualSecurityAndFireSafetyReportPanamaCityCampus2.pdf

AnnualSecurityAndFireSafetyReportMainCampus2022.pdf

AnnualSecFireSafetyReport-IP-Florence2022.pdf

AnnualSecFireSafetyReport-IP-London2022.pdf

AnnualSecFireSafetyReport-IP-Valencia2022.pdf

FSUAlert2023Test.pdf

FSUAlert2023TestAllClear.pdf

FSUAlertTestMarch2022.pdf

FSUAlertTestJune2022.pdf

September2022FSUAlertTestAAR.pdf

January2023FSUAlertTestAAR.pdf

ComprehensiveEmergencyManagementPlanWebsite.pdf

NationalIncidentManagementSystemNIMSTraining.pdf

NIMSImplementationAndTrainingFEMA.pdf

NIMSTrainingRecords.pdf

NIMSRefresherTrainingMemo2022.pdf

NIMSTrainingTracker2022.pdf

FSUPDGO1001EmergencyResponsePlanToUnusualOccurrenc.pdf

4-OP-E-9ComplianceWithJeanneCleryDisclosureAct.pdf

4-OP-G-1EnvironmentalHealthAndSafetyPoliciesAndPro.pdf

EHSSafetyManuals.pdf

EHSProgramPolicies.pdf

EHSTraining.pdf

EHSCertificationsTable.pdf

EHSOrganizationalChart.pdf

FSUBuildingCode.pdf

- ProjectBuildingCodeInspectionResults.pdf
- FSUFireSafety.pdf
- FSUBiologicalSafety.pdf
- FSUChemicalSafetyUnit2022.pdf
- FSULaboratorySafetyUnit2022.pdf
- FSURadiationSafetyUnit2022.pdf
- EHSTrainingClasses.pdf
- EHSResearchSupportAndEnvironmentalComplianceRegist.pdf
- BiologicalSafetyCommitteeMeetingAgendaNovember2020.pdf
- BiologicalSafetyCommitteeMeetingMinutesNovember202.pdf
- FSUIndustrialHygiene.pdf
- FSURiskManagementUnit2022.pdf
- FSUTrainingUnit2022.pdf
- EHSTrainingOnlineClasses.pdf
- VPFAPoliciesAndProcedures.pdf
- SafetyAndInsurancePoliciesAndProcedures.pdf
- LaboratorySafetyManual.pdf
- LaboratorySafetyLinks.pdf
- EHSAnnualAccomplishmentsAndGoals2022.pdf
- TrainingSessions2022.pdf
- AnnualSummaryOfInspections2018-2019.pdf
- AnnualSummaryOfInspections2019-2020.pdf
- AnnualSummaryOfInspections2020-2021.pdf
- FloridaStatutes1012.97.pdf
- FSUPDOrganizationalChart.pdf
- CommissionForLawEnforcementAccreditation2020.pdf
- FSUPDAccreditation.pdf
- FloridaStatutes943.13OfficersMinQuals.pdf
- FloridaStatutes943.135ContinuedEmployment.pdf
- CampusSafetyFSUPanamaCity.pdf
- FacultyAndStaffEmergencyGuide.pdf
- CrimePreventionAndOutreach.pdf
- CrimePreventionTrainingData.pdf
- CASSPoliciesAndProcedures.pdf
- CardAccessArmingAndDisarmingPolicy.pdf
- EmployeeSeparationChecklist.pdf
- EmployeeTransferChecklist.pdf

- OCRLetter2014.pdf
- SACSCOCOCRLetter.pdf
- SACSCOCOCRResponse.pdf
- kNOwMOREInitiative.pdf
- AntiSexualMisconductPolicy.pdf
- EqualOpportunityNon-DiscriminationAndNon-Retaliati.pdf
- StudentConductCode.pdf
- NewEmployeesOrientationPresentationsWebpage.pdf
- NEOAnti-SexualMisconductAwarenessAndPreventionTrai.pdf
- DiscriminationSexualMisconductAndRetaliationCompli.pdf
- HealthyCampusWebsite.pdf
- SampleSupvAnti-SexualMisconductTrainingCompletions.pdf
- AntiSexualMisconductTrainingPowerPoint.pdf

14 TRANSPARENCY AND INSTITUTIONAL REPRESENTATION

> **14.1**   *A institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. (**Publication of Accreditation Status**)*
>
>
>   _X_ *Compliance*   ___ *Partial Compliance*   ___ *Non-compliance*

Narrative

Florida State University publishes the name, address, and the telephone number of the Southern Association of Colleges and Schools, Commission on Colleges, electronically. [University Accreditation Statement] [Accreditation Statement Online Programs Website] [FSU General Bulletin, pp. 67-68, 2023-2024] [FSU Graduate Bulletin, p. 68, 2023-2024] [FSU Admissions Website]

The university's two branch campuses in Panama, Republic of Panama, and Panama City, Florida, include the name of the institution and makes it clear that their accreditation depends on the continued accreditation of Florida State University. [FSU Republic of Panama] [FSU Panama City, Florida] These statements indicate the university's accreditation status following the guidelines issued by the Commission. [SACSCOC Policy on Institutional Obligations for Public Disclosure]

Evidentiary Documents

- UniversityAccreditationStatement.pdf
- AccreditationStatementOnlineProgramsWebsite.pdf
- 2023-2024FSUGeneralBulletin.pdf
- 2023-2024FSUGraduateBulletin.pdf
- FSUAdmissions.pdf
- AccreditationRepublicOfPanama.pdf
- PC-AccredStatement.pdf
- InstitutionalObligationsPublicDisclosure.pdf

<table>
<tr><td>14.2</td><td colspan="3">The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. (Substantive Change)</td></tr>
<tr><td></td><td><u> X </u> Compliance</td><td>_____ Partial Compliance</td><td>_____ Non-compliance</td></tr>
</table>

Narrative

Florida State University notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.

Florida State University has an internal policy and procedures to insure timely reporting to the Commission. [FSU Substantive Change Policy] The university's substantive change policy requires that all university officers who can initiate, modify, review, approve, and allocate resources be familiar and comply with the policy. In the Division of Academic Affairs, each college and academic department is required to incorporate the institutional policy into its bylaws and report proposed actions or changes covered by the policy to the appropriate dean and vice president. [Education Bylaws] [Applied Studies Bylaws] Further, the Office of the Provost administers a survey to the colleges to determine potential substantive changes. [Substantive Change Survey]

To further ensure compliance with the Commission's policy, the forms for approving, modifying, and terminating academic degree programs require the signature of the SACSCOC Liaison as a final check so that potential substantive changes are recognized and reported. [Program Approval Interdisciplinary Medical Sciences] [Systems Engineering Certificate Approval]

The university's SACSCOC liaison seeks the advice of the Commission staff to clarify whether a potential action warrants substantive change notification and/or approval, attends SACSCOC annual meetings and Summer Institutes, and participates in webinars offered by Commission staff. The university also notifies and seeks approval, if appropriate, prior to the initiation of changes, consistent with the substantive change policies of SACSCOC and of the university. [OCIS Relocation FSU Florence Study Center Example] [Cooperative Academic Agreement - University of Strasbourg] In cases in which the university has closed an academic program in which students are enrolled, the university's teach out policy is followed and the plan submitted to the Commission for approval. [FSU Teach Out Policy] [MA in History and Philosophy of Science Teach Out] [SACS Approval of Teach Out] All approved substantive changes since the previous reaffirmation are provided as part of the Institutional Summary.

