



FLORIDA STATE UNIVERSITY

# COMPLIANCE CERTIFICATION

FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES



SUBMITTED SEPTEMBER 2013



*Southern Association of Colleges and Schools  
Commission on Colleges*

## **COMPLIANCE CERTIFICATION**

(Updated January 2012 and applicable January 1, 2012)

**Name of Institution:** Florida State University

**Date of Submission:** September 9, 2013

In order to be accredited by the Commission on Colleges, 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 Core Requirements, Comprehensive Standards, and Federal Requirements) 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 the Commission 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 Commission 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 indicate it as well.

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## Part 1. SIGNATURES ATTESTING TO RESPONSE

By signing below, we attest to the following:

1. That Florida State University has conducted an honest assessment of Response and has provided complete and accurate disclosure of timely information regarding Response with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
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 Response reported on the Response 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

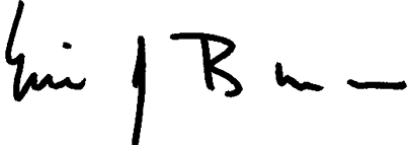
**Name of Accreditation Liaison:** Ruth Feiock

**Signature:** 

**Date:** 09/01/2013

### Chief Executive Officer

**Name of Chief Executive Officer:** Dr. Eric Barron

**Signature:** 

**Date:** 09/01/2013

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

**Note:** *With the passage of the revised 2010 federal regulations for accrediting agencies, institutions are expected to notify and seek approval of additional substantive changes that occur between decennial reviews. Please note the revised list below. (New required reporting is underlined.)*

**Directions:** For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported **immediately** to Commission staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs

Access <http://www.sacscoc.org> and click onto "Policies" for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Item
Awaiting SACSCOC response	Closing off-campus instructional site - Marianna, Florida (Elementary Education- no students)
Awaiting SACSCOC response	Program Termination – Rehabilitation Counseling (B); Health Education (B, M); Physical Education (S, D)
Accepted notification on 6-11-2013; Awaiting SACSCOC response on	Closing off-campus instructional site (notification and teach out plan) – West Palm Beach (BFA Digital Animation)



teach-out plan	
Awaiting SACSCOC response	Closing off-campus instructional site and submission of a teach plan – Smyrna, Georgia (Visual Disabilities Program)
Awaiting SACSCOC response	Discipline-Specific Accreditation (Denial) for Counseling Psychology and Human Systems (specialist)
6/11/2013	Termination of the Digital Domain Institute certificate (West Palm Beach)
3/18/2013	Program Reinstatement – Anthropology (B)
3/7/2013	Program Termination – Multinational Business (B)
2/28/2013	Discipline-Specific Accreditation (Voluntarily Withdrawn) for Recreation, Tourism, and Events
1/3/2013	Program termination and Teach Out Plan - Early Childhood Education (S, M, D); Elementary Education (S, M, D); English Education (S, M, D); Multilingual/Multicultural Education (S, M, D); Mathematics Education (S, M, D); Reading Education (S, M, D); Science Education (S, M, D); Social Science Education (S, M, D); Special Education (S, M, D); Visual Disabilities (S, M)
8/8/2012	Program Termination and Teach Out Plan – Graphic Design (BFA)
3/5/2012	Program Termination – Adult Education (M, S, D)
12/12/2011	Program Termination - Education/Teaching of Individuals with Mental Retardation (B); Music History, Literature, and Theory (B); Education/Teaching of Individuals with Mental Retardation (M); Aquatic Environmental Science (M); Epidemiology (M); Gerontology (M); Graphic Design (M); Health Professions and Related Clinical Sciences (M); Education/Teaching of Individuals with Mental Retardation (S); Educational Evaluation and Research (S)
7/5/2011 & 8/8/2012	New Off-Campus Site in West Palm Beach, Florida (BFA)
6/27/2011 & 10/2/2012	Offering an M.S. in Industrial Engineering with a specialization in Engineering Management of Orthotics and Prosthetics at St. Petersburg College (existing site)
3/17/2011	Program Reinstatement – Geology (B); Mathematics Education (M)
1/3/2011	Program Termination – Graduate Certificate in Event Management Program
12/14/2010	Move the Recreation and Leisure Services Administration programs from the main campus to Panama City, Florida, branch campus
11/11/2010	Consortial Agreement between Florida State University

	and Aalto University, Helsinki, Finland
9/29/2010 & 6/14/2011	Consortial Agreement (FREEDM) – College of Engineering
9/27/2010	Delivery of portions of the Doctorate of Nursing Practice degree program via ITV
5/5/2010 & 10/4/2010	Unreported off-campus instructional sites in London, England; New York City, New York; Miami, Florida; Fort Lauderdale, Florida; Smyrna, Georgia; and Marianna, Florida
11/30/2009	Program Termination - Geology (B); Anthropology (B, M, D); Apparel Design and Technology (B); Merchandising (B); Textiles (B); Recreation and Leisure Services Administration (B, M); Physical Education (B, M); Mathematics Education (B, S, M, D); Science Education (B, S, M, D); Theatre Scenic Design (MFA); Theatre Lighting Design (MFA); and Art Education (B)
3/2/2009	Closing off-campus instructional sites in Kingston, Jamaica and Toronto, Canada (sites previously approved, but the programs were never active)
4/28/2005	Intent to offer the Nursing major as an online program
4/14/2005	Intent to offer the Instructional Systems major as an online degree program

## Part 3. INSTITUTIONAL ASSESSMENT OF RESPONSE

### Section 1: THE PRINCIPLE OF INTEGRITY

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

*(This statement should **not** be addressed by the institution in its Compliance Certification. It may be addressed in the Off-Site Reaffirmation Committee Report if the review of information and documentation provided in the institution's Certification causes evaluators to question the accuracy or candid presentation of materials. )*

## Section 2: CORE REQUIREMENTS

**2.1** The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Article IX, Section 7 of the Florida Constitution provides that there shall be a single state university system governed by a board of governors with each public university administered by a board of trustees. [[Florida.Constitution.ArticleIX.Section7](#)] The Florida Board of Governors implements its authority through promulgation of regulations. Board of Governors Regulation 1.001, University Boards of Trustees Powers and Duties, is 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](#)] Specifically, in BOG 1.001(4) it grants to the individual boards of trustees the authority to authorize and discontinue degree programs. In furtherance of this authority, the Florida State University Board of Trustees has delegated to the President the specific authority to "award, amend, or revoke degrees" in paragraph (10) of its Resolution of February 19, 2010. [[BOT Resolution February 19, 2010](#)].

In addition to the general degree granting authority of Florida State University, additional authority to grant degrees at its Panama Canal Zone Branch is contained in Regulation FSU-5.078, which was originally adopted as a rule under the Florida Administrative Code and now a Regulation authorized by the Florida Board of Governors. Paragraph (7) of that Regulation provides that B.S. and B.A. degrees are granted by their respective divisions of the University in the same manner and with the same requirements as for on-campus students. [[FSU-5.076.Panama.Canal.Zone.Branch](#)]. This is further documented in the FSU-Panama Agreement, in paragraphs 2.6 and 2.9, that FSU retains full authority over degree approval and that students at the FSU-Panama Branch are considered as meeting the FSU-Tallahassee residency requirement. [[FSU.Republic.Panama.Agreement](#)]









Legal authority to grant degrees for coursework and attendance at the Panama Canal Zone Branch is therefore contained in and based upon based upon the specific degree granting authority from the Florida Board of Governors and the FSU Regulation, BOT Resolution and Agreement cited above.

The government of the Republic of Panama recognizes the Florida State University-Panama campus as a legal entity. [[Republic of Panama Document \(Spanish\)](#)] [[Republic of Panama Document \(English\)](#)] Florida State University has offered courses in the

Republic of Panama since 1957.

The university has obtained authorization to operate their on-line distance programs in 42 states and awaiting response from the remaining 8. Students are notified of the status of their state on the FSU Office of Distance Learning web site. [[FSU Distance Learning State Authorization Status](#)] The university is working with the Florida Board of Governors on participation in the State Authorization Reciprocity Agreement (SARA).

#### **Evidentiary Documents**

-  [BOG.Regulation.1.001.pdf](#)
-  [BOT.Resolution.2.19.2010.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [FSU-5.076.Panama.Canal.Zone.Branch.pdf](#)
-  [FSU.Republic.Panama.Agreement.pdf](#)
-  [Republic of Panama Document - English.pdf](#)
-  [Republic of Panama Document - Spanish.pdf](#)
-  [state-authorization-status.pdf](#)

**2.2** The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of the other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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FSU has a Board of Trustees that governs the entire university regardless of mode of delivery or campus location. As required by the Florida Constitution, a thirteen member board of trustees administers the university and the Florida Board of Governors establishes the powers and duties of the individual university boards of trustees. [\[Florida.Constitution.ArticleIX.Section7\]](#) The constitution requires that the boards of trustees consist of six members appointed by the governor and five members appointed by the Florida Board of Governors. 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 Florida Board of Governors exercises its constitutional authority primarily through regulations and has established the powers and duties of the university boards of trustees in its Regulation 1.001. [\[BOG.Regulation.1.001\]](#) 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. In no case is a smaller group of the board of trustees' delegated authority by the Board of Governors.

The Board of Trustees is also governed by Operating Procedures adopted by the Board of Trustees. [\[FSU.BOT.Operating.Procedures.rev.2006\]](#) These Operating Procedures 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 all 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.

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. [[Florida.Statutes.Chapter112.PartIII.Ethics](#)] This is so provided by the provisions of the Ethics Code, Section 112.312(2), the Board of Governors Regulation, 1.001(2) (a) [ [BOG.Regulation.1.001](#)], and by the Board's own Operating Procedures. [[FSU.BOT.Operating.Procedures.rev.2006](#)]

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. [[Florida.Statutes.Chapter112.PartIII.Ethics](#)] 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. [[Florida.Statutes.Chapter112.PartIII.Ethics](#)] 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. [[Florida.Statutes.Chapter112.PartIII.Ethics](#)]

As required by Section 112.3144, 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. [[Financial Disclosure Compliance](#)]

This is further supported in the separate Ethics Policy adopted by the BOT itself on January 24, 2003, 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. [[FSU Board Conflict of Interest Policy](#)] On occasion, members have announced a conflict before voting based upon these provisions. [[BOT.Minutes.Ethics.Excerpts, pg.18](#)]

The General Counsel's office participates in the orientation provided to all board of trustee members upon appointment [[BOT New Member Orientation](#)]. As needed, the General Counsel's office updates the trustees at their meetings regarding updates to state law [[BOT Agenda, February 19, 2010](#)] [[BOT Minutes, February 19, 2010](#)]

As provided in its Board of Trustees Operating Procedures, Article II, the Board has meetings as necessary, [[FSU.BOT.Operating.Procedures.rev.2006](#)]. Since its inception in 2001, the Board has never met fewer than five times in a calendar year, and it met as many as 11 times in its second year, 2002. The average over years 2001 through 2011 has been just over six meetings per year. [[FSU.BOT.Meetings.2001.2012](#)]

Also as provided in the Operating Procedures, Article V, committees are as established by the Chair with the consent of the Board. The Board has reviewed and approved the

university finances and a tentative operating budget for each fiscal year at either its May or June meeting since 2002, with subsequent approvals of any changes as necessary.

[\[FSU BOT Agenda Minutes Budget 2002-2003, p.5\]](#)

[\[FSU BOT Agenda Minutes Budget 2003-2004, p.15\]](#)

[\[FSU BOT Agenda Minutes Budget 2004-2005, p.28\]](#)

[\[FSU BOT Agenda Minutes Budget 2005-2006, p.41\]](#)

[\[FSU BOT Agenda Minutes Budget 2006-2007, p.52\]](#)

[\[FSU BOT Agenda Minutes Budget 2007-2008, p.63\]](#)

[\[FSU BOT Agenda Minutes Budget 2008-2009, p.73\]](#)

[\[FSU BOT Agenda Minutes Budget 2009-2010, p.82\]](#)

[\[FSU BOT Agenda Minutes Budget 2010-2011, p.94\]](#)

[\[FSU BOT Agenda Minutes Budget 2011-2012, p.103\]](#)

[\[FSU BOT Agenda Minutes Budget 2012-2013, p.111\]](#)

[\[BOT.Minutes.2001-2012.Regulations.Tuition\]](#)

An examination of these same agendas demonstrates that since at least September 19, 2003, three committees have been in continuous existence and have actively met: Academic Affairs, Student Affairs and Business and Finance.

The Board does not have 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 [[University Org Chart, July 31 2013](#)]. The Board is very active in policy making as demonstrated by a review of their actions at each Board meeting. The Board exercises primary policy control in its legislative function in adopting Regulation. All tuition is adopted by Regulation.

The Board also approves many university plans including strategic, campus master, enrollment, annual academic work, annual audit work, and funding.

[\[BOT.Minutes.2001-2012.Plans\]](#) The Board also approves all new degree programs.

[\[BOT.Minutes.2001-2012.Degree.Approval\]](#). In addition, the Board reviews and evaluates the university president's performance. [[BOT.Pres.Eval.2012](#)] [[President.Performance.Criteria.2012](#)] [[BOT.President.Evaluation.Approval.2012](#)]

The Board Members' individual biographical information and terms of office as of September 2012 are reflected in supporting documents. [[FSU.BOT.Chart](#)]



## Evidentiary Documents

-  [Board Conflict of Interest ED.pdf](#)
-  [BOG.Pres.Eval.2012.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOT AGENDA Feb 19 2010.pdf](#)
-  [BOT MINUTES Feb 19 2010.pdf](#)
-  [BOT.Ethics.Policy.pdf](#)
-  [BOT.Minutes.2001-2012.Degree.Approval.pdf](#)
-  [BOT.Minutes.2001-2012.Plans.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition.pdf](#)
-  [BOT.Minutes.Ethics.Excerpts.pdf](#)
-  [BOT.President.Evaluation.Approval.2012.pdf](#)
-  [Financial Disclosure Compliance.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Florida.Statutes.Chapter112.PartIII.Ethics.pdf](#)
-  [Florida.Statutes.Chapter112.PartIII.Ethics.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_103.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_111.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_15.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_28.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_41.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_5.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_52.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_63.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_73.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_82.pdf](#)
-  [FSU.BOT.Agenda.Minutes.Budget.2002.2012\\_94.pdf](#)
-  [FSU.BOT.Appointment.History.pdf](#)
-  [FSU.BOT.Chart.pdf](#)
-  [FSU.BOT.Meetings.2001.2012.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [FSU.BOT.Vita.Bio.4.2013.pdf](#)
-  [Presi.Performrance.Criteria.2012.pdf](#)
-  [SACS New Member Orientation Sample 2011.pdf](#)
-  [University Organizational Chart with Names - Overview 2013.pdf](#)

**2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") **(Chief Executive Officer)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The Florida Constitution provides that the Florida Board of Governors [BOG] shall establish the powers and duties of the university boards of trustees and that a board of trustees [BOT] shall administer each public university.

[\[Florida.Constitution.ArticleIX.Section7\]](#) The BOG exercises its constitutional authority primarily through adoption of Regulations. BOG Regulation 1.001 establishes the individual BOT powers and duties and provides a general definition of the university president's core duty and legal relationship with the BOT. [\[BOG.Regulation.1.001\]](#)

Section 1.001(2)(c) of this Regulation provides that the university president shall serve as the chief executive officer of the BOT and shall be responsible to the BOT for all operations of the university. FSU's chief executive officer is responsible for the entire university regardless of mode of delivery or campus location. It further provides in paragraph (2)(e) that the BOT shall establish the powers and duties of the university president. [\[BOG.Regulation.1.001\]](#) Organizationally, the President reports to the Chair of the Board of Trustees. [\[Organization.Chart.Chair.President\]](#)

The BOT has implemented this BOG Regulation through Resolution(s) delegating its authority and defining that of the President, which is amended as necessary. [\[BOT.Resolution.2.19.2010\]](#) All listed powers and duties relate to the diverse operations and activities of the university itself.

BOG Resolution 1.001 also requires that the BOT select from within its membership a Chair to serve as presiding officer at all meetings of the BOT. [\[BOG.Regulation.1.001\]](#) Allan Bense is the chair of the Florida State University Board of Trustees. As further provided therein, in paragraph (2)(c), the President is to serve only as chief executive officer and corporate secretary to the BOT but is not a member. The university president is Dr. Eric J. Barron.

The BOT's Operating Procedures, originally adopted by the BOT in 2003 and which may only be amended by two-thirds vote, reaffirm in Sections 102 and 303 that the Chair of the BOT shall be presiding officer at all meetings of the BOT.

[\[FSU.BOT.Operating.Procedures.rev.2006\]](#)









The Position Description for the President also outlines the clear executive duties and responsibilities. [\[President.PD\]](#) Dr. Eric J. Barron became 14th president of The Florida State University on February 1, 2010. His biography submitted to the Board of Trustees prior to his appointment outlines his qualifications and activities. [\[President.Barron.Bio\]](#) In addition to daily activities on campus, Dr. Barron has made frequent appearances

before the Florida Legislature and its Committees and the Florida Board of Governors. He has maintained his professional activities as an active member of the Science Advisory Board of the National Oceanographic and Atmospheric Association.

[\[Barron.Activities\]](#)

The dean of the Panama City, Florida, campus reports through the provost to the university president. The rector of the Republic of Panama campus reports to the director of FSU International Programs who in turn reports to the provost and university president.

#### Evidentiary Documents

-  [Barron.Activities.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOT.Resolution.2.19.2010.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [Organization.Chart.Chair.President.pdf](#)
-  [President.Barron.Bio.pdf](#)
-  [President.PD.pdf](#)

**2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The University's Mission Statement is clearly defined and published in the General Bulletin [[FSU General Bulletin, 2012-13, pg. 51](#)] [[FSU Graduate Bulletin, 2012-13, pg. 51](#)], *Faculty Handbook* [[Faculty Handbook revision 2011, pg. 17](#)], and the online *Student Policy Handbook* [[Online Student Policy Handbook, rev 8-17-12](#)] [[Online Student Policy Handbook-University Mission Statement](#)].

The mission statement is consistent with the mission of public universities within the State of Florida and addresses the University's commitment to excellence in teaching and learning, research, and public service. State law designated Florida State University and the University of Florida as "Preeminent State Research Universities" because of high admissions standards, increased retention and graduation rates, and faculty achievement. [[Chapter No. 2013-27, p. 67](#)]

**Mission.** "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."

Since its founding in 1851, Florida State University has been dedicated to the tradition of a liberal arts education. The philosophy and principles of the mission statement are reflected in the varied areas of study -- sciences, technology, art, humanities and professions -- that are offered to our students through various degrees, certificates and programs that are made available to them. Consistent with its liberal arts values, the mission statement acknowledges the fact that students, staff, and faculty operate within a community that includes more than just teaching and learning; it also includes a focus on service, personal responsibility and diversity within that community. These include a commitment to service learning, community service, and global awareness that are embodied in programs embedded in, and extending beyond, the classroom [[Center for Leadership Civic Education Programs A-Z](#)].









The University mission statement infuses the academic policies and procedures of all campuses and sites and extends to the students, regardless of where they live and study. The University does not differentiate the mission based on the delivery mode of classes. The current mission envisions the dissemination of knowledge central to the university's activities on its off-campus instructional sites and in online distance learning,

and its role in online distance learning comports with a state emphasis on access.

The mission statement is reviewed every five years as part of the five-year university strategic planning process. A committee comprised of representatives designated by the University Provost and the Vice President for Faculty Development and Advancement prepares a proposed updated version and submits it to the Faculty Senate Steering Committee for review and suggestions. After a final review by the university provost and the university president, the Florida State University Board of Trustees approves the mission statement, and it is forwarded to the Florida Board of Governors. University publications include the updated and approved mission statement after the Florida Board of Governors reviews and signs off on the mission's statement. The mission statement is reviewed annually as part of the Florida Board of Governors Work Plan. [[2012-2013 FSU Workplan](#)]

The current institutional mission was approved in 2009 as part of the University Strategic Plan, which is in effect until 2014.

#### **Evidentiary Documents**

-  [Center for Leadership Civic Education Programs A-Z.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [FSU 2012-13 Workplan.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [Online Student handbook-FSU Mission Vision Statements\\_0812.pdf](#)
-  [online Student Policy Handbook, rev 8-17-12.pdf](#)

**2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Compliance

Partial Compliance

Non-compliance

## Narrative

The university engages in an institution-wide, ongoing, integrated, research-based process of planning and evaluating its mission, priorities, goals, and outcomes. The process is used to review, revise and improve activities. The process is integrated into state requirements for planning and evaluation and relies extensively on an annual program and student learning assessment process whose information is stored in a university repository.

## Description of Planning and Evaluation Process

The planning and evaluation process used by Florida State University is grounded in state law and the regulations of the Florida Board of Governors, the statewide university governing body. It has been developed and used by the university in a systematic, institution-wide, research based process to shape and guide decisions aimed toward realizing the mission approved by its Board of Trustees and the Board of Governors. The mission of the university 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 liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service." [\[Mission Statement 2009\]](#) The university strategic plan links the mission of the university to specific strategic imperatives, goals and activities. State law designated Florida State University and the University of Florida as "Preeminent State Research Universities" because of high admissions standards, increased retention and graduation rates, and faculty achievement. [\[Chapter No. 2013-27, p. 67\]](#)

Florida State University is part of the Florida State University System, as defined in law. [\[Florida Statutes 1000.21\(6\)\(b\) State University System\]](#) The Florida Board of Governors, comprised of seventeen members, operates, regulates, controls and is fully responsible for the management of the whole State University System. [\[Florida Constitution Article IX sections 7\(d\) and &\(c\) Board of Governors\]](#) It exists along with the individual university Boards of Trustees which administer each university. [\[Florida Constitution Article IX sections 7\(d\) and &\(c\) Board of Governors\]](#) The Board or the Board's designee, typically university Boards of Trustees, is responsible, among other things, for defining the distinctive mission of each university, adopting a strategic plan for the state university system and each university, and ensuring the well-planned coordination and operation of the system. [\[Florida Statutes 1001.705\(2\) BOT Strategic Plan\]](#) The Board of Governors develops a strategic plan for the system and reviews strategic plans developed and approved by the various university boards of trustees.

[\[Florida Statutes 1001,706 \(5\) \(b\) and \(5\)\(c\) BOG Strategic and Accountability Plan\]](#) [\[BOG 2011-11-28 Strategic Plan 2012-2025 FINAL\]](#). The Board also develops an accountability plan for the state university system and requires similar plans from each constituent university. [\[Florida Statutes 1001.706 \(5\)\(b\) and \(5\)\(c\) BOG Strategic and Accountability Plan,\]](#). The Board is responsible for implementation of an accountability process that provides for the systematic, ongoing evaluation of quality and effectiveness of the universities. [\[Florida Statutes 1008.46 State Accountability Plan\]](#)

The Board of Governors delegates various powers and duties to the university boards of trustees. [\[BOG Rules 1 001\(1\) Powers and Duties\]](#) These include the adoption of a strategic plan that align with the Board of Governors' system wide strategic plan and the individual university's mission [\[BOG Rule 1.001 \(3\)c BOG BOT Strategic Plan\]](#); a multi-year work plan that outlines a university's top priorities, strategic directions, and specific actions and plans for achieving those priorities as well its performance expectations [\[BOG Rule 1.001\(3\)\(d\)Work Plan and Accountability Report\]](#) and an annual report on outcomes on institutional and system-wide goals [\[BOG Rule 1.001\(3\)\(d\)Work Plan and Accountability Report\]](#) The Board of Governors planning and performance monitoring system is designed to inform strategic planning, budgeting and other policy decisions. [\[BOG Rule 2.002 Work Plan and Annual Report\]](#)

Florida State University conducts its planning and evaluation efforts in the context of these state requirements. They are incorporated into an overall university planning framework that builds on the strategic plan and involves such core processes as campus master planning, enrollment planning, academic quality enhancement review and budget planning as well as a variety of functional planning processes dealing with concerns such as library, housing and sustainability planning. [\[Planning Framework 2013 VPPP\]](#)

The University Board of Trustees adopted its current strategic plan in February 2009. [\[FSU BOT Strategic Plan 2009\]](#) The plan is reviewed annually as part of the statewide university work plan when it is approved by both the University Board of Trustees and the Florida Board of Governors [\[BOT Agenda February 2009 Strategic Plan\]](#) [\[BOT MINUTES February 2009 Strategic Plan\]](#) [\[BOG Approval of Accountability Report January 11 2011meeting\]](#) [\[BOG Minutes Accountability Plan January 20, 2011\]](#) [\[BOG Work Plan Subcommittee 2012\]](#) [\[BOG Work Plan Presentation with emphasis on efficiencies 2012\]](#) [\[BOG Minutes Work Plans June 21 2012\]](#) . The Florida Board of Governors adopted its current statewide strategic plan in November 2011 [\[BOG 2011-11-28 Strategic Plan 2012-2025 Final\]](#). The current university strategic plan is aligned and not inconsistent with the statewide plan [\[FSU Strategic Plan Aligned with BOG Strategic Plan\]](#) A revised university plan is scheduled for development on the expiration of the current plan.

The university mission statement is reviewed and revised as part of the 5 year review of the university strategic plan. [\[Mission Statement 2009\]](#) The last revision of the university mission was approved by the Board of Trustees in February 2009. The university mission was discussed extensively during development of the strategic plan and subject to input from faculty, staff, student and external stakeholders in the institution. [\[FSU](#)

[Strategic Planning Committee 2007 - Minutes on Mission\\_ 16 Nov 2007](#)] [[FSU Strategic Planning Committee 2007 - Minutes on Mission\\_ 02 Nov 2007](#)] [[First revised mission and vision\\_ October 2007 with alternative](#)] [[Faculty Senate Minutes10-17-07\\_ highlighted](#)] [[Faculty Senate Minutes11-14-07\\_ highlighted](#)] [[Faculty Senate Minutes12-05-07\\_ highlighted](#)] [[Faculty Senate Minutes9-17-08\\_ highlighted](#)] [[Faculty Senate Minutes9-19-07\\_ highlighted](#)] The Faculty Senate was involved in the development and approval of the university mission statement. [[Faculty Senate Steering Changes to Draft Plan 2008](#)] Faculty, staff and students were surveyed as part of the strategic plan development. [[Faculty Senate minutes10-14-09\\_ highlighted on Strategic Plan](#)] [[Summary of 2<sup>nd</sup> Survey of Campus Comment on the Strategic Plan Committee Recommendations Dec 2008](#)] [[Strategic Planning Survey Response Powerpoint December 2007](#)] [[Strategic Plan Survey Contingency Table\\_ 1 initial 12 5 07](#)] [[Strategic Plan External Committee Dec 5 2008](#)] The university mission is subject to consideration and approval by the Florida Board of Governors (BOG) and the university Board of Trustees. It is submitted, along with university goals and priorities, to the BOG as part of the annual Work Plan. [[BOG Rule\\_ 2.002 Work Plan and Annual Report](#)] [[BOT Minutes June-2012 Work Plan](#)] [[BOG Minutes Work Plans June 21 2012](#)]

The university institutional effectiveness policy integrates several planning and evaluation processes, including the annual assessment of program and student learning outcomes, with both the university budgeting process and the statewide planning and accountability processes. [[FSU Institutional Effectiveness Policy](#)] It is grounded in the President's annual budgeting and planning program which assesses unit actions over the previous year in light of strategic initiatives, solicits information on proposed priorities and requests recommendations for financial allocations. Unit requests incorporate the results emerging from program and student learning assessment action plans where needed as well as core and major functional planning processes as appropriate. [[Graphic of Budgeting and Planning Process Revised April 2013](#)] Each unit forwards its assessment of its performance in the previous year along with its plans in the coming year and associated funding requests. [[Graphic of Relationships in Annual Process](#)]

The processes provide information to support decision making and resource allocation for units at all levels of the institution to promote and foster continuing improvements. The results of the process are submitted to the Vice President heading each division and compiled by the Associate Vice President for Finance and Administration for consideration by the President and Provost. The President makes a funding recommendation to the university Board of Trustees which, if approved, is submitted to the Florida Board of Governors for consideration.

### **Conduct of the Process**

The institution's systematic, ongoing reviews are conducted by several units. The Office of Institutional Effectiveness under the Vice President for Planning and Programs collects and reviews campus wide information in the institutional effectiveness portal [[FSU FSU Institutional Effectiveness Portal Entry Page](#)] [[Elements in the Institutional Effectiveness Portal](#)] [[Sample Pages in Institutional Effectiveness Approval System](#)].



The Office of Institutional Research works closely with the Florida Board of Governors assembling information for the state work plan and accountability report. [[Office of Institutional Research Home page 2013](#)] The Office of the Vice President for Planning and Programs helps coordinate the activities of several units in helping programs piece together data for the quality enhancement reviews and evaluation of Centers and Institutes. [[QER Home Page 2013](#)] [[Centers and Institutes Home Page 2013](#)]

Most assessments are on an annual cycle. In some cases, such as academic program review or campus master planning review, the period differs. It is seven years in the case of academic program review and five in the case of master planning. While the entire campus master plan is subject to review every five years, only individual programs or centers and institutes are reviewed every seven years. [[Planning Framework 2013 VPPP](#)] Notably, the university strategic planning process is also on a five year process for a complete review. Its benchmark measures are examined annually along with progress on the strategic plan's priorities and urgent initiatives. [[Strategic Plan Outcomes 2009 - 2013](#)]

The university institutional effectiveness policy establishes the responsibility for conducting periodic assessments and evaluations. [[FSU Institutional Effectiveness Policy](#)] Primary responsibility belongs to the Vice President for Planning and Programs, the Associate Vice President for Budget Planning and Financial Services, and university division Vice Presidents. While academic deans and division vice presidents are responsible for gathering and submitting information on university wide student learning and program outcomes, the Vice President for Planning and Programs is charged with compiling the information for units across the institution. [[IEP User Manual 2013](#)] The information is collected at the unit and program level; reviewed at the department level; and submitted to the division vice president, before being approved by the Vice President for Planning and Programs. [[IE Portal Approval Manual 2013](#)] [[Q and A for IE Portal 2013](#)]

The President's Annual Budgeting and Planning process is significant in integrating the systematic review of goals and outcomes into the budget process. Each year, in consultation with the university president, the Associate Vice President for Budget Planning and Financial Services, develops instructions and schedule for a planning and budgeting report. [[EG Budget Planning Request 2012-2013](#)] [[EG Budget Planning Request 2009-2010](#)] [[EG Budget Planning Request 2005-2006](#)] All campus units are included in the request and submit information through their respective divisions. The report solicits information on each unit's existing strategic goals, unit activities in relationship to those goals and those of the university, each unit's plans for the upcoming year and a request for the resources needed to realize those plans. [[EG budget Planning Request 2012-2013, page 5](#)] Unit response assessments and requests are reviewed by the respective Vice Presidents, synthesized, given a technical review by the Office of Institutional Effectiveness, and forwarded to the President along with budget recommendations. The President's process is used in development of the annual Board of Governors Work Plan and Accountability Report. The Work Plan includes information regarding university priorities, performance and requests for resources. [[FSU 2012-2013 Work plan](#)] The work plan draws on the results in the

institutional effectiveness portal and from the data maintained and dissemination by the Office of Institutional Research. Resource requests are incorporated in the university's Legislative Budget Request, where previous year goals are considered in relation to current year activities and results. They draw upon entries in the IE Portal, as appropriate, and upon recommendation by the President, are consolidated and submitted to the university Board of Trustees and Florida Board of Governors as part of the Work Plan. [[FSU Budget Planning 2010-2011 Division Summaries pt1](#)] [[FSU Budget Planning 2010-2011 Division Summaries pt2](#)] [[FSU Budget Planning 2009-2010 Academic Affairs Division Summary](#)] [[Finance and Administration PLANNING and BUDGET 2012-13](#)] [[Research FY 12-12 Planning and Budget Report](#)] [[Academic affairs planning and Budget report](#)] [[Division Student Affairs 11-12 Functional Planning Report](#)] The Provost and President review the annual submissions and include their recommendations in submission to the Board of Trustees.

Units draw broadly on performance results registered in various processes to inform the assessment they submit as part of the President's Budgeting and Planning process. [[Example of Outcomes in budget Process Facilities](#)] They use both the results of the annual student learning and program assessment process as well as the results of various other planning and assessment processes. These include both the core and functional planning processes. [[EG budget Planning Request 2012-2013](#)]

Core university planning processes are maintained and run by their individual unit heads but are linked to the activities of other units on campus. For example, enrollment planning is under the authority of the University Provost and operates on an annual basis. It is staffed by the Office of Institutional Research and the Admission Office. Its operational assumptions and ultimate outcomes are vital to units across campuses that are sensitive to student demand and use. The Provost involves units in the planning process as appropriate and conducts meetings throughout the year. [[Select list of Enrollment Committee Meetings 2010-2011](#)] [[Sample Agenda Enrollment Management and Retention Committee 19 Aug 2011 Agenda](#)] In similar fashion, the on-going review of academic programs is managed by the Office of the Provost. [[QER Manual Process 2012 REV](#)] By BOG regulation, all university academic programs are reviewed every seven years. The review process involves a self-study by each program, examination by committees of the Faculty Senate, and by relevant deans. [[QER-Industrial Engineering Self Study 2011](#)] [[External Review Industrial Engineering 2011](#)] [[IM Eng GPC Subcommittee Report Draft](#)] [[ind man eng\\_data QER booklet](#)] [[GPC Rec Industrial Engineering 2011](#)] [[GPC Report Industrial Engineering 2011](#)] [[Engineering Dean QER Action Plan Engineering FinalVersion 2011](#)] An external review by faculty from peer institutions is also part of the process that evaluates the quality of each department's students, faculty, curriculum and outcomes. Along the same lines, the Office of Student Affairs conducts planning and annual evaluation of student activities using internal studies and nationally normed surveys. [[Student Affairs Engagement Report July 2012](#)] [[NSSE 2011-LAC Final Report III](#)] [[NSSE 2011-Sce Final Report I](#)] [[NSSE 2011-EEE Final Report II](#)] [[NSSE 2011-SFI Final Report V](#)] Here the thrust is both on improving the logistical aspects of their operations and gaps in their outcomes.