The university's substantive change policy was updated to reflect modifications made by the Commission and is posted on the university's website. [FSU Substantive Change Policy]

Evidentiary Documents

- FSUSubstantiveChangePolicy.pdf
- EducationBylaws.pdf
- AppliedStudiesBylaws.pdf
- SubstantiveChangeSurvey.pdf
- ProgramApprovalInterdisciplinaryMedicalSciences.pdf
- ProgramClosureHistoryAndPhilosophyScience.pdf
- SystemsEngineeringCertificateApproval.pdf
- OCISRelocationFSUFlorenceStudyCenterExample.pdf
- CooperativeAcademicAgreementUniversityOfStrasbourg.pdf
- FSUTeachOutPolicy.pdf

<table>
<tr><td>14.3</td><td>The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive Institutional Reviews)</td></tr>
</table>

<u>X</u> *Compliance*   _____ *Partial Compliance*   _____ *Non-compliance*

Narrative

Florida State University (FSU) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. Compliance is summarized below with references to standards where these areas are addressed in other sections of this Compliance Certification Report. The university has been approved by SACSCOC to offer distance learning since 1999. In addition, the university has two branch campuses: one branch campus in Panama City, Florida, and the second in the Republic of Panama. The institution has an off-campus instructional site in Sarasota, Florida, at the Florida State University Ringling Center for Cultural Arts in which students can pursue an MFA.

Mission

The university has a clear and comprehensive mission statement that guides its planning, operations, evaluation, and on-going improvement. The mission statement conveys the university's commitment to teaching, research, and service. The mission of the university is reviewed and approved by the Florida State University Board of Trustees. [Standard 2.1]

Degree-Granting Authority

The Florida State University Board of Trustees has delegated to the University President the specific authority to "award, amend, or revoke degrees." [Standard 3.1.a]

Multi-Level Governance

The Florida Board of Governors oversees from a high level all the institutions within the State University System, including Florida State University. It assigns the administration and operation of the university to the FSU Board of Trustees, such that FSU maintains sufficient autonomy for separate accreditation by SACSCOC. [Standard 4.3]

Faculty

FSU has adequate faculty to deliver each of its academic programs effectively. Faculty members receive support from many sources in order to fulfill their responsibilities to provide instruction in and direction and oversight of degree and certificate programs. [Standard 6.2.b] An adequate number of full-time faculty members is employed in order to support the mission, vision, and goals of the institution, due to intentional and strategic efforts to build faculty strength. [Standard 6.1]

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Academic deans and department chairs are responsible for the hiring and assignment of full-time and part-time faculty members to off-campus sites, branch campuses, and distance learning. In all cases, course content delivered at off-campus sites and through distance education are equally rigorous as courses delivered on the main campus; review and approval of these courses follow the same review and approval processes as the campus courses. Faculty at off-campus sites and providing online instruction typically have public service and research (except for specialized teaching faculty) assignments that are monitored by department chairs.

Program faculty provide oversight for courses taught at off-campus sites and via distance education as it does for the main instruction. Program coordinators are responsible for overseeing and coordinating the educational programs offered at off-campus sites and distance education. [Standard 6.2.c] The Office of Distance Learning provides training in the design and teaching of these courses, offers support, and ensures that distance students have access to academic and student support services that assist online students. Distance education courses use multiple proctoring solutions to maintain the integrity of the courses. [Standard 10.6] The university offers dual enrollment for high school students with all courses delivered on campus by FSU faculty subject to regular institutional processes; no courses are delivered at high schools off-site.

Institutional Planning

Florida State University (FSU) engages in an institution-wide, ongoing, comprehensive, integrated research-based processes of planning and evaluating its goals and outcomes. These processes are used to review, revise, and improve institutional activities. All university entities systematically participate in the process to further its institutional mission and goals. [Standard 7.1]

Student Achievement

The six criteria measuring student achievement include students at all campuses and instructional sites. These measurements include retention rates, graduation rates, baccalaureate degrees awarded without excess hours, graduate degrees awarded, career and continuing education rate, and professional licensure exam passage rates. The university monitors these measurements and uses them to reach university goals. [Standard 8.1]

Educational Policies, Procedures, and Practices

The university ensures that program content and length comply with university and SACSCOC requirements across all instructional sites, regardless of delivery mode. All programs meet length requirements, excluding the LLM, which is described in [Standard 9.2]. Program faculty are responsible for the review and approval of courses and programs, including the course delivery, content, and length. [Standard 9.1] [Standard 9.2]

The university publishes necessary information, including cost of attendance, accreditation statements, and calendars, on its various websites. [Standard 10.2] The branch campuses at

Panama City, Florida, and the Republic of Panama, as well as the FSU Ringling Center for Cultural Arts in Sarasota (an off-campus instructional site) publish their materials on their websites, or link to the main campus website when necessary. [Standard 10.2]

The university's admissions policy applies to applicants regardless of whether the student attends class in person or online. Branch campuses publish information regarding specifics on their admission, as well as tuition and student life. Distance learning has the same process for admissions as the main campus. [Standard 10.5]

FSU publishes a comprehensive policy for determining the amount and level of credit for its courses, regardless of location, format, or mode of delivery. [Standard 10.7]

Cooperative Academic Arrangements

Florida State University (FSU) ensures the quality and integrity of the work recorded when the institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. FSU maintains formal agreements between the parties involved and the institution regularly evaluates such agreements. These agreements further the mission of the university. [Standard 10.9]

Academic Governance

Florida State University faculty members take a leading role in governance of the university, its academic units, student learning, and academic program outcomes. Policies for faculty responsibility and authority for academic and governance matters are published in the Faculty Handbook, which is used frequently and consistently as a resource by faculty members and other instructors; in the Collective Bargaining Agreement, another fundamental set of guidelines governing the operation of Academic Affairs; and in the Florida State University Constitution. Each of these documents is published on the website of the Vice President for Faculty Development and Advancement, and the Collective Bargaining Agreement is also found on the Office of Human Resources website. Florida State University has clearly defined procedures by which faculty and administrators review and approve new academic programs for which students may earn credit. The principles that guide these procedures include acknowledging the primacy of faculty judgment in curricular decisions as well as the deans' and the Provost's authority and responsibility for resource allocation. The procedures are consistent with the system-wide Florida Board of Governors' definitions of program types as well as its required process, which is utilized by State University System institutions, and they have been approved by the Florida State University Board of Trustees. [Standard 10.4]

Library and Learning/Information Resources

The University Libraries support and enhance the learning, teaching, research, and service activities by providing organized access to quality information in all formats, promoting information literacy, preserving information and engaging in collaborative partnerships to disseminate ideas to advance intellectual discovery. The FSU Libraries ensures an adequate

number of professional and nonprofessional staff with appropriate education and experience to accomplish the mission of the university and the Libraries. Through faculty engagement, surveys, and Quality Enhancement Reports, the Libraries strive to align staffing, services, and resources with the research and learning needs of the university. [Standard 11.1] [Standard 11.2]

Academic and Student Support Services

Students enrolled at off-campus sites and through distance learning have access to academic and student support services (a listing of these services appears on a chart listing services by location and mode of delivery). Services include, for example, access to the library collection and services, academic advising curricular maps, financial aid, student complaint processes, technology support, and new student orientation.