Functional planning occurs within units as well but is more centered on the specific

responsibilities of individual units. The Division of Student Affairs, for example, focuses matters such as student engagement that support student development. One of its units, the Dean of Students, has broad responsibilities in these areas for which it plans and assesses annually. [[Division of Student Affairs 11-12 Functional Planning Report](#)] [[Dean of Students Functional Planning Documents](#)] Nonetheless, the results of such processes are factored into overall university planning and evaluation, as appropriate. The President's cabinet and the Provost's regular meeting of Vice Presidents play a significant role insuring that significant concerns are surfaced in university decision making in timely fashion.

### **Evidence of Systematic Review**

The university systematically reviews and evaluates its goals and performance across all aspects of the institution and its mission. As noted above, this occurs on a variety of cycles. The university Strategic Plan goal indicators and targets are reviewed annually and the assessment is recorded in the university Institutional Effectiveness portal. The Plan's urgent initiatives are handled similarly. [[Strategic Plan Outcomes 2009 - 2013](#)] More broadly, unit goals, program and student outcomes are assessed and recorded as part of the IE Portal as required by the institutional effectiveness policy. Exclusive of academic program outcomes, the portal reported information on over 375 program outcomes in Academic units working toward the university mission; 101 in academic support; 155 in administrative units; and in Toto in 2011-2012, the IE portal maintained information on 631 program outcomes (exclusive of 2 accreditation outcomes, up from 573 program outcomes in 2010-2011 as well as nearly 1400 student learning outcomes. By 2011-2012, the number had grown to 633 program outcomes. [[PO Sampling Matrix 2012 Base](#)] [[Number of Outcomes in IE Portal by Year and Type](#)] [[Item Summary IE Portal 2010-2011](#)] This process together with President's annual Budgeting and Planning effort insures that all aspects of activities aimed at realizing the university's mission are examined critically each year. [[FSU Budget Planning 2010-2011 Division Summaries pt1](#)] [[FSU Budget Planning 2010-2011 Division Summaries pt2](#)]

These results are compiled, synthesized and reported to the Florida Board of Governors annually in the university in a template aligned with the State University System Strategic Plan. [[FSU BOG 2011-12 Accountability Report FINAL](#)] [[FSU 2010-11 Annual Report FINAL](#)] The Accountability Report covers six specific areas of the institution: financial resources, personnel, enrollment and space, undergraduate education, graduate education, and research and economic development activities. It complements and reports on the annual Work Plan which focuses on key performance indicators in three areas: academic quality, operational efficiency and institutional return on investment. [[FSU BOG Work Plan 2012-13 Workplan FINAL](#)] The submissions are used to demonstrate to the Board of Trustees and the Florida Board of Governors that the university is effectively accomplishing its mission.

Again, as noted above, the University Strategic Plan will be completely revisited following the expiration of the current plan. Several university reviews are done on a seven year cycle and limited in scope. The academic program reviews are done every

seven years as are the substantive reviews of university centers and institutes. These Quality Enhancement Reviews incorporate external assessment and are summarized and then submitted to the Florida Board of Governors. The Office of Institutional Research maintains an archive of the complete reviews with the data elements on-line. [[QER Elements Office of Institutional Research - Florida State University 2013](#)] An archive of all Center and Institutes is maintained on the Provost's web page. [[Institutes and Centers at FSU on Provost Site](#)] [[Sample C and I Evaluation Report 2010 Provost's Site](#)]

The administrative operations of the university are subject to regular assessment and reevaluation outside the annual cycle in a variety of different ways. One occurs through the various functional planning processes, where goals, objectives and performance are considered. Work in Student Affairs, for example, is evaluated in the light of a couple of surveys conducted every three years [[FSU - Student Affairs Office of Research and Assessment page](#)] Another occurs through the university Office of Inspector General Services (IGS). Their work plan is keyed toward a risk assessment based in part on interviews with the President, the vice president and other central administrators. Audit reports and memos are considered by university leadership as they are completed. Actions of the IGS are summarized in the annual report [[FSU IGS Annual Report 2011-12](#)] Yet other assessments go on through processes such as specialized accreditations involving many academic programs and the occasional administrative one (e.g. the police department) and the requirements of federal agencies related to the receipt of federal funds. These last involve activities such as animal care, a series of campus laboratories and research compliance

The institutional effectiveness portal records the efforts of units to improve their quality over several years. A sample shows that the university has a sustained, documented history of assessment cycles that work to make improvements consistent with its mission. [[Mechanical Engineering Student Learning Outcomes in IE Portal 3 Years Example](#)] [[GPCME Report Final Mechanical Engineering 2011](#)] [[GPC list of reports on Mechanical Engineering 2011](#)] [[Graduate Policy Reviews list 2011](#)] [[Mechanical Engineering Data booklet 2011](#)] [[Academic Outcomes over Time in 5 Programs](#)] Some entries aim for university wide improvements such as priorities and initiatives established in the strategic plan. Others focus on the activities of individual units. The data in the attached minutes show that on-going evaluations are used to make decisions for improvement. [[UBAC Enrollment Budget 2010 06 17 Meeting Booklet](#)] [[Enrollment Management Committee Minutes September 10 2010](#)] [[Enrollment Management Committee Minutes September 24 2010](#)] [[Enrollment Management Committee Minutes November 19 2010](#)] [[Enrollment Management Committee Minutes October 8 2010](#)] [[Enrollment Management Committee Minutes December 3 2010](#)] [[Enrollment Management Committee Minutes February 15 2013](#)] [[Enrollment management Committee Minutes February 1 2013](#)] [[Enrollment Management Committee Minutes January 18 2013](#)] [[Enrollment Management Committee Minutes April 20 2012](#)] [[Overview of Empirical analysis in Retention Graduation 2012](#)] The university also conducts academic program reviews and evaluations of Centers and Institutes on scheduled cycles. [[QER 2013 schedule](#)] [[Center and Institute Evaluation](#)]

[Cycle\]](#)

## **The Institutional Effectiveness Process and the Budget**

The university institutional effectiveness policy links the assessment and budget processes of the university. Within the Institutional Effectiveness Portal results for every outcome are assessed and improvements made or proposed actions based on those results are recorded. In circumstances where additional fiscal resources are needed, the need for some budget action is noted. [[IEP User Manual Budget Entry](#)] These submissions are reviewed and recorded by deans and unit directors throughout the university. They are then considered along with other activities and included when appropriate in the responses to the President's annual budgeting and planning request. [[EG Budget Planning Request 2012-2013 IE Portal](#)] Such requests and statements of need are included in the annual work plan, reviewed and approved by the university Board of Trustees, and then submitted to the Florida Board of Governors. The work plan, tied to the annual accountability report, includes the annual Legislative Budget Request which is reviewed by the Board of Governors. The Board of Governors, after consideration of all university work plans, then submits a request to the Legislature and Governor for fiscal resources. [[BOG LBR Development and Work Plans Agenda September 2012](#)] [[BOG Agenda Legislative Budget Request Action September 2012](#)]

The periodic academic program reviews (QERs) solicit information on the resources needed of each program. They ask that faculty involved with each program analyze the adequacy of the physical facilities used by the program as well as concerns over information technology and the library. They examine the support of graduate students and solicit information on outstanding issues such as salary compensation and adequate numbers of program faculty. [[QER Manual 2013 Revised Budget Resources](#)] [[QER Interior Design Resource and Assessment Selection](#)] [[VATD Interior Design QER review needs in IT 48](#)] Review of this information and analysis results in improvements which enhance institutional quality.

If the university is provided funds from the Legislature or derives funds from student tuition, these E&G funds are subject to distribution by the President and cabinet in consultation with the Board of Trustees. The initial allocation is provided to the various Divisions after consideration of unit requests and on-going commitments. The funds provided each Division are then allocated internally again considering requests and on-going commitments. Within Academic Affairs funds have often been distributed through a so-called "Deans formula" that is sensitive to enrollment considerations and on the basis of pressing issues of need and quality. In recent years, the fiscal situation has been such that there has been little if any E&G funds to distribute to the various divisions. Units with funding sources other than E&G such as auxiliary or carry forward funds, typically have authority to expend those monies consistent with the practices in their division. In the same fashion, division practices govern the expenditure of funds from contract and grants, overhead recovery, and Foundation funds. In such cases, unit needs as reflected in units requests and as part of the institutional effectiveness process are part of the fiscal equation.

## **The Internal and External Constituents and Stakeholders Involved in the Planning and Assessment Process**

The university Strategic Plan was developed involving the university community and interested friends of the university. A strategic planning committee consisting of 22 representatives from across campus, including faculty, staff and students, was formed in 2007. [[FSU Strategic Planning Committee 2007 membership and website](#)] The committee conducted a survey in late 2007 and received responses from over 5,600 individuals - 872, staff, 614 faculty, 3860 students, and 260 other, many of whom were alumni. In all over 1,500 comments were received from the open ended question on the survey with additional comments solicited by a committee website. [[Strategic Planning Survey Response PowerPoint December 2007](#)] The committee considered the survey results and deliberated into the next summer. The Provost also convened a committee of 9 external members that meet with members of the internal committee on several occasions. [[Strategic Plan External Committee Dec 5 2008](#)]

The Strategic Plan Committee drafted a new university mission statement after a thorough review of the existing one and authored a number of issue papers. [[FSU Strategic Planning Committee 2007 - Minutes\\_16 Nov 2007 re Mission](#)] Committee members briefed the Faculty Senate Steering Committee and the Senate. In the summer of 2008, a drafting committee worked with the Chair of the committee to compile the results of the committee deliberations. The Committee issued preliminary recommendations on September 12, 2008 after 14 full committee meetings. In November, 2008, the committee then again sent a survey to the campus community to obtain reactions to the draft plan. It received 169 pages of comment and 627 responses. [[SP Survey Results Contingency Table 1 2007](#)] [[SPC Survey Results-Open Ended Comments](#)] The plan also was reviewed and revisions suggested by the Faculty Steering Committee. [[Senate Steering Committee Changes to Draft SP Plan 2008](#)] Suggestions were incorporated into the draft and the draft submitted to the President and Provost. The approved plan was submitted to the university BOT in February 2009, approved and submitted to the Florida Board of Governors.

Since 2009, the strategic plan has been reviewed as part of the annual work plan for submission to the Florida BOG. [[FSU 2012-13 Workplan](#)] It has not been revised. It has been supplemented, however. The President did ask the academic deans, working with the faculty, to develop so called "big ideas" in the summer of 2010. He also put out a call to the entire campus in November to that year as a focus for the campus fund raising effort. His goals were to inform the funding topics: Transform a new generation of students, Power a great university to new academic heights, Realize the "Big Ideas" that will shape the future, Strengthen our life-long connections, and Honor our unconquered spirit. This solicitation generated literally hundreds of ideas which were gradually distilled into a set of "big ideas" that have since been an additional focus of campus priorities. In the fall of 2011, the President convened a meeting of all deans to narrow the list of ideas. Later he held meetings across the country with hundreds of friends of FSU to discuss and further refine the concepts. A final list was produced towards the end of 2011. [[Big Ideas Compilation with Prospective Funding Projects 2012](#)] The "Big Ideas" were aligned with the university strategic plan for reporting

purposes. [[Big Ideas aligned with Strategic Plan FSU 2012](#)] Aspects of the "Big Ideas" have been implemented, especially those requiring non-recurring resources or organizational energies. But others have been incorporated in the university's annual legislative budget request.

Both the university strategic plan and the "big ideas" involved large segments of the university community. They are ongoing priorities. Annually, the university institutional effectiveness policy establishes processes in which units identify and evaluate their program outcomes, assess their progress on unit goals and develop budget request. [[IEP Contact September 2012 Major Units](#)] [[IE Portal User List](#)] Undergraduate Student Learning Outcomes are submitted and reviewed annually by the BOG. [[Learning Outcome report cover letter to BOG January 2012](#)] [[Academic Learning Compacts - Status Report to BOG Jan 2012](#)] These outcomes are listed on the university's on-line Undergraduate Academic Program Guide for all students to review. [[Academic Program Guide, Majors, Learning Outcomes and Academic Maps FSU](#)] [[Sample Learning Compact Finance](#)]

Unit directors are involved in both the assessment of program outcomes and the review of goals and accomplishments. They also aggregate budget requests and forward them according to the protocols in each unit. Within Academic Affairs, for example, Deans compile and distill the information, shaping the response to the Provost on allocation of resources. In some colleges, deans involve advisory committee intimately, soliciting advice. [[List of Academic College Boards 2013](#)] The involvement is broad, but often limited to the leadership cadre in each unit.

The Faculty Senate University Budget Analysis Committee (UBAC) consisting of six faculty members along with the Vice Presidents and other administrators meets as convened by the President several times a year. [[UBAC Committee 6 2012 Meeting Booklet \(4\) Schedule](#)] The UBAC reviews enrollment planning, targets and performance in depth along with campus staffing and financial plans. The committee typically focuses on budget issues in relationship to university goals and objectives. [[UBAC Committee Enrollment and Budget Feb 28 2013 Meeting Booklet](#)] [[UBAC Enrollment and Budget 2010 06 17 Meeting Booklet](#)] [[UBAC Enrollment and Budget 2011 04 21 Meeting Booklet](#)] [[UBAC Enrollment and Budget 2011 06 023 Meeting Booklet](#)] [[UBAC Enrollment and Budget 2011 12 19 Meeting Booklet](#)] [[UBAC Enrollment and Budget 2012 01 26 Meeting Booklet](#)] It offers advice to the President and university leadership outside the parameters of the Senate Steering Committee and the Collective Bargaining Processes.

Beginning in 2008, the then-university President Wetherell formed a 12 member Budget Crisis Committee, composed of administrators, faculty members and students, to deal with the deteriorating fiscal position of the state government and its ramifications for campus. [[Budget Crisis Committee membership 2008](#)] It met regularly from the fall of 2008 until the summer of 2009 when large reductions were required by the state. The Committee reviewed options, solicited opinions, and made recommendations which were adopted by the University Board of Trustees. In July 2010, President Barron convened an expanded version of the Committee to consider the continued decline in

state funding and discuss actions. [[Budget Committee Nominees-1 6 2010](#)] The new committee was composed of 38 members including the Faculty Senate Steering Committee as ex officio. [[Budget Crisis Committee Membership 2012](#)] This included faculty members from every college. The Budget Crisis Committee met several times in 2010 and 2011 focusing on the continued recurring revenue shortfall of the university and the implications for declining faculty numbers and the increasing student-faculty ratio. The Committee did not meet in 2012 but has been maintained as part of the President's on-going handling of the university financial management structure.

As noted earlier, the university conducts academic program reviews on a seven year cycle. [[QER 2013 schedule](#)] Each review builds on a self-assessment of departmental programs developed and written by the relevant faculty. The self-assessment is submitted to the Vice President for Planning and Programs, the Vice President for Faculty Development and Advancement, the Chair of the Faculty Senate Graduate Policy Committee and the Chair of the Faculty Senate Undergraduate Policy Committee. The Chair of the department under review and the Vice President for Faculty Development and Advancement invited one to three and typically one external reviewer to review the self- assessment, visit campus, and meet with faculty, staff and students. The external reviewer submits another assessment of the department and its programs. [[Interior Design External Rev Report 2.27.2010](#)] [[Interior Design GPC Report 4.7.2010](#)] [[GPC-Recommendations Interior Design SP10 2009](#)] [[Interior Design Deans Action Plan](#)] [[Provost Recommendation QER 2010-11 include Interior Design](#)] Both assessments are then reviewed by a team of administrators and Committee members from the Faculty Senate who also talk to faculty in the department with programs under review. [[QER Template of activities](#)] The various reviews consider program planning and assessments produced by the department and those made by the external reviewer. Results of the QER process are submitted to the BOG for consideration and review. [[BOG Academic Program Portal Review Schedule Update](#)] [[BOG Welcome Screen Academic Program Review Portal](#)] [[BOG Academic Program Summary View Chemical Engineering Example](#)] [[Florida BOG Center and Institute Portal Music Center Example](#)]

University planning and performance is subject to annual review by the university Board of Trustees which must consider and recommend the annual work plan and accountability report to the Florida Board of Governor. The Trustee meetings are broadcast both on the web and televised for the university community. [[The Florida State University - Board of Trustees Webcast archives](#)] The annual work plan contains performance against state and national benchmarks in areas significant for the State University Strategic Plan and largely duplicative to the university strategic plan. The measures are supplemented with narrative on performance and plans that are reviewed by the President, Provost and cabinet members along with requests for additional state resources. The Florida BOG typically incorporates the work plans into the deliberations of their strategic planning committee before submitting to the full Board of Governors. [[BOG Meeting Archive Strategic Planning Committee June 2012 Agenda with Work Plans](#)] The President or Provost typically makes a presentation on university performance to the full Board of Governors. The BOG meetings are broadcast on the



web. [[BOG Meeting Archives with media links](#)]












## **Off-Campus Instructional Sites and Distance Learning**

The institutional effectiveness processes described above apply to all off-campus instructional sites and distance learning programs. Panama City, Florida, Sarasota, West Palm Beach, Jacksonville, Gainesville and distance learning are included as elements of the annual institutional effectiveness process. They report within the Division of Academic Affairs and work identically to other units. [[Sample Student Learning Outcomes Off Campus Instructional Sites](#)] [[Sample Program Outcomes Panama City Florida and Panama City Republic Of Panama](#)] [[Student Learning Outcomes Examples Film and Theatre](#)]






The circumstance of the off campus site in Panama City, Republic of Panama is a bit different. It reports program and student learning outcomes in the IE portal but decisions concerning improvements are made in differently. Its reporting arrangements are altered by the specific arrangement the campus has within Panamanian law and its organizational location within International Programs. The mission of the Panama City, Republic of Panama campus is "to serve the citizens of the Republic of Panama, to attract and enroll students from other countries, and to serve as a Study Abroad site for students and faculty of Florida State University." It is realized as a separate foundation of the International Programs Direct Service Organization (DSO). It has its own Board of Directors that report to the Director of International Programs and through him to the President of the university. The Rector of the campus conducts evaluations under the auspices of the Director of International Programs. The campus reports within the Institutional Effectiveness Portal. [[Example of Off Campus sites Outcomes in the IE Portal](#)] For the purposes of the IE approval process, the faculty provides the data, the Vice Rector prepares the submissions and the Rector approves the submissions at the Dean's level. Its budgetary process, however, goes indirectly through the International Programs to the provost. The Provost reviews the request of International Programs and forwards recommendations to the President.

The President of the university is the Chair of the U.S. based International Programs Association Inc. (IPA). IPA develops and approves a consolidated budget for all international programs, all locations, including the Republic of Panama campus. The President of the University approves the Panama Canal Zone budget. The IPA consolidated budget is also approved by the FSU Board of Trustees as are the budgets of all other university Direct Service Organizations (DSO). The IPA consolidated budget has separate lines for the Republic of Panama budgeted revenues and expenditures. Most of the funds of the Republic of Panama campus DSO are receipted and spent in Panama by the DSO and that entails the use of the funds according to the mission of the DSO versus the requirement to use the university's U.S. main campus services and related policies.

## Evidentiary Documents

-  [Academic affairs planning and Budget report.pdf](#)
-  [Academic Learning Compacts - Status Report to BOG Jan 2012.pdf](#)
-  [Academic Outcomes over Time in 5 Programs.pdf](#)
-  [Academic Program Guide, Majors, Learning Outcomes and Academic Maps \\_ FSU.pdf](#)
-  [Big Ideas aligned with Strategic Plan FSU 2012.pdf](#)
-  [Big Ideas Compilation with Prospective funding Projects 2012.pdf](#)
-  [BOG 2011-11-28 Strategic Plan 2012-2025 FINAL.pdf](#)
-  [BOG Academic Program Portal Review Schedule Update.pdf](#)
-  [BOG Academic Program Summary View Chemical Engineering Example.pdf](#)
-  [BOG Approval of Accountability Report January 11 2011.pdf](#)
-  [BOG LBR Development and Work Plans Agenda September 2012.pdf](#)
-  [BOG Legislative Budget Request Action September 2012.pdf](#)
-  [BOG Meeting Archive Strategic Planning Committee June 2012 Agenda with Work Plans.pdf](#)
-  [BOG Meeting Archives with media links.pdf](#)
-  [BOG Minutes Accountability Plan January 20 2011.pdf](#)
-  [BOG Minutes Work Plans June 21 2012.pdf](#)
-  [BOG Welcome Screen Academic Program Review Portal.pdf](#)
-  [BOG Work Plan Presentation with emphasis on efficiencies 2012.pdf](#)
-  [BOG Work Plan Subcommittee 2012.pdf](#)
-  [BOG Rule 1 001\(3\)\(c\) BOG BOT Strategic Plan.pdf](#)
-  [BOG Rule 1 001\(3\)\(d\) Work Plan and Accountability Report.pdf](#)
-  [BOG Rule 2.002 Work Plan And Annual Report.pdf](#)
-  [BOG Rules 1 001\(1\) Powers and Duties.pdf](#)
-  [BOT AGENDA February 2009 Strategic Plan.pdf](#)
-  [BOT MINUTES February 2009 Strategic Plan.pdf](#)
-  [BOT Minutes June-2012 Work Plan.pdf](#)
-  [Budget Crisis Committee membership 2008.pdf](#)
-  [Budget Crisis Committee Membership 2012.pdf](#)
-  [BudgetCommitteeNominees-1\\_6\\_2010.pdf](#)
-  [Center and Institute Evaluation Cycle.pdf](#)
-  [Centers and Institutes Home Page 2013.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Dean of Students Functional Planning documents.pdf](#)
-  [Division Student Affairs 11-12 Functional Planning Report.pdf](#)
-  [EG Budget Planning Request 2005-2006.pdf](#)
-  [EG Budget Planning Request 2009-2010.pdf](#)
-  [EG Budget Planning Request 2012-2013 IE Portal.pdf](#)
-  [EG Budget Planning Request 2012-2013.pdf](#)
-  [Elements in the Institutional Effectiveness Portal.pdf](#)
-  [Engineering Dean QER Action Plan Engineering FinalVersion 2011.pdf](#)
-  [Enrollment Management Committee Minutes April 20 2012.pdf](#)

-  [Enrollment Management Committee Minutes December 3 2010.pdf](#)
-  [Enrollment Management Committee Minutes February 1 2013.pdf](#)
-  [Enrollment Management Committee Minutes January 18 2013.pdf](#)
-  [Enrollment Management Committee Minutes November 19 2010.pdf](#)
-  [Enrollment Management Committee Minutes October 8 2010.pdf](#)
-  [Enrollment Management Committee Minutes September 10 2010.pdf](#)
-  [Enrollment Management Committee Minutes September 24 2010.pdf](#)
-  [Enrollment Mgmt Committee Minutes 021513.pdf](#)
-  [Example of Off Campus sites Outcomes in the IE Portal.pdf](#)
-  [Example of Outcomes in budget Process Facilities.pdf](#)
-  [External Review Industrial Engineering 2011.pdf](#)
-  [Faculty Senate minutes10-14-09 highlighted on Strategic Plan.pdf](#)
-  [Faculty Senate Minutes10-17-07 highlighted.pdf](#)
-  [Faculty Senate Minutes11-14-07 highlighted.pdf](#)
-  [Faculty Senate Minutes12-05-07 highlighted.pdf](#)
-  [Faculty Senate Minutes9-17-08 Highlighted.pdf](#)
-  [Faculty Senate Minutes9-19-07 highlighted.pdf](#)
-  [Faculty Senate Steering Changes to Draft Plan 2008.pdf](#)
-  [Finance and Administration PLANNING and BUDGET 2012-13.pdf](#)
-  [First revised mission and vision Ocotober 2007 with alternative.pdf](#)
-  [Florida BOG Center and Institute Portal Music Center Example.pdf](#)
-  [Florida Constitution Article IX sections 7\(d\) and 7\(c\) Board of Governors.pdf](#)
-  [Florida Statutes 1000.21\(6\)\(b\) State University System.pdf](#)
-  [Florida Statutes 1001.705\(2\) BOT Strategic Plan.pdf](#)
-  [Florida Statutes 1001.706\(5\)\(b\) and \(5\)\(c\) BOG Strategic and Accountability Plan.pdf](#)
-  [Florida Statutes 1008.46 State Accountability Plan.pdf](#)
-  [FSU - Student Affairs Office of Research and Assessment page.pdf](#)
-  [FSU 2012-13 Workplan.pdf](#)
-  [FSU Budget Planing 2009 - 2012 Academic Affairs Division Summary.pdf](#)
-  [FSU Budget Planning 2010-2011 Division Summaries pt 2.pdf](#)
-  [FSU Budget Planning 2010-2011 Division Summaries pt1.pdf](#)
-  [FSU IGS Annual Report 2011-12.pdf](#)
-  [FSU Strategic Plan Aligned with BOG Strategic Plan.pdf](#)
-  [FSU Strategic Planning Committee 2007 - Minutes on Mission 02 Nov 2007.pdf](#)
-  [FSU Strategic Planning Committee 2007 - Minutes on Mission 16 Nov 2007.pdf](#)
-  [FSU Strategic Planning Committee 2007 - Minutes 16 Nov 2007 re Mission.pdf](#)
-  [FSU Strategic Planning Committee 2007 membership and website.pdf](#)
-  [FSU FSU Institutional Effectiveness portal Entry page.pdf](#)
-  [FSU 2010-11 Annual Report FINAL.pdf](#)
-  [FSU BOG Work Plan 2012-13 Workplan FINAL.pdf](#)
-  [FSU BOG 2011-12 Accountability Report FINAL.pdf](#)
-  [FSU BOT Strategic Plan 2009.pdf](#)
-  [GPC List of reports on Mechanical Engineering 2011.pdf](#)

-  [GPC Rec Industrial Engineering 2011.pdf](#)
-  [GPC Report Industrial Engineering 2011.pdf](#)
-  [GPC-Recommendations Interior Design SP10 2009.pdf](#)
-  [GPCME Report Final Mechanical Engineering 2011.pdf](#)
-  [Graduate Policy Reviews list 2011.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [Graphic of Relationships in Annual Process.pdf](#)
-  [IE Portal Approval\\_manual 2013.pdf](#)
-  [IE Portal User List.pdf](#)
-  [IEP Contacts September 2012 Major Units.pdf](#)
-  [IEP\\_UserManual 2013.pdf](#)
-  [IEP\\_UserManual Budget Entry.pdf](#)
-  [IM Eng GPC Subcommittee Report Final Draft.pdf](#)
-  [ind\\_man\\_eng\\_data QER booklet.pdf](#)
-  [Institutes and Centers at FSU on Provost Site.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [Interior Design Deans Action Plan.pdf](#)
-  [Interior Design External Rev Reprt 2.27 2009.pdf](#)
-  [Interior Design GPC Report 4.7 2009.pdf](#)
-  [Item Summary IE Portal 2010-2011.pdf](#)
-  [Learning Outcome report cover letter to BOG January 2012.pdf](#)
-  [List of Academic College Boards 2013.pdf](#)
-  [Mechanical Engineering Data booklet 2011.pdf](#)
-  [Mechanical Engineering Student Learning Outcomes in IE Portal 3 Years Example.pdf](#)
-  [Mission Statement 2009.pdf](#)
-  [No of outcomes in IE portal by year and type.pdf](#)
-  [NSSE 2011-EEE Final Report II.pdf](#)
-  [NSSE 2011-LAC Final Report III.pdf](#)
-  [NSSE 2011-SCE Report I.pdf](#)
-  [NSSE 2011-SFI Final Report V.pdf](#)
-  [Office of Institutional Research Home page 2013.pdf](#)
-  [Overview of Empirical analysis in Retention Graduation 2012.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [PO Sampling Matrix 2012 Base.pdf](#)
-  [Provost Recommendation QERs 2010-11 include Interior Design.pdf](#)
-  [Q and A for IE Portal 2013.pdf](#)
-  [QER Elements Office of Institutional Research - Florida State University 2013.pdf](#)
-  [QER Home Page 2013.pdf](#)
-  [QER Interior Design Resource and Assessment Selection.pdf](#)
-  [QER Template of activities.pdf](#)
-  [QER-Industrial Engineering Self Study 2011.pdf](#)
-  [QER 2013 schedule.pdf](#)
-  [QER Manual Process 2012 REV.pdf](#)

-  [QER Manual 2013 Revised Budget Resources.pdf](#)
-  [Research FY 12-13 Planning and Budget Report June 8'12 \(3\).pdf](#)
-  [Sample Agenda Enrollment Management and Retention Committee 19 Aug 2011Agenda.pdf](#)
-  [Sample C and I Evaluation Report 2010 Provost's Site.pdf](#)
-  [Sample Learning Compact Finance.pdf](#)
-  [Sample Pages in Institutional Effectiveness Approval System.pdf](#)
-  [Sample Program Outcomes PC Florida and PC ROP.pdf](#)
-  [Sample Student Learning Outcomes Sample Off Campus Instr Sites.pdf](#)
-  [Select list of Enrollment Committee Meetings 2010-2011.pdf](#)
-  [Senate Steering Committee Changes to Draft SP Plan 2008.pdf](#)
-  [SLO Examples Film and Theatre.pdf](#)
-  [SP Survey Results Contingency Table 1 2007.pdf](#)
-  [SPC Survey Results-Open Ended Comments.pdf](#)
-  [Strategic Plan External Committee Dec 5 2008.pdf](#)
-  [Strategic Plan Outcomes 2009 - 2013.pdf](#)
-  [Strategic Plan Survey Contingency Table 1 initial 12 5 07.pdf](#)
-  [Strategic Planning Survey Response Powerpoint December 2007.pdf](#)
-  [Student Affairs EngagementReport July 2012.pdf](#)
-  [Summary of 2nd Survey of Campus Comment on the Strategic Plan Committee Recommendations Dec 2008.pdf](#)
-  [The Florida State University - Board of Trustees Webcast archives.pdf](#)
-  [UBAC Committee 6 2012 Meeting Booklet \(4\) Schedule.pdf](#)
-  [UBAC Committee Enrollment and Budget Feb 28 2013 Meeting Booklet.pdf](#)
-  [UBAC Enrollment and Budget 2011 04 21 Meeting Booklet.pdf](#)
-  [UBAC Enrollment and Budget 2011 06 23 Meeting Booklet.pdf](#)
-  [UBAC Enrollment and Budget 2011 12 19 Meeting Booklet.pdf](#)
-  [UBAC Enrollment and Budget 2012 01 26 Meeting Booklet.pdf](#)
-  [UBAC Enrollment Budget 2010 06 17 Meeting Booklet.pdf](#)
-  [VATD Interior Design QER review needs in IT 48.pdf](#)

**2.6** The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

The 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. [\[FSU Fact Book 2011-12, p.10\]](#) 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. Distance learning courses have been offered since 1998.

In Fall 2011, the institution had a total enrollment of 41,710 (31,851 undergraduates, 8,486 graduate students, and 1,373 non-degree students). [\[FSU Fact Book 2011-12, p.2\]](#) The university has sixteen colleges plus the Graduate School. [\[FSU Fact Book 2011-12, p.13\]](#) Students may take courses of study leading to a baccalaureate degree in 105 program areas, a master's degree in 116 different programs, an advanced master's/specialist's degree in twenty-three areas, a doctorate in seventy-five degree programs, and two different professional programs as per the University Fact Book. [\[FSU Fact Book 2011-12, p.8\]](#) A complete list of programs by degree level can be found on the university Degree Program Inventory. [\[FSU Fact Book 2011-12, pp.127-135\]](#) Enrollment headcount summaries by academic departments are published annually as well. [\[FSU Fact Book 2011-12, pp.57-59\]](#) The university publishes a history of annual enrollment by level since 1908 that demonstrates the long-term growth of the university. [\[FSU Fact Book 2011-12, p. 67\]](#)

### **Evidentiary Documents**

 [FSU Fact Book 2011-12.pdf](#)

**2.7.1** 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Programs offered

Florida State University offers more than 300 academic and professional degrees. Students may take courses of study leading to the baccalaureate degree in 105 degree programs, to the master's degree in 116 degree programs, to the advanced master's degree in 1 program, to the specialist degree in 22 degree programs, to the doctorate degree in 76 degree programs, and to the professional degree in 2 degree programs. The university offers 52 certificate programs. Details about these programs are discussed below in more detail. The requirements and limitations listed below are applied consistently to all off-campus instructional sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida), regardless of delivery mode.

### Associate of Arts certificate/degree

The Florida State University confers the associate in arts certificate upon students who complete all general education requirements with a minimum 2.0 GPA, which includes liberal studies requirements (36 hours) and general elective courses (24 hours) for a total of 60 semester hours. [[FSU General Bulletin 2012-2013, pg 95](#)] [[Fl. Statute, 1007.25 \(3\) General education; common prerequisites; other degree requirements](#)]. Students pursuing the associate of arts must also complete a writing requirement and a college mathematics requirement in fulfillment of Florida Board of Education (FBOE) Rule 6A-10.030, Florida Administrative Code, "Gordon Rule." [[6A-10.030](#)] FBOE Rule states the University may not impose any additional general education requirements on those students who enter the University with the associate in arts certificate or a statement of general education requirements complete on their transcript from a Florida public community college or university. As a result, some transfer students may be admitted with a credit distribution slightly different from that earned by students who completed their general education requirements at Florida State University.

### Certificate programs

University certificate programs differ from the associate of arts certificate in two fundamental ways. The first is that the associate of arts certificate is essentially a two

year degree program, with a relatively standardized curriculum mandated by the State of Florida. The associate of arts certificate serves as a deliberate and structured articulation mechanism between public schools within the State of Florida, and may be accepted as a two year degree by out- of-state schools or employers. The second difference is that the University certificates are intended to be concentrated or clustered areas of study, ranging from 12 to 21 hours, but in no way are advertised or represented as equivalent to a degree of any type. Certificates are credentials of the university and are reflected on student transcripts [[Certificate, Specialized Studies and Minor Policy](#)].

### **Specialized studies**

The university affords students the opportunity to engage in specialized studies. The specialized studies areas grew out of a need to recognize that students often pursue a clustered or thematic grouping of courses selected from their degree requirements and electives. Specialized studies are not a credential of the university as defined in the University's certificate policy [[Certificate, Specialized Studies and Minor Policy](#)].