The Office of Information Technology Services (ITS) provides a help desk service available through telephone and online ticketing system. The help desk supports technical services directly related to distance learning students and faculty with email, collaboration tools, Canvas, student services, computer, device, software, eclassrooms, and web conferencing. Additional support is available to faculty for personal recording and lecture capture. ITS also provides web FAQ for their services for needs by faculty and students. Training is available on a variety of topics for faculty. Complaint resolution routes and mechanisms are publicized in several places including, for example, websites, the General Bulletin, and the Student Handbook. [Standard 12.1]

Student Written Complaints

Student complaints for off-campus and distance learning follow the same policies as described for main campus student complaints, with the following two exceptions: any required "meeting" might occur through the use of some technology rather than in person, and the specific person handling the complaint may differ depending on the location (and may include someone at the off-campus site). Students, regardless of instructional site, report complaints on the same online reporting system implemented in 2016. [Standard 12.4]

Financial Statements

This university has provided evidence of the appropriateness of the auditing and budgeting processes at FSU through (a) audited AFRs for the past five fiscal years prior to FY 2022 as well as the most recent management representation letter and the most recent Operational Audit prepared by the Florida Auditor General; (b) statements of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, to show change in unrestricted net assets attributable to planning and operations in recent years that is based on the AFRs; and (c) annual budgets developed through sound planning and fiscal procedures and approved by the FSU Board of Trustees. [Standard 13.2]

Physical Resources

FSU operates and maintains over 375 permanent buildings on the main campus as well as the branch campuses in Panama City, Florida; Panama, Republic of Panama, and the FSU Ringling Center for Cultural Arts. The Senior Vice President for Finance and Administration manages the adequateness and appropriateness of the facilities, as well as safety. Facilities Management collaborates with Environmental Health and Safety, Public Safety, Emergency Management, and the Office of Information Technology to ensure planning, design, and construction of facilities for a safe and technologically equipped educational environment as well as their on-going adequacy. [Standard 13.7]

Institutional Environment

Off-campus instructional sites have adequate security, often with supplemental police from the surrounding area. These sites submit the same annual security reports. They have sufficient emergency plans, which are distributed to the students. [Standard 13.8]

Educational Outcomes

Program faculty identify student learning outcomes and assessment methods for all educational programs, regardless of delivery mode or location. Student learning outcomes, assessment methods, results, and improvements made are retained within a centralized institutional effectiveness portal. For programs delivered across campuses or through distance learning, the results and improvements made are separately identified and have been provided. [Standard 8.2a] The separate entries help faculty to oversee programs offered at such sites and delivered online.

Distance Education

The institution verifies that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit, has a written procedure for protecting the privacy of students enrolled in distance education courses or programs, and ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. [Standard 10.6]

Federal and State Responsibilities

All students, regardless of location or mode of delivery, follow the same policies and procedures for student financial assistance. Consistent with federal regulations, distance learning programs offered in whole or in part are included in the institution's Program Participation Agreement because the university has been approved to offer distance learning by SACSCOC. The branch campuses in the Republic of Panama and Panama City, Florida, as well as the FSU Ringling

Center for Cultural Arts in Sarasota, are included in the Eligibility and Certification Approval Report. [Standard 13.6]

Representation of Status

The university ensures that the branch campuses accurately represent that SACSCOC accreditation is dependent on the accreditation of the university as a whole. In addition, the branch campuses represent that evaluation is dependent on the continued accreditation of Florida State University. [Standard 14.1]

<table>
<tr><td>14.4</td><td>The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (Representation to Other Agencies)</td></tr>
</table>

 <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University maintains discipline-specific accreditation from 37 specialized program accreditors, including 12 recognized by the U.S. Department of Education. The university is accredited by the Southern Association of Colleges and Schools, Commission on Colleges; it is not accredited by another regional accrediting body. The complete list of discipline-specific accreditations is updated annually and includes the name of the academic degree program, level, and name of the accrediting body. Discipline-specific accreditation information is reported and published annually in the university's Fact Book. [FSU Fact Book, Accreditation, 2021-2022]

Florida State University describes itself in identical terms to each USDOE-recognized accrediting agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents. [Law] [Clinical Psychology, Counseling Psychology and School Psychology] [Dietetics] [Communication Disorders] [Nursing] [Nurse Anesthesia] [Public Health] [Medicine] [Interior Design, Studio Art, Art Education, Art History] [Dance] [Music, Music Therapy, Music Education] [Theatre]

The manner in which the university represents itself to discipline-specific accrediting bodies in self-studies is largely mediated by the forms, formats, and reporting dates prescribed by the recognized accrediting body. Examples drawn from the most recent self-study submitted to USDOE accrediting bodies illustrate compliance with the requirements set forth in this standard:

The 2018 self-study for the College of Music describes FSU's governance. [National Association of Schools of Music, p.I-23]

The 2021 self-study for the Nutrition and Dietetics Program states FSU's mission statement. [Accreditation Council for Education in Nutrition and Dietetics, p.2]

The 2019 self-study for Marriage and Family Therapy describes the university, FSU's mission statement, and FSU's accreditation status. [Commission on Accreditation for Marriage and Family Therapy, p.3]

The university accreditation liaison is responsible for collecting accreditation information from the colleges and submitting this information to the Florida Board of Governors. Adverse changes to accreditation status by a USDOE recognized accrediting agency is reported to SACSCOC; to date, there have been no adverse changes to the accreditation status of a program or the university to report.

The institutional identity is clear across all sites. [FSU Main Campus] [Republic of Panama] [Panama City, Florida] [FSU Ringling Center for Cultural Arts]

Evidentiary Documents

- FSUFactBook2021-2022.pdf
- Law.pdf
- ClinicalPsychologyCounselingPsychologyAndSchoolPsy.pdf
- Dietetics.pdf
- CommunicationDisorders.pdf
- Nursing.pdf
- NurseAnesthesia.pdf
- PublicHealth.pdf
- Medicine.pdf
- InteriorDesignStudioArtArtEducationArtHistory.pdf
- Dance.pdf
- MusicMusicTherapyMusicEducation.pdf
- Theatre.pdf
- CollegeOfMusicSelfStudy.pdf
- ACENDForBachelorsProgram.pdf
- FSUMarriageFamilyTherapySelfStudy.pdf
- FSUWestcottSign.pdf
- FSURepublicOfPanamaSign.pdf
- FSUPanamaCitySign.pdf
- FSUAsoloSign.pdf

<table>
<tr>
<td>14.5</td>
<td>The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. (Policy Compliance)</td>
</tr>
</table>

    <u> X </u> *Compliance*   <u>   </u> *Partial Compliance*   <u>   </u> *Non-compliance*

Narrative

Florida State University regularly monitors the SACSCOC website and reviews incoming communications from SACSCOC leadership to ensure the institution is in compliance with institutional obligations. The new policies that are relevant to the institution include the following:

Substantive Change Policy and Procedures

The institution has reviewed the revised Substantive Change Policy and updated the institutional policy to be in alignment with SACSCOC policy. The narrative and documentation provided in Standard 14.2 provide evidence of compliance.