### **Online certificates**

The University offers certificates tailored for both undergraduate student and graduate students. The program length for online certificates is determined by the same university policies and procedures that govern the creation and maintenance of all University certificates. [[Certificate, Specialized Studies and Minor Policy](#)] [[Online Student Support, certificates, rev 8-10-12](#)].

### **Bachelor's degrees**

Florida State University offers 105 baccalaureate degree programs, including bachelor of arts, bachelor of fine arts, bachelor of science in nursing, bachelor of music, bachelor of music education, bachelor of social work, and bachelor of science degrees [[FSU Fact Book 2011-12, pg 8](#)] [[FSU General Bulletin 2012-13, pg. 89, section "Degrees Offered"](#)]. Students pursuing a baccalaureate degree at The Florida State University must meet the same criteria as students receiving the associate in arts certificate, plus courses designated as multicultural-oriented (6 hours -- 3 hours for students with more than 60 semester transfer hours), computer competency (3 hours) and oral communication competency (3 hours) courses (unless otherwise exempted), and a minimum of an additional 60 semester hours of course work specific to their major area(s) of study [[FSU General Bulletin 2012-13, pg. 89, undergraduate edition, section "Baccalaureate Degree Requirements: An Overview"](#)].

A total minimum of 120 semester hours is required for most bachelor's degrees as specified by Fl. Statute 1007.25 (8) [[Fl. Statute, 1007.25 \(3\) General education; common prerequisites; other degree requirements](#)]. A total of thirteen degree programs in the areas of dance, engineering, education, music, nursing and theatre were granted exceptions to exceed the statutory 120 semester hour limit by the Board of Governors. These programs are indicated with an asterisk (\*) on the FSU Degree Program Inventory [[FSU Degree Program Inventory, rev 7-31-2012](#)]. The total hours required for a degree in any of these fields are spelled out in the General Bulletin, undergraduate



edition, and vary by discipline. The University does not offer any baccalaureate degree below the 120 semester hour minimum set by the state.

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 [[Fl. Statute 1007.25 \(5\) General education; common prerequisites; other degree requirements](#)]. Common course prerequisites for each identified major and degree are listed by department in the department section of the General Bulletin, [[FSU General Bulletin 2012-13, pgs. 163-405](#); for example: see, [Chemical and Biomedical Engineering, State of Florida Common Program Prerequisites, pg 191](#)].

### **Online Bachelor Degrees**

The University currently offers four bachelor degrees online: computer science, criminology, interdisciplinary social science, and public safety and security [[Online programs and Student Support, undergraduate, rev 8-10-12](#)]. All online bachelor degrees are subject to same statutory, Board of Governor regulations, and institution policy as the traditional face to face degree programs for the purpose of determining program length.

### **Master's and Specialist degrees**

The University confers master's level degrees in 116 degree programs. At the master's level, the University confers the 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 professional science, master of public health, master of science in planning, master of social work, specialist in education, specialist in library and information studies, and degrees [[FSU Fact Book 2011-12, pg. 8](#)]. Graduate work in any department must be preceded by sufficient undergraduate work in the field or a related one to satisfy the faculty of the department that the student can successfully complete graduate work in the chosen field. Master's and specialist degrees offered through all colleges except the College of Law, vary in the number of credit hours required to complete a specific degree program, but the University requires a minimum of 30 semester hours to complete any master's program [[FSU Graduate Bulletin 2012-13, section "Types of Programs", pg 85](#)]. The College of Law master's degrees in American Law for Foreign Lawyers and Environmental Law and Policy both require 24 hours. This is consistent with the national standard for law schools that offer master's of law (LL.M) degrees [example schools: [Berkeley Law LL.M](#); [Georgetown Law LL.M](#); [Harvard LL.M](#); [UF LL.M](#); [UM LL.M](#)].

## **Combined Bachelor/Master's degree programs**

Combined bachelor-master's degree programs allow approved students to complete up to 12 semester hours of graduate coursework while still an undergraduate [[Combined Degree Program-Questions-Answers](#)]. A program that wants to allow more than 12 hours must be approved by the Dean of the Graduate School. Students admitted to the combined programs may count the graduate work taken under these programs to both the graduate and undergraduate degrees, thereby shortening the time to completion by a semester or more. Combined degree programs are offered in eight colleges at the University and are structured such that students begin with the core or recommended class for a first year graduate student [[Combined Degree Programs](#)]. The program length for these degree programs remains the same as the regular bachelor and master's degrees in terms of the number for credit hours, 120 for the bachelors and the minimum of 30 for the master's degrees.

## **Online Masters/Specialist Degrees**

The University currently offers eleven graduate degrees, across thirteen majors, online: computer science, business administration, management information systems, risk/management/insurance, communication disorders, criminology, education leadership, instructional systems, library and information studies, nursing, social work, and special education. [[Online programs and Student Support, graduate, rev 8-10-12](#)]. All online bachelor degrees are subject to same statutory, Board of Governor regulations, and institution policy as the traditional face to face degree programs for the purposes of determining program length.

## **Doctorate and Professional degrees**

At the doctoral level, the University has 76 degree programs that include the doctor of philosophy, doctor of education, doctor of music, and doctor of nursing practice, across 12 of the total 17 colleges and schools, as well as in several interdepartmental and interdivisional areas [[FSU Graduate Bulletin 2012-13, pg 86](#)]. Two colleges, College of Law and College of Medicine, award professional degrees for juris doctor and doctor of medicine [[FSU Graduate Bulletin 2012-13, pg. 89](#)]. The Colleges of Business, Law, and Social Sciences and Public Policy, and the College of Social Work also offer joint programs in which a student may receive a jurisprudence degree and a master's degree in specific areas, such as urban and regional planning. Doctoral degrees require a minimum of 30 hours for the master's degree plus 24 hours of dissertation. In addition, to the initial thirty hours for the core mastery courses and the dissertation hours, most programs require additional course work in research and analysis methods, or demonstration of performance and creative talent appropriate to the field. This usually results in the student completing anywhere from 60 to 90 hours total for the doctorate. Doctoral programs also have a residency requirement as follows: After having finished thirty semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled at The Florida State University for a minimum of twenty-four graduate semester hours credit in any period of twelve consecutive months [[FSU Graduate Bulletin 2012-13, pg. 87, section "Residence"](#)].

## **Online Doctorate/Professional Degrees**

Select courses may be offered online and used to satisfy degree program requirements. However, the University does not offer any wholly online doctorate or professional degree programs.

## **Publication of Degrees, Degree Type, Degree Length**

The number, types and levels of degrees offered by the university are published in several places in both the FSU General Bulletin and the FSU Graduate Bulletin. These documents are made available to students and the general public, free of charge, through the university website or by request. The undergraduate and graduate editions are updated and published annually. General information about the university is identical in each edition. The web versions of the documents are updated annually when the new edition becomes available. Archival copies of previous editions are also available from the Office of the University Registrar's website. Archival copies produced prior to the implementation of an electronic archive are available in the Office of the University Registrar. In addition, information about online programs is made available to faculty, staff, students and the public through a number of departmental websites. The primary website that is used to communicate information about online programs, admission process, fees and requirements is the Office of Distance Learning [[Online programs and Student Support, graduate, rev 8-10-12](#), [Online programs and Student Support, undergraduate, rev 8-10-12](#)]. The FSU General Bulletin and the FSU Graduate Bulletin are made available to students at the Panama City branch campus and Republic of Panama branch campus via their website. [[FSU PC Bulletin Webpage](#)] [[FSU ROP General Bulletin Webpage](#)]

## **Program Creation, Modification, Discontinuation**

Academic units must follow a documented process to create, modify, or discontinue degree programs. Faculty within the department or College originate the requests that are coordinated by the Office of the Vice President for Faculty Development and Advancement. Florida Board of Governors regulation specifies for state universities the minimum criteria, standards, and program length that must be met and documented for the creation of new degree programs [[BOG Regulation 8.011 new programs](#)]. A meeting with staff of the Vice President for Faculty Development and Advancement and the faculty is required to start the process and includes assessing the nature of the proposal to determine the appropriate path. During this meeting the Vice President's office reviews the necessary documents, deadlines and requirements for completing a satisfactory proposal. The Vice President for Faculty Development and Advancement reviews the criteria for program length against generally accepted practices [[New Degree Proposal FSU Addition](#)] [[New Degree Proposal Template, rev 2011](#)] [[Major proposal](#)]. 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.

Major and 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 prior to the proposal proceeding [[UPC minutes April 2001, pgs 2-3](#)] [[GPC Review-Corporate and Public Communication MS Proposal 08-15-12](#)] [[GPC review Dance PhD. Permission to Explore Revised 9-13-12](#)] [[GPC Minutes 10-29-12](#)]. New majors, changes or teach out plans may be approved by the Board of Trustees and the State Board of Governors for doctoral and professional degrees. All new degree programs must be approved by the Board of Trustees, at a minimum. In the case of new degrees at the bachelor's, master's, or specialist levels, the Board of Trustees is the final approval point, with notification being sent to the State Board of Governors. All doctoral and professional programs follow the same approval path but must be approved by the Board of Governors before being implemented.

This coordinated process provides the University, and the governing bodies in the form of the Board of Trustees and Board of Governors, an opportunity to review the program creation or change requests to ensure that the degree adheres to the standards set by the University or state.

The approval process is applied consistently to all sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida), regardless of delivery mode.

### **Quality Enhancement Review (QER)**

The University conducts quality enhancement reviews of programs each year, regardless of location or mode of delivery, as required by BOG regulation 8.015 [[BOG Rule 8.015](#)] and includes committees of the Faculty Senate [[QER Manual 2012 Final, pg. 3](#)]. The review is staggered such that each program is reviewed every seven years, at a minimum. The QER process includes an in-depth self-study conducted by faculty within the program and committees from the appropriate Faculty Senate (Graduate Policy Committee or Undergraduate Policy Committee) and a review by external peers selected and submitted for approval [[QER Manual 2012 Final, pg 15](#)] [[External Reviewer's Report-Chemical and Biomedical Engineering](#)] [[External Reviewer's Report-Religion](#)] [[External Reviewer's Report-Social Work](#)]. Whenever possible and feasible, the program reviews are aligned to coincide with reviews conducted by discipline accrediting bodies. Faculty are specifically directed in this process to compare the curriculum to national programs and report any changes planned or made based on that review [[QER Manual 2012 Final, pg 30, question 41](#)]. Information gathered during the QER process is used to revise, modify and maintain appropriate focus within the program. The Office of Institutional Research maintains the QER documents from complete reviews and publishes on its website [[IR QER report list](#)].

#### **Evidentiary Documents**

 [6A-10.030 Other Assessment College-Level Communication and Computation Skills.pdf](#)

 [Berkeley LL.M.pdf](#)

 [BOG Regulation 8.011\\_new\\_programspdf.pdf](#)

-  [BOG Rule 8.015.pdf](#)
-  [Combined Degree Programs-Questions-Answers.pdf](#)
-  [Combined Degree Programs.pdf](#)
-  [Degree Program Inventory, rev 07-31-12.pdf](#)
-  [External Reviewer's External Report - Chemical and Biomedical Engineering.pdf](#)
-  [External Reviewer's Report - Religion.pdf](#)
-  [External Reviewer's Report - Social Work.pdf](#)
-  [FI Statute 1007.25 General education - common prerequisites - other degree requirements.pdf](#)
-  [FSU Fact Book 2011-12.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU PC Bulletin Webpage.pdf](#)
-  [FSU Policy for Certificates.pdf](#)
-  [FSU ROP Bulletin Webpage.pdf](#)
-  [Georgetown Law LLM.pdf](#)
-  [GPC Dance PhD. Permission to Explore Revised 9-13-12 .pdf](#)
-  [GPC minutes 10-29-2012.pdf](#)
-  [GPC Review-Corporate and Public Communication MS Proposal 08-15-12.pdf](#)
-  [Harvard LL.M.pdf](#)
-  [IR QER report list.pdf](#)
-  [Major Proposal.pdf](#)
-  [New Degree Proposal FSU Addition.pdf](#)
-  [New Degree Proposal Template, rev 2011.pdf](#)
-  [Online Programs and Student Support, certificates.pdf](#)
-  [Online Programs and Student Support, graduate.pdf](#)
-  [Online Programs and Student Support, undergraduate.pdf](#)
-  [QER Manual 2012 Final.pdf](#)
-  [UF LLM.pdf](#)
-  [UM LLM.pdf](#)
-  [UPC minutes April 2011.pdf](#)

**2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Florida State University offers degree programs [[General Bulletin, 2012-2013](#)] [[Graduate Bulletin, 2012-2013](#)] on the main campus in Tallahassee, six off-campus instructional sites (Panama City, Republic of Panama; Sarasota, FL; West Palm Beach, FL; Gainesville, FL; Jacksonville, FL, and Panama City, FL), and via distance technologies that 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." [[General Bulletin, p. 51, 2012-2013](#)] The programs are offered in fields of study that are appropriate for higher education.

The degree programs offered by Florida State University are itemized according to the Classification of Instructional Programs (CIP) taxonomy developed by the United States Department of Education's National Center for Education Statistics.

### Compatibility with Florida State University's Mission

Florida State University's undergraduate and graduate programs of study align with the University's Mission (noted above) as well as its vision to be "one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement." [[General Bulletin, p. 51, 2012-2013](#)] [[Chapter No. 2013-27, p. 67](#)].

**Undergraduate Programs:** Florida State University confers 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 degrees. [[General Bulletin, p. 89, 2012-2013](#)]

Students pursuing a baccalaureate degree on the main campus of Florida State University, two branch campuses, four off-campus sites, and via distance technologies must meet a number of State- and University-wide degree requirements as they progress through their course of studies. Freshman and sophomore students emphasize work in a broad-based liberal arts curriculum primarily through completion of courses within the Liberal Studies Program. The program most directly embodies the

University's commitment to the traditions of the liberal arts in seeking to foster a spirit of free inquiry into humane values, while developing the mind as an instrument of analysis and synthesis. It sees an understanding of one's self and of the natural and social environment as essential to the student's quest for knowledge and to responsible participation in society. The Liberal Studies Program is intended, therefore, to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations they have created, and the natural and technological world they inhabit. [[General Bulletin, p. 89, 2012-2013](#)]

First- and second-year students also complete prerequisite and basic coursework related to their particular areas of study. Students are strongly encouraged to select required coursework that will enhance their Liberal Studies coursework and that supports 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 (native or transfer) and are required components of the degree program with the State University System. Common prerequisites must be the same at all institutions to facilitate efficient transfer among all public Florida postsecondary institutions. [[Common Prerequisites Manual Catalog](#)].

Students at the junior and senior level complete the requirements of their chosen major and often of a minor field. They may also have to fulfill additional requirements specific to their college and/or certification requirements to engage in a particular profession for which their undergraduate major is preparatory. [[General Bulletin, p. 89, 2012-2013](#)]  
The Academic Maps and Program Descriptions are available for each major and detail appropriate timing of completion of required coursework. Major prerequisites and degree core structures 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 Program Guide 2](#)] [[Biology Map](#)] [[Economics Map](#)] [[English Editing Writing and Media Map](#)]

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 fields. Graduates from these fields are meeting the workforce needs of the state, nation, and global communities.

**Graduate Programs:** Graduate studies at Florida State University emphasize advanced degree programs that entail extensive research activities and preparation for careers in science, the arts, the humanities, as well as professions and technological fields. The University's diverse curriculum leads to graduate degrees with flexible options that allow students to form the program most suited to their academic and career goals. [[Graduate Bulletin, 2012-2013](#)]

Graduate students in many disciplines take advantage of the University's main campus location in Florida's seat of government. More than 100 state and federal agencies provide students with opportunities for internships, research, and part-time jobs that match almost all areas of academic interest. Graduate students in such diverse fields as environmental science, urban and regional planning, social work, business,

governmental affairs, population studies, public administration, and law are often funded by federal grants, supported by international organizations, and have ready access to state government information. Students are also able to pursue a Master of Social Work degree at off-campus instructional sites in Panama City, Gainesville and Jacksonville, Florida; a Master of Fine Arts at the Asolo Conservatory in Sarasota, Florida; and master's degrees in several fields at the Panama City campus in Panama City, Florida. Eight of the academic colleges offer master's degrees (15 total) via distance technologies.

The University's spectrum of graduate programs reflects its status as a major research university and its roots as a liberal arts institution. Master's and doctoral programs in the creative and performing arts are among the finest in the country and complement outstanding programs in the sciences including physics, earth, ocean, and atmospheric sciences, chemistry, and psychology. Specialist degrees in education are also offered.

Florida State University in partnership with the Florida A & M University (a historically black university) also located in Tallahassee, offers undergraduate and graduate programs in engineering through the jointly administered College of Engineering. Graduates of the College of Engineering are awarded separate credentials. This unique arrangement is contributing to a more diverse workforce.