Institutional Obligations for Public Disclosure

The institution has reviewed the Institutional Obligations for Public Disclosure policy and updated institutional publications and websites to be in alignment with SACSCOC policy. The narrative and documentation are provided in Standard 14.1.

Florida State University is one of twelve public universities of the State University System of Florida (SUS). The public universities in the SUS are governed by a multiple-level governance system established in Article IX, Section 7 of the Florida Constitution. Article IX, Section 7b of the Florida Constitution states "there shall be a single state university system comprised of all public universities." [Florida Constitution] The Florida Board of Governors (FBOG) governs the SUS as a whole and each university in the SUS is governed by its own Board of Trustees. State law specifies the duties of the FBOG and the constitutional duties of the Legislature with regard to higher education and the SUS. [s.1001.705 (2)-(3), Florida Statutes]

The FBOG, a body corporate consisting of seventeen members, is the constitutional, statewide governing board for the state universities, as established in Article IX (7d) of the Florida Constitution. [Florida Constitution] The FBOG oversees the coordination and operation of the SUS including, for example, adopting a statewide strategic plan, submitting legislative budget requests for institutions within the system, setting graduate and out-of-state tuition, and approving or terminating academic degree programs, as appropriate.

The Florida Constitution indicates that each public university "shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the State University

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System." Each board of trustees (BOT) consists of six citizen members appointed by the governor and five citizen members appointed by the FBOG. The law requires these appointed members to be confirmed by the Florida Senate and serve staggered terms of five years. The president of each university's faculty senate and the president of the student body of the university are also members of each BOT. The Florida Constitution also charges the FBOG with establishing the powers and duties of the university BOT. The FBOG delegates powers and duties to the FSU BOT. [FBOG Regulation 1.001]

The FSU BOT has the powers and duties necessary and appropriate for the direction, operation, management, and accountability of the university. The FSU BOT Operating Procedures describes the role of the chair, vice chair, and university president; the schedule of meetings and committees; meeting agenda; the conduct of business; powers and duties of the FSU BOT; committees; and the disclosure of a potential conflict of interest. [BOT Operating Procedures] The FSU BOT selects the university president for ratification by the FBOG and evaluates the performance of the president. Further, the FSU BOT is responsible for high quality education programs and for the efficient and effective use of resources. In carrying out its responsibilities as a policy-making body, for example, the FSU BOT approves the institution's mission statement and strategic plan, which must be consistent with the strategic plan developed by the FBOG. The FSU BOT also sets student fees. The FSU BOT also protects the institution from undue political, religious, or outside influence, ensures academic freedom, and sets policy. The BOT adopts regulations and policies consistent with the mission of the university, state laws, and resolutions, regulations and policies established by the FBOG.

14.5.b Not applicable

Evidentiary Documents
FSUConstitution.pdf
FloridaStatutess1001.705.pdf
BOGRegulation1.001.pdf
BOTOperatingProcedures.pdf

Southern Association of Colleges and Schools
Commission on Colleges

INSTITUTIONAL SUMMARY FORM
PREPARED FOR SACSCOC REVIEWS

GENERAL INFORMATION

Name of Institution: Florida State University

Name, Title, Phone number, and email address of Accreditation Liaison
Dr. Ruth Storm
Associate Provost and Associate Vice President for Academic Affairs
Phone Number: 850.644.5122 (work), 850.322.6699 (cell)
Email: ruth.storm@fsu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Mr. Ken Johnson
Senior Director, FSU Information Technology Services
Phone Number: 850.644.9396 (work), 850.443.7300 (cell)
Email: ken.johnson@fsu.edu

IMPORTANT:

Accreditation Activity *(check one)*:

☐ Submitted at the time of Reaffirmation Orientation
☒ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document: September 6, 2023

EDUCATIONAL PROGRAMS

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1. Level of offerings (Check all that apply)

   ☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
   ☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   ☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   ☒ Professional degree program(s)
   ☒ Master's degree program(s)
   ☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   ☒ Doctoral degree program(s)
   ☒ Other (Specify): Undergraduate and Graduate Certificates

2. Types of Undergraduate Programs (Check all that apply)

   ☐ Occupational certificate or diploma program(s)
   ☐ Occupational degree program(s)
   ☒ Two-year programs designed for transfer to a baccalaureate institution
   ☒ Liberal Arts and General
   ☒ Teacher Preparatory
   ☐ Professional
   ☐ Other (Specify):

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐   Private *(check one)*

   ☐   Independent, not-for-profit

         Name of corporation OR
         Name of religious affiliation and control:

   ☐   Independent, for-profit *

         If publicly traded, name of parent company:

☒   Public state * *(check one)*

         ☐   Not part of a state system, institution has own independent board

         ☐   Part of a state system, system board serves as governing board

         ☒   Part of a state system, system board is super governing board, local governing board has delegated authority

         ☐   Part of a state system, institution has own independent board

*   *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

TITLE IV PARTICIPATION

Check the appropriate box below for the institution*:

☒   Institution participates in title IV, Higher Education Act programs

☐   Institution does NOT participate in title IV, Higher Education Act programs

*   *If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."*

INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Florida State University is one of the oldest of the twelve institutions of higher learning in the State University System of Florida. In 1947, the Florida Legislature renamed Florida State College for Women as Florida State University. The university is now a major graduate research institution with an established international reputation. In the 2021-2022 academic year, the university enrolled a student population of over 45,000. In Fall 2021, Florida State University enrolled students from all 50 states, the District of Columbia, and 131 foreign countries. The enrollment included 574 law (JD) students, 485 medical (MD) students, 33,486 undergraduate students, 10,084 graduate students, and 864 non-degree seeking students. Out of 45,493 students enrolled at the university that semester, 41.9 percent were men and 58.1 percent were women. The university employed 2,343 faculty members in Fall 2021, 53.5 percent men and 46.5 percent women. The university has minimum admission

requirements, established by the Florida Board of Governors, but the requirements of departments and schools can, and frequently do, exceed those minima for acceptance. In 2013, the Legislature created a category of a "Preeminent State Research University" for which Florida State University qualifies. Florida State University now comprises eighteen colleges, including the College of Medicine, plus the Graduate School. Florida State University has expanded from the original few acres and buildings to 394 buildings on 1,716 acres, including the downtown Tallahassee main campus of 486 acres. The university houses the National High Magnetic Field Laboratory, engineering facilities with Florida A&M University, and the Marine Laboratory research station on the Gulf Coast. The main campus of the university is located in Tallahassee, the state's capital. The university has branch campuses in Panama City, Republic of Panama, and Panama City, Florida, as well as several off-campus sites such as the FSU Ringling Center for Cultural Arts in Sarasota, Florida. The year-round study centers are located in Florence, Italy; London, England; Panama City, Republic of Panama; and Valencia, Spain. Florida State University makes clear in its current mission statement its commitment to continuing to be an institution that "preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts." The university is "dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity."