### **Appropriateness to Higher Education**

The undergraduate and graduate degree programs offered by Florida State University are similar to other large comprehensive institutions. All of the programs are included in the United States Department of Education's CIP Taxonomy. The programs fall into the following general disciplinary categories:

- Arts (visual and performing)
- Biological, physical and mathematical sciences
- Business
- Communication
- Education
- Engineering
- Family and consumer sciences
- Health sciences, including medicine and nursing
- Humanities
- Law



- Library science
- Social sciences and public administration

### **Ensuring Programs are Mission-Relevant, Coherent, and Appropriate**
















The University has clearly delineated policies and procedures that departments and colleges follow to establish, modify, or terminate degree programs (regardless of where they are offered or the mode of instruction) and to add, delete or modify existing course offerings that comprise such academic programs. [[Curriculum Manual](#)] These policies and procedures ensure among other things the focus and coherence of all degree programs offered by the University.

Changes to courses, majors or degrees are first developed and reviewed at the unit level. All courses must have clear objectives and must contribute to the knowledge base within a specific degree program. [[Syllabus](#)] Once approved at the unit level, individual course proposals [[Curricular Request Form](#)] are forwarded to the appropriate college committee and then to University-level committees for peer review. The committees review each course for academic requirements; 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. Only courses approved by the University Curriculum Committee [[Curriculum Manual](#)] are forwarded to the Office of the University Registrar for inclusion in the general inventory of course offerings and publication in the General or Graduate Bulletin. The Curriculum Manual outlines the process to be followed for both undergraduate and graduate courses. By default, all courses other than individualized and internship courses are approved as face-to-face standard classroom courses. To offer a course by any alternative mode such as online learning, approval has to be obtained for the specific alternative mode requested. [[Alternative Modes of Instruction Approval Form](#)] This approval procedure is precisely parallel to the normal course approval process, under the control of the University Curriculum Committee and University's Distance Learning Committee, which also reviews all proposals to offer undergraduate degrees with substantial distance component. [[Online Undergraduate](#)] The Graduate Policy Committee approves graduate degree programs both face-to-face and involving distance technologies. Requests to convert existing face-to-face graduate degree programs to the distance mode must be submitted to the Graduate Policy Committee for review and approval by The Dean of The Graduate School. [[Convert to online](#)]

Requests for new majors or degrees 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. 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 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). 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 the FBOG. [[Degree flowchart](#)] Once implemented, the new degree/major is included in the periodic University quality enhancement review cycle. After a major has been approved, the unit offering the major is responsible for maintaining currency of the major's structure and content, and may change major requirements without seeking higher-level approval, so long as all individual courses involved have been approved by the University. Only approved changes are forwarded to the Office of the University Registrar for publication through the Bulletin, 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

-  [Academic Program Guide 2.pdf](#)
-  [Alternative Modes of Instruction Approval Form.pdf](#)
-  [Biology Map.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Common Prerequisites Manual Catalog.pdf](#)
-  [Convert to online.pdf](#)
-  [Curricular Request Form.pdf](#)
-  [Curriculum Manual.pdf](#)
-  [Degree flowchart.pdf](#)
-  [Economics Map.pdf](#)
-  [English Editing Writing and Media Map.pdf](#)
-  [General Bulletin.pdf](#)
-  [Graduate Bulletin.pdf](#)
-  [Online Undergraduate.pdf](#)
-  [Syllabus.pdf](#)

**2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. 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. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

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 five areas of liberal studies provide students with essential competencies and introduce the student to broad areas of knowledge. The rationale for the Liberal Studies Program is detailed in the General Bulletin and relates directly to the university mission, in particular our commitment to a philosophy of learning strongly rooted in the traditions of the liberal arts. [[Florida State University, General Bulletin, p.51, 2012-2013](#)] [[Florida State University, General Bulletin, p.90, 2012-2013](#)]

Students are required to complete (or be exempted from with credit) a minimum of six semester hours of mathematics and six semester hours of English composition, six to twelve semester hours in social science/history, five to eleven semester hours in humanities/fine arts, and seven semester hours in natural science (one course must be accompanied by a scheduled laboratory) for a total of thirty-six semester hours; which comprises a minimum of 25% of any student's degree program.

The general education requirements for all undergraduate degrees are consolidated in the Florida State University Liberal Studies program and in the required Oral Communication, Computer Skills, writing, and Multicultural competencies. The Undergraduate Policy Committee (UPC), a standing committee of the Faculty Senate with membership representative of all of the Colleges housing undergraduate programs has primary oversight of the Liberal Studies Program and courses meeting required competencies. The Dean of Undergraduate Studies, or his or her designee, serves as an ex-officio member of this committee.

New courses proposed to the Liberal Studies curriculum go through a rigorous review process conducted by the UPC [[Liberal Studies Requirement Request Form to Approve a Course](#)] to ensure that they support the goals of the Liberal Studies program. Courses approved by the UPC for Liberal Studies and/or writing credits must also be confirmed

by the Faculty Senate. UPC policy documents clearly spell out the criteria for approval and, in the Humanities/Fine and Performing Arts area, preclude courses that are narrow, vocational or technical in nature. [[Learning Outcomes for the Liberal Studies Program; p.4 2012](#)] Additionally, the UPC conducts an ongoing review of courses approved for Liberal Studies History/Social Sciences, Humanities/Fine Arts, and Natural Science credit as well as the competency areas of Multicultural Understanding and Oral Communication to confirm that they still meet the stated criteria for each area. This review process is described in the UPC "Course Review Process" [[Liberal Studies Course Review Process](#)] policy document. Data on student learning outcomes for Math and English are also reviewed annually by the UPC.

The UPC has established Learning Outcomes for each of the areas of Liberal Studies as well as for the Multicultural, Oral Communication, and Computer competencies. The UPC revised the approvals, time frame, and criteria forms during 2001-2002 and again in 2012 to ensure the desired Learning Outcomes [[Learning Outcomes for the Liberal Studies Program, 2012](#)] for each component of the Liberal Studies and Required Competencies were updated and clearly expressed and that the criteria and competencies for each area meet collegiate standards and satisfy the criteria of the statewide common course numbering review committee. [[Articulation DOE Webpage](#)]

Approved courses incorporate and assess these student learning outcomes. It should be noted courses used to meet the requirements for the Humanities/Fine and Performing Arts are not skills courses but rather are "pure" courses in the humanities.














The Liberal Studies Program and the Oral Communication, Computer Skills, Writing Requirement, and Multicultural competencies are required elements of every undergraduate degree offered by Florida State University. Some majors require or recommend specific courses while others give students the opportunity to select from all available approved courses [[Table of degree programs and required general education courses](#)]. The programs of study for individual majors are the responsibility of the appropriate colleges and schools within the University. The Academic Maps and Program Descriptions for each major indicate any specific Liberal Studies (General Education) courses that are required for a particular major as well as appropriate timing of completion of coursework in the various Liberal Studies areas. For examples see the Program Guide descriptions and Academic Maps for the Philosophy and Finance majors [[Philosophy Program Description](#)] [[Map for Philosophy](#)] [[Finance Program Description](#)] [[Map for Finance](#)]. Academic Advisors are also trained in both the structure of and rationale for the liberal studies curriculum and competencies and provide guidance to students in selecting appropriate courses to fulfill university requirements. [[Advisor Basic Training Agenda](#)]

The Liberal Studies requirements and courses meeting the competency requirements are published in the University Undergraduate Bulletin, along with program requirements for individual majors. All requirements and limitations apply to all degrees and all off-campus instructional sites. A student may take some general education courses online that meet a portion of the Liberal Studies requirements for an undergraduate degree, but most of the general education curriculum is not available

online. The lists of currently approved courses that satisfy university-wide requirements are available in the General Bulletin. [[Florida State University, General Bulletin, p.90](#)]

The Liberal Studies requirements must be met by completion of appropriate coursework or by combination of coursework and credit by examination within the set limits. These limits include 1) the restriction of a maximum of thirty semester hours of credit earned through examination may be applied to the Liberal Studies requirement, 2) an overall 2.0 average or better is required for coursework used to satisfy the liberal studies requirements, 3) a grade of "C-" or better in each of the courses used to fulfill the Liberal Studies requirements in mathematics, English composition, and four more liberal studies courses designated by the Undergraduate Policy Committee as requiring 3,000 words of writing, 4) no courses taken on a satisfactory/unsatisfactory (S/U) basis may apply to the liberal studies requirement, and 5) a student who transfers to Florida State University will have their coursework evaluated by the Office of Admissions to determine initial credit, followed by a course by course liberal studies evaluation by the Division of Undergraduate Studies [[SASS Transfer Course by Course Evaluation](#)]. A student who transfers to Florida State University from a Florida public community/junior college or senior institution will be deemed to have satisfied the University's liberal studies requirement if all general education requirements stipulated by the community/junior college or senior institution have been met and the student's transcript has been so marked.

#### Evidentiary Documents

-  [Advisor Basic Training Agenda.pdf](#)
-  [Articulation DOE Webpage.pdf](#)
-  [Finance Academic Map.pdf](#)
-  [Finance Program Description.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU General Bulletin 2012-13 Mission.pdf](#)
-  [L.S.-Writing Requirement Req. Form rev June 2012.pdf](#)
-  [Learning Outcomes for the Liberal Studies Program 2012.pdf](#)
-  [Liberal Studies Course Review Process.pdf](#)
-  [Philosophy Map.pdf](#)
-  [Philosophy Program Description.pdf](#)
-  [SASS Transfer course by course evaluation; Out of State.pdf](#)
-  [Table of degree programs and required general education courses 1.pdf](#)

**2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") **(Coursework for Degrees)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Florida State University offers degree programs at the bachelor's, master's, specialist, and doctoral levels as well as in two professional areas, and provides instruction for all course work required for each program. Requirements apply regardless of delivery mode.

Course descriptions for all courses available in each degree program as well as degree requirements for every degree offered may be found in the General Bulletin and Graduate Bulletin. Below are examples for each degree program, showing that instruction for all coursework is provided.

Bachelor's Degree: Department of History. [[History - FSU General Bulletin 2012-13, p263](#)]

Master's Degree, Combined Bachelor's and Master's Degree, Combined Master's and Juris doctorate Degree: The Askew School of Public Administration and Policy. [[Public Administration - FSU Graduate Bulletin 2012-13, p319](#)]

Specialist Degree: Library and Information Studies. [[Library and Information Studies - FSU Graduate Bulletin 2012-13, p258](#)]

Doctoral Degree: Psychology. [[Psychology - FSU Graduate Bulletin 2012-13, p314](#)]

Juris Doctorate Degree (J.D): Law. [[Law - FSU Graduate Bulletin 2012-13, p255](#)]

Medicinae Doctorate Degree (M.D): Medicine. [[Medicine - FSU Graduate Bulletin 2012-13, p278](#)]

### Evidentiary Documents

 [FSU General Bulletin 2012-13.pdf](#)

 [FSU Graduate Bulletin 2012-13.pdf](#)

**2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of the university's academic programs.

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." The Carnegie Foundation for the Advancement of Teaching classifies it as a university with very high research activity. [[Florida State University Carnegie Foundation Classification](#)] Under state law, it qualifies as a "preeminent state research university." [[Chapter 2013-27 Laws of Florida Preeminent State Research University Program](#)] Teaching and service, however, lie at its heart, as a public university.

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. This is true of both tenure and non-tenure track faculty. [[Faculty Performance Evaluations Merit pay Increases Process for Non-Tenure Faculty Example](#)] [[Tenure Expectations Provost Overview](#)] The number of faculty recruited to the university to fulfill its mission is governed by a number of factors, three of which are especially significant: requirements regarding the numbers of hours faculty members must teach; requirements regarding the number of students the university must enroll; and requirements regarding each faculty member's relative assignment among teaching, research and service. First, faculty members are required by Florida Statutes [[Florida Statutes 1012.945 12 Hour Teaching Requirement](#)] [[University 12 hour rule and Assignments of Responsibility](#)] [[Faculty Handbook Assignment considerations and 12 hours requirement, p. 72](#)] to teach a minimum of 12 classroom contact hours per week or do equivalent assignment each term. This so-called "12-hour law" puts bounds on teaching workload and helps determine the number of faculty needed to instruct enrolled students. Second, enrollment, for its part, is set by legislature, annually constraining the numbers of students at each level for whom the university offers instruction. Under state law planned enrollment and program cost categories are the basis for the allocation of appropriated funds to the universities. [[Florida Statutes 1011.90 State Funding and Planned Enrollments](#)] 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 assignments of faculty, for tenure-track faculty, about two courses per

term and for non-tenure track faculty about 4. These bounds help determine the amount of effort faculty members can devote to research and service. [[Philosophy Bylaws Teaching Load Example](#)] [[Statistics By-Laws 4 courses per year typical example](#)] The confluence of these factors shapes the number of full-time faculty members needed to achieve the university mission. Both the Faculty Handbook and the Faculty Collective Bargaining Agreement recognize, however, the importance of considerations involving the needs of a program or department and as a result the determination of the numbers of faculty members necessary to achieve the university can only be approximate. [[ByLaws Political Science Differential Teaching Assignment Example](#)]

The Florida State University Faculty Handbook reads that:

“The term “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-ranked.” The “non-ranked” group includes the “rank equivalent” faculty (applies to the various levels of Scholar/Scientist/Engineer and Curator), the various librarian ranks, and the lecturer rank, as well as the faculty positions that carry no assigned rank.” [[Faculty Handbook Assignment considerations and 12 hours requirement p. 12](#)]

Faculty members hold various types of compensated appointments, such as regular, research, visiting, acting, provisional, or adjunct (or visiting in lieu of adjunct), 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 non-tenure track (not tenure earning and non-tenured),
- instructional or non-instructional,
- full-time or part-time,
- funded from Education and General (E&G) recurring Legislative appropriations or from
- “soft money” [faculty, 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 (referring to the collective bargaining unit; for the list of in-unit classification titles, see Appendix A of the Collective Bargaining Agreement).” [[Faculty Handbook Assignment considerations and 12 hours requirement p. 12](#)]



The role of non-tenure track faculty has been the subject of collective bargaining. Their assignment of responsibilities and classifications are subject to restrictions that have not existed in the past. The Collective Bargaining Agreement establishes percentages for the assignments of teaching, research and instructional support for classes of full-time faculty. The Agreement creates a new system of classification for so-called “Specialized Faculty” who were formally called “Non-Tenure Track Faculty.” [[Non Tenure Track Faculty Reclassification Provisions CBA 2012 p. 11](#)]

Adjunct faculty have temporary appointments and are appointed for one academic term at a time, are normally compensated on a per-course or per-activity basis, and are compensated from a specific state funding category. They may 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. They are subject to the same provisions of the new university classification scheme as full-time faculty. [[Faculty Handbook Assignment considerations and 12 hours requirement p. 34](#)] [[Non Tenure Track Faculty Reclassification Provisions CBA 2012 p. 12](#)]

Graduate students may also serve as instructors in university courses. Their participation is governed by the decisions of the Graduate Policy Committee (GPC) of the Faculty Senate and the provisions of the Graduate Assistant Union. The Collective Bargaining Agreement sets the maximum workload that graduate students may assume and the GPC policy establishes the standards that graduates students must meet to perform various instructional duties. [[University-wide Teaching Standards for Teaching Assistants Graduate Policy Committee](#)] [[UFF-FSU-Graduate Assistant Union CBA 2010-2013](#)]

## **Overview of Faculty Adequacy**

Both the numbers of faculty and students change constantly throughout the year. The information presented below focuses on students in the fall of 2012 and program faculty in 2012 as determined in early 2013. In some cases, for ease of presentation, the discussion centers on the fall of 2012. Nonetheless, the information is available for programs in both the fall and spring semesters. Typically, student numbers decrease slightly from the Fall semester to the Spring semester even at the most detailed level of accounting. Fall figures provide a reliable indication of events throughout the year. [[Comparison of Students by Term at Major level 2012](#)]

In Fall 2012, the Florida State University employed 1856 full-time faculty members from both Education and General (E&G) and Contracts and Grants (C&G) sources, [[IR Overview Courses Taught by Instructional Type](#)] a number sufficient to ensure maintenance of high-quality programs and advancement of their respective disciplines. Most full-time faculty positions paid from C&G are funded through grants and focus on research, while those funded by (E&G) divide their time between the three primary aspects of the University’s mission: teaching, research, and service.

In the fall of 2012, approximately 76% of these full-time faculty members (1408) taught courses; the remaining faculty conducted research or administered programs. Among

the faculty members who taught in fall 2012, 19% taught only undergraduate courses, 29% taught only graduate courses, and 51% taught some combination of the two. In Fall 2012, 83% of the graduate classes offered were taught by regular faculty, 10% by instructors paid from non-FSU sources (such as Florida A&M faculty in the joint Engineering program, ROTC officers, and College of Medicine preceptors), 1% by faculty on overload status, and 6% by adjunct faculty. In that semester, 61% of the undergraduate courses offered were taught by regular faculty, 27% by graduate teaching assistants, 6% by adjunct faculty, 4% by instructors paid from non-FSU sources, 1% by staff, and less than 1% by faculty on overload status. [[IR Overview Courses Taught by Instructional Type](#)]

When reported in accordance with national standards, the student headcount per 9 & 12-month full-time faculty has varied little through the years, ranging from 24.6 to 27.4 between 2007-08 and 2012-13. [[FACT Book Faculty Headcount Ratios](#)] A more conservative estimate of the faculty effort directed towards instruction can be obtained by determining the number of faculty who are teaching courses in a given semester and adjusting the faculty-student ratio using only the faculty classified as instructional for that term. Utilizing the number of faculty who actually taught in fall of 2008 (1436) produces a student-headcount-to-instructional -faculty ratio of 26.1 to 1.