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

2021-2022

Educational Credential	Bachelors	Masters	Specialist	Doctorate	Law	Medicine	Certificate (UG)	Certificate (Grad)	Total
03.0101-Environment and Society	39	-	-	-	-	-	-	-	**39**
03.0104-Environmental Science	79	-	-	-	-	-	-	-	**79**
04.0301-Urban and Regional Planning	-	25	-	1	-	-	-	-	**26**
05.0103-Asian Studies	3	1	-	-	-	-	-	-	**4**
05.0105-Russian and East European Studies	-	-	-	-	-	-	-	-	**-**
05.0108-Middle Eastern Studies	4	-	-	-	-	-	-	-	**4**

								Total
05.0126-Italian Studies	-	4	-	-	-	-	-	-	**4**
05.0134-Latin-American and Caribbean Studies	4	-	-	-	-	-	-	-	**4**
05.0201-African-American Studies	4	-	-	-	-	-	-	-	**4**
09.0199-Communication	-	-	-	5	-	-	-	-	**5**
09.0199-Multicultural Marketing Communication	-	-	-	-	-	-	2	5	**7**
09.0199-Project Management	-	-	-	-	-	-	-	23	**23**
09.0702-Communication and Digital Media Studies	197	32	-	-	-	-	-	-	**229**
09.0702-Digital Video Production	-	-	-	-	-	-	-	3	**3**
09.0900-Professional Communication	86	63	-	-	-	-	-	-	**149**
11.0101-Computer Science	193	55	-	7	-	-	-	-	**255**
11.0103-Health Informatics	-	-	-	-	-	-	-	1	**1**
11.0103-Health Information Technology	-	-	-	-	-	-	1	-	**1**
11.0103-Information Architecture	-	-	-	-	-	-	-	36	**36**
11.0103-Information Technology	167	66	-	-	-	-	-	-	**233**
11.0401-Information	-	110	2	6	-	-	-	-	**118**
11.0401-Information Leadership and Management	-	-	-	-	-	-	-	35	**35**

11.0401-School Librarian Leadership	-	-	-	-	-	-	-	-	**-**
11.0401-User Services	-	-	-	-	-	-	-	7	**7**
11.0401-Youth Services	-	-	-	-	-	-	-	18	**18**
13.0301-Autism Spectrum Disorder	-	-	-	-	-	-	-	-	**-**
13.0301-Curriculum and Instruction	-	169	2	12	-	-	-	-	**183**
13.0301-Preparing Future Faculty	-	-	-	-	-	-	-	4	**4**
13.0301-Teaching English as a Second Language	-	-	-	-	-	-	16	3	**19**
13.0401-Educational Leadership and Policy	-	15	9	28	-	-	-	-	**52**
13.0401-Educational Leadership-Modified Programs	-	-	-	-	-	-	-	2	**2**
13.0401-Leadership Studies	-	-	-	-	-	-	11	-	**11**
13.0406-Higher Education	-	19	-	7	-	-	-	-	**26**
13.0406-Institutional Research	-	-	-	-	-	-	-	11	**11**
13.0501-Human Performance Technology	-	-	-	-	-	-	-	9	**9**
13.0501-Instructional Design and Technology	-	-	-	-	-	-	-	12	**12**
13.0501-Instructional Systems and Learning Technologies	-	26	-	11	-	-	-	-	**37**

13.0501-Online Teaching and Learning	-	-	-	-	-	-	-	9	**9**
13.0601-Program Evaluation	-	-	-	-	-	-	-	23	**23**
13.0603-Measurement and Statistics	-	2	-	4	-	-	-	10	**16**
13.0901-Foundations of Education	-	5	-	5	-	-	-	-	**10**
13.1001-Special Education	13	-	-	-	-	-	-	-	**13**
13.1009-Visual Disabilities	11	-	-	-	-	-	-	-	**11**
13.1101-Counseling Psychology and Human Systems	-	-	-	10	-	-	-	-	**10**
13.1202-Elementary Education	67	-	-	-	-	-	-	-	**67**
13.1205-STEM Teaching	-	5	-	-	-	-	-	-	**5**
13.1302-Art Education	-	11	-	4	-	-	-	-	**15**
13.1305-English Education	26	-	-	-	-	-	-	-	**26**
13.1312-Music Education	50	47	-	10	-	-	-	-	**107**
13.1317-Social Science Education	21	-	-	-	-	-	-	-	**21**
14.0201-Aerospace Engineering-Aerodynamics	-	-	-	-	-	-	-	-	**-**
14.0501-Biomedical Engineering	40	2	-	4	-	-	-	-	**46**
14.0701-Chemical Engineering	52	8	-	2	-	-	-	-	**62**
14.0801-Civil Engineering	101	11	-	4	-	-	-	-	**116**
14.0901-Computer Engineering	33	-	-	-	-	-	-	-	**33**

14.1001-Electrical Engineering	35	10	-	4	-	-	-	-	**49**
14.1901-Mechanical Engineering	94	21	-	4	-	-	-	-	**119**
14.2701-Systems Engineering	-	22	-	-	-	-	-	-	**22**
14.2701-Systems Engineering Leadership	-	-	-	-	-	-	-	-	**-**
14.3501-Industrial Engineering	33	4	-	4	-	-	-	-	**41**
16.0102-Linguistics	2	-	-	-	-	-	-	-	**2**
16.0399-East Asian Languages and Cultures	11	5	-	-	-	-	-	-	**16**
16.0400-Slavic	-	4	-	-	-	-	-	-	**4**
16.0402-Russian	4	-	-	-	-	-	-	-	**4**
16.0501-German	-	2	-	-	-	-	-	-	**2**
16.0901-French	5	-	-	1	-	-	-	-	**6**
16.0902-Italian	4	-	-	-	-	-	-	-	**4**
16.0905-Medical Spanish Interpreter	-	-	-	-	-	-	-	-	**-**
16.0905-Spanish	8	6	-	4	-	-	-	-	**18**
16.1200-Classics	10	5	-	4	-	-	-	-	**19**
16.1202-Greek	-	-	-	-	-	-	-	-	**-**
16.1203-Latin	-	1	-	3	-	-	-	-	**4**
19.0101-Human Sciences	-	-	-	5	-	-	-	-	**5**
19.0701-Human Development and Family Sciences	255	8	-	-	-	-	-	-	**263**
19.0901-Retail Entrepreneurship	95	10	-	-	-	-	-	-	**105**
22.0101-International Law	-	-	-	-	-	-	-	7	**7**
22.0101-Law	-	-	-	-	216	-	-	-	**216**
22.0201-Juris Master	-	165	-	-	-	-	-	-	**165**