Thus, although the student headcount has increased slightly (from 41,065 to 41,710 between the 2007 and 2012 (Fall of academic years), the ratio of students to instructional faculty full-time equivalents has worsened slightly. [[FSU Headcount Colleges 2008 to 2012](#)] Ratio of total student headcount to instructional faculty full-time equivalents:

- 2007-08: 25 to 1
- 2011-12: 26.5 to 1 [[FSU 2011-12 Accountability Report Final; p.3](#)]

### **College, Departmental, and Program Faculty**

The implications of these figures are clearer when looked at in greater detail. Such an examination helps explicate the contextual nature of faculty adequacy. First, adequacy varies considerably by discipline. In several colleges, for example, the total numbers of full time equivalent (FTE) students per FTE faculty is near 10 and has remained so over the last five years. In three colleges, the ratio is above 30 Student FTE per FTE faculty member. [[FACT Book 2013 Student FTE per Faculty Positions by College](#)] Adequacy is linked critically to the pedagogical characteristics of individual curriculum as determined by the faculty. A course of study in the fine arts typically requires lower ratios than the social sciences or business. These numbers are generally consistent with national benchmarks found in University of Delaware National Study of Instructional Costs and Productivity by Academic Discipline, although the Delaware data are at the two-digit CIP level and not directly comparable. [[FSU to National Norms – Delaware Survey of all faculty](#)] Second, the ratios have not moved in constant fashion over the last five years. Student headcount per 9- 7 12 month filled faculty position ranged from about 25 to 27 between 2008-2009 and 2102-13. [[FACT Book Faculty Headcount Ratios](#)] Most Colleges experienced a slight rise. In Criminology and Criminal Justice, the ratio of SCH

to faculty increased as the number of faculty fell. So too, in Human Sciences. The ratio remained about the same in the College of Education and Nursing. For Law, Visual Arts, Theatre and Dance, and Communication and Information the ratios declined. [[IR DATA total SCH fall 2012 per faculty fall 2012](#)] In most colleges the ratio fluctuated marginally over time typically in relationship to student headcount. [[FACT Book 2013 Student FTE per Faculty Positions by College](#)] [[FACT Book 2008 Student FTE per Faculty Positions by College](#)] [[FSU Headcount Colleges 2008 to 2012](#)]

These figures are monitored annually at the department, college and university level. The Office of Institutional Research issues an annual report summarizing the situation and maintains enrollment and faculty figures on its web site. [[Five Year FTE Report Student FTE per faculty 05-6 09-10](#)] [[Five Year FTE Report 08-9 12-13](#)] As a rule, curricula tend to remain relatively stable in the short run along with the demand for curricula offerings, and as a result ratios typically remain about the same. However, changes can occur that alter such ratios. For example, the demand for the offerings in Human Science has increased in recent years. This has been addressed in two ways by the departments and college involved. First, there has been a significant revision of the curriculum and a narrowing of course offerings. Second, faculty assignments have been changed to differentially address instructional demands. These changes illustrate the ways in which units act to insure faculty is adequate to support the mission of the university and maintain the quality of programs. Other programs have used techniques such as limiting access, increasing class size, and providing access through selective use of on-line courses as part of the larger program. [[BOG 8 013 Limited Access Regulation](#)]

While college level information provides an overall view of the adequacy in support of the mission of the university and commitment to quality, it may minimize important variations. Degree programs are a basic unit of university curriculum. At both the program and especially at the major level, it can be difficult to identify associated faculty precisely. For example, faculty may affiliate formally with interdisciplinary programs or majors with episodic participation or they may participate on an informal basis without formal affiliation. Likewise, departmental faculty members may not participate in the complete set of departmental programs or majors. Similarly, individual courses can be parts of several different programs. Faculty associated with one program indirectly participate in another. Notwithstanding such difficulties, it is nonetheless possible to identify participating faculty. Again, simple ratios can be used to produce a measure of faculty adequacy for degree programs.

The numbers of full-time faculty per degree program is a basic measure of adequacy. The ratio of headcounts of upper level and graduate students enrolled in a program per full-time faculty member across the university is a key indicator of adequacy and again demonstrates considerable variation. Most of the university's almost 300 programs have relatively small ratios of degree seeking students to faculty; the medians for undergraduate students enrolled in programs as well as for graduate students in Masters and doctoral programs are relatively small and fall within a small range. [[Program Counts and Ratios Student Faculty, Graduate Assistance Fall 2012](#)] [[Program Counts and Ratios Fall 2012 and Spring 2013 v2](#)] For example, the median

number of undergraduate students enrolled in programs per full- and part-time faculty is 6.5. For full-time faculty it is higher, but still only 7.3. When graduate assistants are incorporated in the ratio it falls to 5.2. The media ratio of doctoral students to full-time faculty is 2.2; for Master's students it is 1.7. [[Program Counts and Ratios Student Faculty, Graduate Assistance Fall 2012](#)] [[Program Counts and Ratios Fall 2012 and Spring 2013 v2](#)]

Of course, this does not mean there are not any programs with relatively high ratios. The upper quartile ratio of undergraduate students enrolled in a program is 13.2 for all faculty; 19.0 for only full-time faculty and 9.9 when graduate assistants are included. Only 4 of the 95 undergraduate programs have ratios greater than 40 per faculty. These undergraduate programs are:

- Hospitality Administration
- Criminal Justice
- Kinesiology and Exercise Science
- International Relations and Affairs

Each of these programs shows the perils of relying on a single measure for program adequacy. Both Criminal Justice and Exercise Science teach students in classrooms with a large number of seats. The numbers in the reported statistics are increased somewhat by students taking isolated on-line courses as well. Large classrooms play an integral role in educating students in an extremely efficient manner. In technology equipped classrooms with high-volume seating, many students can be taught at once by a single instructor. The arrangement enables a small number of instructors to reach a large number of students, and with the help of TA's, the value of the education received is not compromised. The Department of Nutrition, Food and Exercise Sciences strategically employs teaching assistants (TA's) in educating undergraduate Exercise Science students. Many of those Teaching Assistants are doctoral students in Exercise Physiology. Hence the lower ratio when graduate assistants are included. In recognition of the increased demand for this and related programs, both the Athletic Training and Dietetics majors have been approved by the university for limited access first by the University Board of Trustees and then by the Florida Board of Governors. [[BOG 8 013 Limited Access Regulation](#)] The same holds true of other programs, such as Bachelors in Social Work. [[Social Work Limited Access Proposal 06 22 11](#)]

The ratio for Hospitality is complicated by the role of on-line courses within that program. Hospitality undergraduates take many courses on-line. The on-line courses are large. The impact of this is lessened by formal agreements between the Department and the Office of Distance Learning to provide mentors based on course enrollment. By agreement, the courses have a minimum enrollment of 100 students and a maximum enrollment of 900 students. After enrollment reaches 30, trained online graduate student mentors may be appointed to assist in the delivery of a course. These graduate assistants are not captured in the ratio statistics. [[Signed Letter of Agreement LOA Hospitality 2012](#)] The actual number of mentors depends on a determination by the

faculty instructor as well as the numbers of students enrolled and is not a fixed ratio.

The ratio for International Affairs students also obscures critical details. International Affairs students are required to complete 39 hours for the degree over and above the liberal studies requirements. Of these, 36 hours must be selected from an approved list of courses in participating departments. [ [Undergraduate-course Applicable to International Affairs Degree Program](#) ] These faculty are not included in the denominator precisely because the set of faculty members can vary so greatly from student to student. This greatly expands the faculty beyond the core program faculty involving scores of faculty overlapping other undergraduate programs.

A related issue appears in certificate programs. The university offers 52 certificate programs – 14 undergraduate and 38 graduate certificates. Most are acquired by taking 12 hours of specific course work within the overall offerings of a program or department. Historically, students often acquired certificates as an afterthought by merely enrolling in a specific sequence of courses designed to further and highlight the acquisition of certain knowledge. More recently the process has become more formalized. Still, most certificates are taken by regular students as ancillary to their acquisition of a degree. The total number of awards during 2011 in approved certificate programs was relatively small – more than 100 undergraduate and 250 graduate certificates, for example. [ [Certificate Awards by Level and Program 2011](#) ] Few are taken by special students attending the university just for the purpose of obtaining a certificate. [ [Certificate Programs Students and Faculty by Level rev](#) ]

This sort of overlap and the dynamics of delivering each program contribute to the difficulty of using single measure for faculty adequacy. A single ratio must be complemented with others lending different perspective. Another comes from department based rather than program ratios. These will not solve the difficulties of interdisciplinary offerings but they do handle interdepartmental offerings and pick up the use of department courses in service of other programs.

At Florida State University, departments typically constitute the lowest organizational units on which a full range of accountability measures are kept. For example, they are typically the basic budgetary unit of the academic organization. They vary considerably in the number of faculty and students they have. Departments provide instruction for all levels of students, including majors and non-majors. Every academic department has a chair, and these chairs, in concert with the academic deans and college curriculum committees oversee the academic program and insure faculty is adequate to insure the integrity and quality of degree programs.

Departments, because they typically have a strong sense of disciplinary focus, are the core around which programs and majors are often centered. Often students declare a major when still taking freshmen or sophomore courses, but they are typically not admitted formally into the major until they are at the upper level. While information on enrolled majors does not provide a complete picture of faculty adequacy, departmental information provides a valuable perspective precisely because of the ways in which individual program curriculum are organized. It is common, for example, for a single course offered by a department's faculty to be part of several programs. Further, a

department's faculty can support course offerings both on the main campus and at a regional campus. Faculty members may be involved both in face-to-face interactions with students and on-line delivery systems. As a result, the number of faculty in an academic department is a key measure monitored annually by the institution.

The ratio of undergraduate and graduate students enrolled and majoring in the programs of a department per full-time faculty member ranges from less than one to over forty across the university. Across departments, the median ratio of undergraduate students enrolled per full-time faculty member is less than 12.3; the ratio for graduate students is less than 2.5. [[Program Counts and Ratios\\_ Students, Faculty, Graduate Assistants Fall 2012 by Department](#)] [[Main Campus student Faculty SCH by Department](#)] [[Program Counts and Ratios Fall 2012 and Spring 2013 by Department v2](#)] Most departments have adequate faculty.

In a few departments, the ratios are higher; three departments have a ratio of 10 or more graduate students (Law, Sports Management and Public Administration). [[Main Campus student Faculty SCH by Department](#)] A few departments do deliver large number of student credit hours per faculty member. Some like Modern languages, Psychology, Hospitality, Family and Child Sciences, Geography and Statistics rely heavily on graduate students to lighten the overall workload. Others such as Hospitality rely upon students taking on-line courses as part of their overall curriculum of study. These ratios are within the variation evident in national benchmarks and, more significantly, have been found adequate by departmental curricular faculty, supervising deans, and, where relevant, discipline-specific accrediting bodies.

### **Instruction at the Main Campus and Off-Campus Sites**

Florida State University offers at least 50 percent of a degree program at its main campus in Tallahassee and six other geographical sites: Panama City, Florida; Panama City, Republic of Panama; Jacksonville, Florida (Master's in Social Work); Gainesville, Florida (Master's in Social Work), Sarasota, Florida (MFA) and West Palm Beach, Florida (Bachelors in Animation and Digital Media). [[Degree Program Enrollment by Location](#)] The great majority of degree programs are offered on the main campus, whose headcount enrollment approaches 40,000. The Panama City, Florida campus has an enrollment of approximately 1,000; Panama City, Panama enrolls about 300. Enrollment in the Social Work Master's in Gainesville is typically around 40; in Jacksonville, it is about 30, Sarasota about 35 and West Palm Beach about 25. A relatively small number of students all pursue degrees on-line. There are 4 undergraduate degree programs and 11 graduate degree programs where student complete more than 50% of their courses by on-line distance learning.

Most courses taken by on-line distance learning are not taken by students who intend to take over 50% of the courses in the program on-line. Instead, they are occasional courses. For students taking over 50% of a degree program on-line the ratio of students to faculty by program is generally good. Only two programs have relatively high ratios: the undergraduate program in Interdisciplinary Social Sciences and the Master's program in Library and Information Studies. [[On-line Distance Learning Program Count and ratio](#)] [[On-line Fall and Spring 2012-13](#)] Faculty student ratio requirements in on-line

distance learning programs are generally consistent with those offered face-to-face. Every distance learning program has both a full-time instructor and graduate student mentors. Thus the ratio overstates the situation since it omits graduate assistants. The letters of Agreement between the individual departments and the Office of Distance Learning outline the course mentor ratios. Most departments find that the 30:1 ratio is a good rule-of-thumb unless the course offers exceptionally detailed assignments. The ratio varies by course and in programs. [[Web On-line Mentor Training Page](#)] [[Graduate Student Mentor Appointment Guidelines](#)] [[Letter of Agreement On-line Statistics Mentor Requirements Example](#)]

Students pursue programs on each of the campuses. Undergraduate students are typically admitted to a major at upper level, but they may declare a major at the lower level. Student not formally admitted to a major may be classified as “Not formally Admitted” (NFA), depending upon the policies of an individual college. Of course, many lower level students do not have a declared major, and may be classified as “exploratory” or as pursuing a curricular trajectory called “mapping.”

It is possible to gauge the adequacy of faculty to provide the instruction for these offerings by examining the characteristics of instructors offering course sections for students at different levels. On the main campus, in the fall of 2012, over 54% of lower level undergraduate students taking lower level courses were taught in classes by full-time faculty; about 38% were taught by graduate students with adjuncts providing 5%. The range of variation is substantial, but instruction of most lower-level majors approximates these percentages. [[IR Lower Level stu cse percentage by payplan MainCampus fall 2012](#)] The role of part-time faculty is very limited. Departmental faculties are indirectly involved in significant ways since they provide oversight of both adjuncts and graduate teaching assistants. Training such graduate teaching assistants is fundamental to the mission of the university. The university insures that teaching assistants undergo orientation and training in both classroom techniques and the university course management system. In addition, they are overseen and evaluated by faculty members.

Full-time faculty members are more directly involved in the instruction of upper level students. Among upper level undergraduate majors taking upper level courses, slightly over two-thirds (67%) of their courses are taught by full-time faculty with 21% provided by graduate assistants and 12% offered by adjuncts. [[IR Upper level stu cse Percentage MainCampus fall 2012](#)] Again the range of variation is substantial, while the dispersion is relatively narrow.

The situation among graduate students is different. By and large, graduate students take classes instructed by full-time faculty. Approximately 94% of graduate student taking courses on the main campus in the fall of 2012 were taught by full-time faculty. Graduate students play almost no role, but adjuncts do participate in several majors, amounting to about 5% campus wide – usually involved as instructors with special expertise, ranging from business to law. [[IR Grad Level student percentage MainCampus fall 2012](#)] On the main campus, part-time faculty members have a highly selective role.

The pattern evidenced on the main campus is mirrored to a degree among the programs provided on the Panama City, Panama campuses. The Florida campus currently offers only upper level and graduate degrees with a limited set of majors. Over 67% of the classes taken by upper level undergraduate majors in fall 2012 were taught by full-time faculty; about 27% were taught by adjuncts. Graduate students provided some quite limited teaching (4%). Student to full-time ratios are above the norm in two programs – Interdisciplinary Social science and Psychology - and both are greatly reduced when part-time faculty and graduate assistants are deployed. [[Professional and Off-Campus program counts and ratios](#)] [[Off-Campus and Professional Fall and Spring 2012-13](#)] [[IR Upper Level stu percentage by pay plan PC FL campus fall 2012](#)] As with the main campus, the range of variation is large, but the dispersion is quite narrow – though somewhat broader than on the main campus.

A somewhat similar distribution can be seen among graduate students. Again, full-time faculty (71%) disproportionately provide the instruction with adjuncts (29%) playing a key role. [[IR Grad student crs percentage by pay plan PC FL campus fall 2012](#)] All the programs offered in Panama City, Florida have relatively low student to overall faculty ratios. The number of full-time faculty per undergraduate Interdisciplinary Social Science degree student is high. [[Professional and Off-Campus Program counts and ratios](#)] [[Off-Campus and Professional Fall and Spring 2012-13](#)] Just as on main campus, this is because in the design of this program students take courses from full-time instructors in several departments in courses that are part of several different programs. Graduate assistants and part-time faculty are an exceptionally small component of graduate students' instructional experience. It is clear though that adjuncts play a more significant role in graduate offerings in Panama City, Florida campus than they do in Tallahassee. These adjuncts supplement full-time offerings. Adjuncts are screened, selected and evaluated by faculty and college personnel within the associated department and college

The College of Social Work offers a Master's degree in both Gainesville and Jacksonville, Florida, each with a relatively small number of students taking a limited number of hours. In the Fall of 2012, all of the courses in Gainesville were taught by full-time faculty members. Part-time faculty offer some limited hours on occasion. In Jacksonville, Full-time faculty also delivered all the hours. [[IR Social Work Masters Gainesville fall 2012](#)] [[IR Social Work Masters Jacksonville fall 2012](#)] The ratio of student to faculty is low in both sites. [[Profession Off-Campus Program Counts Ratios](#)] [[Off-Campus and Professional Fall and Spring 2012-13](#)] (None of the courses in either location were offered by graduate assistants.) Faculty teaching graduate courses must have their graduate faculty status reviewed annually by their departments and colleges. That status is reviewed by personnel in the Graduate School.