22.0201-Juris Master-Financial Regulation and Compliance	-	-	-	-	-	-	-	-	**-**
22.0202-American Law for Foreign Lawyers	-	6	-	-	-	-	-	-	**6**
22.0205-Business Law	-	14	-	-	-	-	-	18	**32**
22.0207-Environmental Law and Policy	-	1	-	-	-	-	-	-	**1**
22.0207-Environmental, Natural Resources, and Land Use Law	-	-	-	-	-	-	-	10	**10**
23.0101-English	274	14	-	17	-	-	-	-	**305**
23.1302-Creative Writing	-	7	-	-	-	-	-	-	**7**
24.0102-Preparing Future Professional	-	-	-	-	-	-	-	-	**-**
24.0103-Interdisciplinary Humanities	60	-	-	-	-	-	-	-	**60**
26.0101-Biological Sciences	345	15	-	13	-	-	-	-	**373**
26.0102-Biomedical Sciences	-	8	-	7	-	-	-	-	**15**
26.0202-Biochemistry	47	-	-	-	-	-	-	-	**47**
26.0206-Molecular Biophysics	-	-	-	1	-	-	-	-	**1**
26.0908-Exercise Physiology	166	34	-	7	-	-	-	-	**207**
26.1102-Biostatistics	-	5	-	6	-	-	-	-	**11**
26.1104-Computational Biology	4	-	-	-	-	-	-	-	**4**
26.1501-Neuroscience	99	-	-	3	-	-	-	-	**102**
27.0101-Mathematics	33	28	-	9	-	-	-	-	**70**

27.0501-SAS Programming and Data Analytics	-	-	-	-	-	-	52	15	**67**
27.0501-Statistics	48	25	-	19	-	-	-	-	**92**
30.2301-Global Citizenship	-	-	-	-	-	-	45	-	**45**
30.3001-Computational Science	14	9	-	1	-	-	-	-	**24**
30.7001-Interdisciplinary Data Science	-	1	-	-	-	-	-	-	**1**
30.7102-Business Analytics	-	20	-	-	-	-	-	-	**20**
31.0301-Recreation and Tourism Management	13	-	-	-	-	-	-	-	**13**
31.0301-Recreation, Tourism, and Events	-	-	-	-	-	-	-	-	**-**
31.0301-Special Events	-	-	-	-	-	-	8	-	**8**
31.0504-Sport Management	125	102	-	5	-	-	-	-	**232**
38.0101-Bioethics	-	-	-	-	-	-	-	-	**-**
38.0101-Philosophy	20	11	-	6	-	-	-	-	**37**
38.0201-Religion	9	4	-	7	-	-	-	-	**20**
40.0401-Meteorology	23	8	-	5	-	-	-	-	**36**
40.0501-Chemistry	20	33	-	30	-	-	-	-	**83**
40.0599-Chemical Science	7	-	-	-	-	-	-	-	**7**
40.0601-Geology	11	4	-	4	-	-	-	-	**19**
40.0607-Oceanography	-	15	-	4	-	-	-	-	**19**
40.0801-Physics	10	52	-	21	-	-	-	-	**83**
40.0899-Physical Science	8	-	-	-	-	-	-	-	**8**
40.1001-Materials Science and Engineering	-	3	-	3	-	-	-	-	**6**

Program									Total
40.9999-Physical Environmental Sciences	-	-	-	-	-	-	-	-	**-**
42.0101-Psychology	716	34	-	11	-	-	-	-	**761**
42.2806-College Teaching	-	-	-	-	-	-	-	7	**7**
42.2806-Educational Psychology	-	35	-	6	-	-	-	-	**41**
43.0104-Criminology	480	113	-	6	-	-	-	-	**599**
43.0104-Underwater Crime Scene Investigation	-	-	-	-	-	-	2	2	**4**
43.0107-Law Enforcement Intelligence	-	-	-	-	-	-	-	-	**-**
43.0107-Public Safety and Security	35	-	-	-		-	-	-	**35**
43.00403-Cyber Criminology - Computer Science	14	-	-	-	-	-	-	-	**14**
43.0403-Cyber Criminology - Criminology	23	-	-	-	-	-	-	-	**23**
43.0408-Law Enforcement Intelligence	-	31	-	-	-	-	-	-	**31**
43.9999-U.S. National Intelligence Studies	-	-	-	-	-	-	81	10	**91**
44.0401-Emergency Management	-	-	-	-	-	-	139	24	**163**
44.0401-Florida City and County Management	-	-	-	-	-	-	-	-	**-**
44.0401-Public Administration	-	70	-	3	-	-	-	5	**78**
44.0401-Public Financial Management	-	-	-	-	-	-	-	1	**1**

44.0701-Child Welfare Practice	-	-	-	-	-	-	3	6	**9**
44.0701-Gerontology	-	-	-	-	-	-	-	3	**3**
44.0701-Leadership in Executive and Adm Dev in Social Work	-	-	-	-	-	-	-	19	**19**
44.0701-Social Work	100	-	-	3	-	-	-	-	**103**
45.0101-Interdisciplinary Social Science	273	-	-	-	-	-	-	-	**273**
45.0101-Public Policy	-	-	-	-	-	-	1	-	**1**
45.0201-Anthropology	25	6	-	-	-	-	-	-	**31**
45.0501-Demography	-	4	-	-	-	-	-	-	**4**
45.0601-Economics	233	12	-	7	-	-	-	-	**252**
45.0602-Applied Economics	-	22	-	-	-	-	-	-	**22**
45.0701-Geography	15	4	-	7	-	-	-	-	**26**
45.0702-Geographic Information Science	-	8	-	-	-	-	-	-	**8**
45.0901-International Affairs	250	33	-	-	-	-	-	-	**283**
45.1001-Political Science	387	46	-	6	-	-	-	-	**439**
45.1001-Political Science Certificate	-	-	-	-	-	-	10	-	**10**
45.1101-Sociology	103	6	-	5	-	-	-	-	**114**
49.0199-Application of Unmanned Aircraft Systems	-	-	-	-	-	-	7	2	**9**
50.0301-Dance	16	10	-	-	-	-	-	-	**26**
50.0408-Interior Design	46	8	-	-	-	-	-	-	**54**
50.0501-Theatre	52	14	-	-	-	-	-	-	**66**

50.0504- Motion Picture Arts Writing	-	6	-	-	-	-	-	-	**6**
50.0602- Motion Picture Arts	28	23	-	-	-	-	-	-	**51**
50.0702- Studio Art	99	12	-	-	-	-	-	-	**111**
50.0703- History and Criticism of Art	23	13	-	4	-	-	-	-	**40**
50.0901- Music - Liberal Arts	50	6	-	-	-	-	-	-	**56**
50.0903- Music Performance	51	30	-	17	-	-	-	-	**98**
50.0904- Music Theory and Composition	3	5	-	-	-	-	-	-	**8**
50.0905- Musicology	-	4	-	5	-	-	-	-	**9**
50.0908- Opera Production	-	1	-	-	-	-	-	-	**1**
50.1002- Arts Administration (Art)	-	4	-	-	-	-	-	-	**4**
50.1002- Arts Administration (Music)	-	8	-	-	-	-	-	-	**8**
51.0000- Interdisciplinary Medical Sciences	106	-	-	-	-	-	-	-	**106**
51.0204- Bilingual Services	-	-	-	-	-	-	-	-	**-**
51.0204- Certificate in Developmental Disorders	-	-	-	-	-	-	109	-	**109**
51.0204- Communication Science and Disorders	83	61	-	2	-	-	-	65	**211**
51.0912- Physician Assistant Studies	-	49	-	-	-	-	-	-	**49**
51.0913- Athletic Training	70	-	-	-	-	-	-	-	**70**
51.1201- Medicine	-	-	-	-	-	119	-	-	**119**

51.1503-Social Work	-	372	-	-	-	-	-	-	**372**
51.1505-Marriage and Family Therapy	-	-	-	5	-	-	-	-	**5**
51.2201-Public Health	190	40	-	-	-	-	-	-	**230**
51.2301-Art Therapy	-	13	-	-	-	-	-	-	**13**
51.2305-Music Therapy	10	11	-	-	-	-	-	-	**21**
51.3101-Food and Nutrition	7	15	-	-	-	-	-	-	**22**
51.3102-Dietetics	25	-	-	-	-	-	-	-	**25**
51.3801-Nursing	69	-	-	-	-	-	-	-	**69**
51.3804-Nurse Anesthesia	-	24	-	-	-	-	-	-	**24**
51.3804-Nurse Anesthesia Practice	-	-	-	-	-	-	-	-	**-**
51.3818-Adult-Gerontological Acute Care Nurse Practitioner	-	-	-	-	-	-	-	-	**-**
51.3818-Family Nurse Practitioner	-	-	-	-	-	-	-	-	**-**
51.3818-Lifestyle Medicine for Advanced Healthcare	-	-	-	-	-	-	-	-	**-**
51.3818-Military and Veteran Mental Health	-	-	-	-	-	-	-	-	**-**
51.3818-Nursing Practice (DNP)	-	-	-	26	-	-	-	-	**26**
51.3818-Psychiatric Mental Health Nurse Practitioner	-	-	-	-	-	-	-	48	**48**
52.0101-Business Administration	15	306	-	9	-	-	-	-	**330**

52.0201-Management	230	-	-	-	-	-	-	-	**230**
52.0206-Civic and Nonprofit Leadership	-	-	-	-	-	-	-	1	**1**
52.0301-Accounting	177	-	-	-	-	-	-	-	**177**
52.0701-Biomedical Entrepreneurship	-	-	-	-	-	-	-	-	**-**
52.0701-Entrepreneurship	97	-	-	-	-	-	-	-	**97**
52.0801-Finance	549	38	-	-	-	-	-	-	**587**
52.0804-Financial Planning	-	-	-	-	-	-	-	-	**-**
52.0901-Beverage Management	-	-	-	-	-	-	3	-	**3**
52.0901-Hospitality Management	204	-	-	-	-	-	-	-	**204**
52.1201-Management Information Systems	98	16	-	-	-	-	-	-	**114**
52.1301-Accounting	-	92	-	-	-	-	-	-	**92**
52.1304-Actuarial Science	47	-	-	-	-	-	-	-	**47**
52.1401-Marketing	426	-	-	-	-	-	-	-	**426**
52.1501-Real Estate	62	-	-	-	-	-	-	-	**62**
52.1701-Risk Management and Insurance	95	19	-	-	-	-	-	-	**114**
54.0101-History	68	5	-	7	-	-	-	-	**80**
Grand Total	**8732**	**2987**	**13**	**446**	**216**	**119**	**490**	**454**	**13,457**

In 2021-22, the university conferred 185 Associate of Arts degrees, upon request.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs. Yes, the institution offers English as a Second Language programs, as described below.

English for Academic Purposes (for credit) and Intensive English Program (non credit) are offered on the Tallahassee, Florida, campus.

English Language Program at Republic of Panama is a non-credit, non-degree English as a Second Language program.

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers *50 % or more* of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below*. The list should include only those sites reported to and approved by SACSCOC.* Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Florida State University Ringling Center for Cultural Arts	5401 Bay Shore Road Sarasota, FL 34243 United States		1973	Theatre (MFA)	Currently active

NOTE: These sites have been included in previous reaffirmation reports and are included in the SACSCOC database of off-campus instructional sites. The documentation regarding the dates is fragmentary.

Table 2: Off-campus instructional sites at which the institution offers *25-49%* of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *letter accepting notification*	Date Implemented *by the institution*	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
FSU Florence Study Center	Viade Neri 25 Firenze 50122 Italy		1985	No educational programs offered; courses offered count toward degree programs	Currently active
FSU London Study Center	99 Great Russell Street London, England		2002	No educational programs offered; courses offered count toward degree programs	Currently active
FSU Valencia Study Center	2 Calle Blanquerias Valencia 46003 Spain		2006	No educational programs offered; courses offered count toward degree programs	Currently active
FSU M.A. in Dance Program	9 West 10th Street New York, NY 10011 United States		2004	Dance (BFA) American Dance Studies (M) Dance Studio and Related Studies (M) Dance (MFA)	Currently active

NOTE: These sites have been included in previous reaffirmation reports and are included in the SACSCOC database of off-campus instructional sites. The documentation regarding the dates is fragmentary.

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, <u>*and*</u> (4) has its own budgetary and hiring authority. ***The list should include only those branch campuses reported to and approved by SACSCOC.*** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented *by the institution*	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
FSU Panama City	4750 Collegiate Drive Panama City, FL 32405 United States		1982	Accounting (B) Business Administration (B) Civil Engineering (B, M) Computer Science (B) Curriculum and Instruction (M) Electrical Education (B) Elementary Education (B) Entrepreneurship (B) Financial Planning (B) Hospitality Management (B) Interdisciplinary Social Science (B) Mechanical Engineering (B) Nurse Anesthesia (M) Nurse Anesthesia Practice (P) Professional Communication (B, M) Psychology (B, M) Public Health (B) Public Safety and Security (B) Recreation and Tourism Management (B) Recreation, Tourism, and Events (B) Social Work (B, M) Systems Engineering (M) Underwater Crime Scene Investigation (C) Law Enforcement Intelligence (C)	Currently active
FSU - Panama	Edificio 227 Ciudad del Saber Panama, Republic of Panama		1957	Latin American and Caribbean Studies (B) International Affairs (B, M) Interdisciplinary Program in Social Sciences (B) Environment and Society (B)	Currently active

NOTE: These sites have been included in previous reaffirmation reports and are included in the SACSCOC database of off-campus instructional sites. The documentation regarding the dates is fragmentary.

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

SACSCOC approved Florida State University to offer distance education in 1999.

Undergraduate Degree Programs	Program Delivery	Delivery to a Specific Site
Computer Science, BA or BS	Asynchronous	
Criminology, BS	Asynchronous	
Public Safety and Security, BS	Both	
Interdisciplinary Social Science, BS	Asynchronous	
Financial Planning, BS	Asynchronous	

Graduate Degree Programs	Program Delivery	Delivery to a Specific Site
Art Education, MS	Both	
Athletic Coaching, MS	Asynchronous	
Business Administration, MBA	Asynchronous	
Business Law, LLM	Asynchronous	
Civil Engineering, MEng	Both	
Communication Science and Disorders, MS	Both	
Counseling and Human Systems, MS/Specialist	Synchronous	
Criminology, MS	Asynchronous	
Curriculum and Instruction, MS	Asynchronous	
Educational Leadership and Policy, EdD	Asynchronous	
Educational Leadership and Policy, EdS	Asynchronous	
Educational Leadership and Policy, MS	Asynchronous	
Educational Psychology, MS	Asynchronous	
Entrepreneurship, MSE	Asynchronous	
Information Technology, MSIT	Synchronous	
Information, MSI	Synchronous	
Information, Specialist	Synchronous	
Instructional Systems and Learning Technologies, EdD	Asynchronous	
Instructional Systems and Learning Technologies, MS	Asynchronous	
Juris Master	Asynchronous	
Law Enforcement Intelligence, MS	Asynchronous	
Management Information Systems, MS	Asynchronous	
Measurement and Statistics, MS	Both	
Nursing Practice, DNP	Asynchronous	
Public Administration, MPA	Both	
Risk Management and Insurance, MS	Asynchronous	

	Program Delivery	Delivery to a Specific Site
Social Work, MSW	Both	
Systems Engineering, MS	Both	

Undergraduate Certificates	Program Delivery	Delivery to a Specific Site
Beverage Management	Asynchronous	
Emergency Management	Both	
Leadership Studies	Both	
Multicultural Marketing Communication	Asynchronous	
Special Events	Asynchronous	
U.S. National Intelligence Studies	Both	

Graduate Certificates	Program Delivery	Delivery to a Specific Site
Adult Gerontology Acute Care Nurse Practitioner	Synchronous	
Aerospace Engineering-Aerodynamics	Asynchronous	
Athletic Coaching	Asynchronous	
Autism Spectrum Disorder	Asynchronous	
Biomedical Entrepreneurship	Asynchronous	
College Teaching	Asynchronous	
Communication Science and Disorders (Speech-Language Pathology BRIDGE Program)	Both	
Early Childhood Special Education	Asynchronous	
Emergency Management	Both	
Entrepreneurship	Asynchronous	
Family Nurse Practitioner	Synchronous	
Health Informatics	Synchronous	
Human Performance Technology	Asynchronous	
Information Architecture	Synchronous	
Information Leadership and Management	Synchronous	
Institutional Research	Asynchronous	
Instructional Design and Technology	Asynchronous	
Law Enforcement Intelligence	Asynchronous	
Leadership in Executive and Administration Development in Social Work	Both	
Lifestyle Medicine for Health Professionals	Synchronous	
Modified Certificate in Educational Leadership and Administration	Asynchronous	
Multicultural Marketing Communication	Asynchronous	
Online Teaching and Learning	Asynchronous	
Program Evaluation	Both	
Project Management	Asynchronous	
Psychiatric Mental Health Nurse Practitioner	Synchronous	
School Librarian Leadership	Synchronous	
U.S. National Intelligence Studies	Both	
User Services	Synchronous	
Youth Services	Synchronous	

5. Accreditation

(1) The table below lists all agencies that currently accredit programs at the institution with the date of the last review.

(2) SACSCOC is the university's primary accreditor for access to USDOE Title IV funding.

(3) Florida State University has not voluntarily withdrawn or had its programmatic accreditation terminated by any USDOE-recognized agency.

(4) No university program has had sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report.

6. Relationship to the U.S. Department of Education

Florida State University's Office of Financial Aid is currently in good standing with the U.S. Department of Education. There are no current nor recent (past 3 years) limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or any other financial aid programs at Florida State University. Florida State University's Office of Financial Aid is not on reimbursement nor any other form of exceptional status as it pertains to federal and/or state aid.

Programmatic Accreditations

Degree Program	College	Accrediting Body	Level	Year of Last Accreditation
Nurse Anesthesia	Applied Studies	Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	P	2021
Biochemistry	Arts and Sciences	American Chemical Society (ACS)	B	2023
Chemistry	Arts and Sciences	American Chemical Society (ACS)	B	2023
Computer Science	Arts and Sciences	Computing Accreditation Commission of ABET	B	2019
Psychology (Clinical)	Arts and Sciences	American Psychological Association	D	2021
Psychology (Applied Behavior Analysis)	Arts and Sciences	Association for Behavior Analysis International	M	2022
Business Administration	Business	Association to Advance Collegiate Schools of Business (AACSB)	B, M, D	2023
Business Analytics	Business	Association to Advance Collegiate Schools of Business (AACSB)	M	2023
Management	Business	Association to Advance Collegiate Schools of Business (AACSB)	B, M	2023
Finance	Business	Association to Advance Collegiate Schools of Business (AACSB)	B, M	2023
Marketing	Business	Association to Advance Collegiate Schools of Business (AACSB)	B	2023
Risk Management/Insurance	Business	Association to Advance Collegiate Schools of Business (AACSB)	B, M	2023
Real Estate	Business	Association to Advance Collegiate Schools of Business (AACSB)	B	2023
Management Information Systems	Business	Association to Advance Collegiate Schools of Business (AACSB)	B, M	2023
Accounting	Business	Association to Advance Collegiate Schools of Business (AACSB) *Accounting is accredited separately by AACSB from the general college accreditation*	B, M	2023
Communication Disorders	Communication and Information	Council on Academic Accreditation in Audiology and Speech/Language Pathology (CAA)	M	2017
Information	Communication and Information	American Library Association (ALA)	M	2020
Counseling Psychology and School Psychology (Combined Program)	Education	American Psychological Association (APA)	D	2018
Career Counseling & Mental Health Counseling	Education	Council for Accreditation of Counseling & Related Educational Programs (CACREP)	S	2020

School Psychology	Education	National Association of School Psychologists (NASP)	S	2020
Biomedical Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	*Seeking initial in 2022-23 cycle*
Civil Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Electrical Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Mechanical Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Industrial Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Computer Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Chemical Engineering	Engineering	Engineering Accreditation Commission of ABET, Inc.	B	2022
Dance	Fine Arts	National Association of Schools of Dance (NASD)	B, M	2022
Interior Architecture and Design	Fine Arts	Council for Interior Design Accreditation (CIDA) National Association of Schools of Art and Design (NASAD)	B, M	2022 (CIDA) 2010 (NASAD)
Studio Art	Fine Arts	National Association of Schools of Art and Design (NASAD)	B, M	2010
Art Education	Fine Arts	National Association of Schools of Art and Design (NASAD) Commission on Accreditation of Allied Health Programs (CAAHEP)	B, M, D	2010 (NASAD) 2018 (CAAHEP)
Art History	Fine Arts	National Association of Schools of Art and Design (NASAD)	B, M, D	2010
Theatre	Fine Arts	National Association of Schools of Theatre (NAST)	B, M, D	2022
Dietetics	College of Health and Human Sciences	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	B, M	2022
Marriage and Family Therapy	College of Health and Human Sciences	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	D	2020
Juris Doctor	Law	American Bar Association	P	2017
Doctor of Medicine	Medicine	Liaison Committee on Medical Education (LCME) of the Association of American Medical Colleges (AAMC)	P	2021