The situation on the Panama City, Republic of Panama campus is different. Lower level undergraduates, not yet enrolled in degree programs, are taught almost entirely by adjuncts – in Fall 2012, adjuncts on courtesy appointments offered 90% of the lower level courses taken by lower level students. Neither part-time nor full-time faculty, contributed. [[IR Undergrad PC ROP percentage by pay plan ROP fall 2012](#)] Among upper level students, enrolled in degree programs, the circumstance changes –



adjuncts and part-time faculty offer 51% of the classes, while full-time faculty the rest of the instruction. Overall, the ratio of students in degree programs to full- and part-time faculty is low. [[Professional and Off-Campus Program counts and ratios](#)] [[Off-Campus and Professional Fall and Spring 2012-13](#)]

It is difficult to interpret the situation in Panama City, Panama due in part to the small number of students involved. Given a limited number of offerings, students draw from the full set of available courses. Still, it is clear when all courses and their instructors are examined, adjuncts play a key role in the curriculum. Over half the offerings are provided by adjuncts with full-time faculty contributing just over 42%. Full-time faculty do provide a range of lower level courses, just as some adjuncts teach at the upper level, including areas such as advanced Spanish and various business courses.

Since 2004, the Panama City, Panama campus has increased its number of full-time faculty. Positions were filled in the areas of physics, geography, and international affairs. Last year, a position in economics was also filled. Effective Fall 2013, another full-time faculty member will be added in English. As on the main campus, students also register for distance learning classes which provide them with a broader choice of courses and contact with main campus faculty.

At each of the other locations in which the university offers at least 50% of a degree program, full-time faculties play a key role. [[IR Grad MFA student percentage Sarasota fall 2012](#)] [[IR West Palm Beach BFA inst percentae fall 2012](#)] In the MFA offered at Sarasota in the Asolo Conservatory for Actor Training, all the classes are taught by full-time faculty. Similarly in West Palm Beach in the BFA in Animation and Digital Arts, all courses are taught by full-time faculty. [[Professional and Off-Campus Program counts and ratios](#)] [[Off-Campus and Professional Fall and Spring 2012-13](#)]

Graduate courses have long been taught almost exclusively by full-time faculty. Overall, within the university, the percent of involvement of full-time faculty in the undergraduate curriculum has increased over the last ten years. The portion of lower level undergraduate courses taught by graduate students has declined from 50% to 36% over the period as the percentages for full-time faculty have grown from 38% to 53%. Similar, if less dramatic changes have occurred in the type of instructor offering upper level undergraduate courses. Adjuncts have become marginally more important at both levels.

The role of the full-time faculty extends beyond their instructional role. Faculty members are integral to the quality of the university. The Florida State University faculty is among the nation's most outstanding. On average, tenured or tenured track earning faculty members are associated with more than \$222,000 (2010-11) each in R& D expenditures per year. [[FSU 2011-2012 Accountability Report FINAL p. 35](#)] The University has been home to six Nobel Laureates, and many other faculty members have attained the highest honors in their respective fields. The faculty currently includes two Pulitzer Prize winners, six members of the American Academy of Arts and Sciences, six members of the National Academy of Sciences, two members of the National Academy of Engineering, eighteen Guggenheim winners, and twenty-five Fulbright Scholars. Additionally, Florida State faculty members hold two Humboldt

Research Awards, two Joan Mitchell Awards, two Capezio Dance Awards, two Academy Awards, and one Presidential Medal of Honor in the Arts. In 2007, the Office of the Dean of the Faculties initiated the Office of Faculty Recognition to coordinate and facilitate the faculty award nomination process. The Office maintains a searchable on-line catalog of national faculty awards and provides application assistance to faculty members. [[Office of Faculty Recognition Web Page](#)]

## Quality Assurance

In numbers alone, Florida State University assures faculty strength sufficient to support its instructional, research, and service programs. However, the adequacy of the faculty to support the mission of the university and ensure the integrity of its programs must ultimately be established by more than their role in the classroom. It depends critically on the involvement of the faculty and administration in various research, administrative and management processes: These processes ensure program quality and integrity.

1. The faculty appointment process ensures that faculty qualifications are appropriate to the mission of the institution. During the recruitment and hiring process, the qualifications of a prospective faculty or instructor are reviewed and verified by departmental, college and university representatives. Once a faculty hiring decision has been made, and the appointment has been authorized by the appropriate administrative official(s), an offer is extended to the candidate by the dean or other appropriate hiring official. The candidate must be issued an offer letter and an employment contract, which specify the conditions of employment. When the offer has been accepted, the completed faculty appointment is processed by the academic dean or director and forwarded to the Vice President for Faculty Advancement and Development (formerly the Dean of the Faculties Office). The following supporting documentation is submitted: offer letter, faculty contract, and a current vita indicating the date the vita was received. Other supporting documentation must include an official confirmation of the faculty member's academic degree from the registrar of the degree-granting institution, three letters of recommendation, and the Affirmative Action Form. Spoken English Competency must also be certified for teaching faculty members. [[FSU Faculty Handbook p. 33](#) ]

2. Faculty effort is apportioned and monitored carefully through well-established processes. Every academic year, all faculty members discuss their individual assignments of responsibilities with their supervisors (e.g., department chair or program director), in accordance with the requirements of the Florida State University/United Faculty of Florida (FSU/UFF) Collective Bargaining Agreement. [[UFF Collective Bargaining Agreement p. 21](#)] These assignments partition the expenditure of each faculty member's time and resources into research, instruction, and service. Faculty assignments are made at the departmental or program level, subject to review by the dean. This process assures that the faculty member's assignment includes a balance of activities appropriate to the University's goals. This includes instruction, research and service. In accordance with the Collective Bargaining Agreement, University policy provides a process for resolving assignment disputes, and the Faculty Senate Grievance Committee may also be called upon under some conditions involving

assignments. [[University Grievance Committee](#)] Faculty instructional workloads are also governed by state statute and monitored annually by the Office of Institutional Research and the State Board of Governors. [[FSU Faculty Handbook p. 58](#) ]

3. The basic purpose of the faculty evaluation is to acknowledge performance; to communicate performance effectiveness; to aid in improving performance in assigned duties; and if necessary, to develop a performance plan to assist in correcting deficiencies for the faculty member who is not meeting performance expectations. [[Annual Evaluation of Faculty Memo 2013](#)] The evaluation process assesses the quality of performance in the functions of teaching, research or creative activity, service, and any other duties that may be assigned. These functions result in the enhancement of learning, cultural advancement, and the production of new knowledge. This faculty member's history of annual evaluations will be considered in recommendations and final decisions on tenure, promotions, salary increases, and reappointment or non-reappointment. Therefore, it is critical that all faculty members receive constructive and specific feedback that results in continuous improvement. Until recently, tenured track faculty would receive a third year review as a means of assessing progress toward promotion. The third-year review was an important annual evaluation conducted in the faculty member's third year of tenure-earning service, which includes any tenure-earning service credit given at the time of hire from prior service at another institution. Although not a separate process from the annual evaluation, it was important in determining whether a faculty member is making the appropriate progress towards meeting the University tenure criteria and the probability of attaining tenure by the end of the seventh year of tenure-earning service. [[FSU Faculty Handbook p. 78](#)] The most recent faculty collective bargaining agreement altered this aspect of the evaluation process. Now second and fourth year reports for assistant professor and progress toward promotion letters are required for all faculty members. [[UFF collective Bargaining Agreement, p. 49](#)]

4. The promotion and tenure committee system provides one of the most important ways in which faculty participate in the governance of the University. This process strongly affects the quality of teaching, research, and service at Florida State University. Members of these elected committees serve in a fact-finding capacity by independently reviewing each of the promotion and/or tenure binders submitted to them. Committee members at all levels advise the President as to whether each candidate meets the criteria for promotion and/or tenure. Therefore, these elected members are selected from among the most experienced and qualified faculty members on campus. [[Faculty Handbook p. 82](#)]

5. Department chairs, program directors, institute directors, center directors, and/or deans have primary responsibility to monitor the quality of instruction, research, and service within their department or program, commensurate with the breadth, depth, and demand of their respective discipline(s). Faculty committees at the department and college levels review all curricular proposals. [[Curriculum Addition or Change Forms](#)]

6. The Faculty Senate governs all new curricular elements in programs and all changes in current curricula. [[University Curriculum Committee Web Site](#)]

7. The Faculty Senate conducts systematic reviews to monitor the quality of FSU programs. [[Standing-Faculty-Senate-Committees](#)]

8. The Office of the Vice President for Planning and Programs conducts systematic Quality Enhancement Reviews (QERs) in which each degree program is reviewed every seven years. The QER process involves the preparation of a detailed self-study, a visit from an external reviewer, and meetings with upper-level administrators and explicitly includes an examination of the number of faculty and students. [[Quality Enhancement Review Web Site](#)]

9. Florida State University maintains discipline-specific accreditation from 32 specialized program accreditors, including 11 recognized by the U.S. Department of Education. [[FACT Book Accreditations](#)] [[Florida Board of Governors' Accreditation Survey](#)] These accreditations range from the American Art Therapy Association to Society of Actuaries and the Casualty Actuarial Society (SOA/CAS). As a rule, the discipline specific accreditations assess faculty adequacy as one of their criteria. [[Urban and Regional Planning Accreditation, p. 80](#)]

Together, these processes provide a multi-level assurance that Florida State University has faculty sufficient to deliver high-quality instruction of its curricula, conduct important research, and serve the community in a manner consistent with its mission.

#### Evidentiary Documents

-  [Annual Evaluation of Faculty Memo 2013.pdf](#)
-  [BOG 8 013 Limited Access Regulation.pdf](#)
-  [ByLaws Political Science Differential Teaching Assignments Example.pdf](#)
-  [Certificate Awards by Level and Program 2011 1.pdf](#)
-  [Certificate Programs Students and Faculty by Level rev.pdf](#)
-  [Chapter 2013-27 Laws of Florida Preeminent State Research University Program.pdf](#)
-  [Comparison of Student Enrollment by Term at Major Level 2012.pdf](#)
-  [Curriculum Addition or Change Forms.pdf](#)
-  [Degree Program Enrollment by Location.pdf](#)
-  [FACT Book 2008 Student FTE per Faculty Positions by College.pdf](#)
-  [Fact Book 2013 Student FTE per Faculty Positions by College.pdf](#)
-  [FACT Book Accreditations.pdf](#)
-  [FACT Book Faculty Headcount Ratios.pdf](#)
-  [Faculty Handbook Assignment considerations and 12 hours requirement.pdf](#)
-  [Faculty Performance Evaluations Merit pay Increases Process for Non-Tenure Track Faculty Example.pdf](#)
-  [Five Year FTE Report Student FTE per faculty.pdf](#)
-  [Five Year FTE Report 08-09 12-13.pdf](#)
-  [Florida State University Carnegie Foundation Classification.pdf](#)
-  [Florida Statutes 1011.90 State Funding and Planned Enrollments.pdf](#)
-  [Florida Statutes 1012.945 12 Hour Teaching Requirement.pdf](#)

-  [FSU DURP.pdf](#)
-  [FSU Faculty Handbook.pdf](#)
-  [FSU Headcount Colleges 2008 to 2012.pdf](#)
-  [FSU to National Norms - Delaware Survey all faculty.pdf](#)
-  [FSU 2011-12 Accountability Report FINAL.pdf](#)
-  [Graduate Student Mentor Appointment Guidelines.pdf](#)
-  [IR DATA Total SCH fall 2012 per faculty fall 2012.pdf](#)
-  [IR Grad Level student crs percentage bypayplan PC FI campus fall 2012.pdf](#)
-  [IR Grad Level student percentage MainCampus fall 2012.pdf](#)
-  [IR Grad MFA student percentage Sarasota fall 2012.pdf](#)
-  [IR Lower Level stu cse percentage bypayplan MainCampus fall 2012.pdf](#)
-  [IR Overview Courses Taught by Instructional Type.pdf](#)
-  [IR Social Work Masters Gainesville fall 2012.pdf](#)
-  [IR Social Work Masters Jacksonville fall 2012.pdf](#)
-  [IR Undergrad PC ROP percentage bypayplan ROP fall 2012.pdf](#)
-  [IR Upper Level stu cse percentage MainCampus fall 2012.pdf](#)
-  [IR Upper Level stu percentage bypayplan PC FL campus fall 2012.pdf](#)
-  [IR West Palm Beach BA inst percentage fall 2012.pdf](#)
-  [Letter of Agreement On-line Statistics Mentor Requirements Example.pdf](#)
-  [Main Campus student Faculty SCH by Department.pdf](#)
-  [Non Tenure Track Faculty Reclassification Provisions CBA 2012.pdf](#)
-  [Off-Campus and Professional Fall and Spring 2012-13.pdf](#)
-  [Office of Faculty Recognition Web Page.pdf](#)
-  [On-line Distance Learning Program Count and Ratio.pdf](#)
-  [On-line Fall and Spring 2012-13.pdf](#)
-  [Philosophy Bylaws Teaching Load Example.pdf](#)
-  [Professional and Off-Campus program counts and ratios.pdf](#)
-  [Program Counts and Ratios Fall 2012 and Spring 2013 by Department v2.pdf](#)
-  [Program Counts and Ratios Fall 2012 and Spring 2013 v2.pdf](#)
-  [Program Counts and Ratios Students, Faculty, Graduate Assistants Fall 2012.pdf](#)
-  [Quality Enhancement Review Web Site.pdf](#)
-  [SACS ACCREDITATION SURVEY - 2013 final.pdf](#)
-  [Signed Letter of Agreement LOA Hospitality 2012.pdf](#)
-  [Social Work Limited Access Proposal 06 22 11.pdf](#)
-  [Standing-Faculty-Senate-Committees.pdf](#)
-  [Tenure Expectations Provost Overview.pdf](#)
-  [UFF Collective Bargaining Agreement.pdf](#)
-  [UFF-FSU-Graduate Assistant Union\\_CBA\\_2010-2013.pdf](#)
-  [Undergraduate-course Applicable to International AffairsDegree Program.pdf](#)
-  [University Curriculum Committee Web Site.pdf](#)
-  [University Grievance Committee.pdf](#)
-  [University-wide Teaching Standards for Teaching Assistants Graduate Policy Committee.pdf](#)
-  [University 12 hour rule and Assignments of Responsibility.pdf](#)



[Web On-line Mentor Training Page.pdf](#)

**2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The Florida State University Libraries support the university's educational mission by providing a broad array of learning resources and services to users on and off campus. The mission of FSU Libraries is to "Advance academic excellence and success for FSU and the broader scholarly community through intellectual discovery, dynamic engagement and collaboration." [[FSU Libraries Strategy Map Handout 7-20-12](#)]

### **FSU's On-Campus Library System**

Florida State University is served by thirteen Libraries which work together to provide information resources and library services to meet the needs of faculty, students, and staff regardless of location or discipline.

Robert Manning Strozier Library is the main library. Besides housing physical collections in the humanities, arts, social sciences, education, business, and government documents, it provides a wide array of information services and related academic services. Strozier's study and learning spaces are heavily used by students and faculty. The staff in Strozier Library facilitate a number of services for the entire FSU library system, including:

- Course reserves
- Interlibrary loan (ILL)
- Library Express Delivery Service [[FSU Library Express Delivery](#)]
- Assessment and statistical reporting for the entire FSU library system
- The Ex Libris ALEPH [[Aleph](#)] integrated library system (ILS)
- Summon, a state-of-the-art discovery system
- The DigiNole Commons institutional repository [[FSU DigiNole Commons Repository](#)] and other digital platforms
- E-resource management
- Website development and maintenance

The Paul A.M. Dirac Science Library is located on the west side of campus near other science buildings with a large print collection and on-site services. The Engineering Library is located within the FSU-FAMU (Florida Agricultural and Mechanical University) College of Engineering and provides information services for the College. The Claude D. Pepper Library, a special library located at the Pepper Center, holds political manuscript collections and is part of University Libraries' Special Collections division. Ordering and cataloging of information resources are performed off-campus at a dedicated facility at 711 Madison Street. The Dean of University Libraries has direct responsibility for Strozier, Dirac, Engineering, and Pepper Libraries, and the Madison Street facility as well as several off-site storage facilities.

Four departmental libraries - the Maguire Medical Library (College of Medicine), the Legal Research Center (College of Law), the Goldstein Information Studies Library (College of Communication and Information), and the Allen Music Library (College of Music) each purchase and provide collections specific to their disciplines and in-person reference, research support, circulation, and other services, in addition to the full range of e-resources provided collectively by FSU's Libraries. These libraries report to their respective college administrations.

Small libraries are located at FSU's Florence and London international study centers, which have spaces for study, technology use, and collections geared to the needs of the programs. They have full use of FSU's electronic information resources and virtual library services.

Coordination of services, programs, and collections for FSU's Libraries is the responsibility of the Dean of University Libraries, the Directors of the Libraries on the Tallahassee campus and at the Panama City (FL) campus, who work together as the University Libraries' Council (ULC). [[University Libraries Council 2012-2013](#)] The ULC and its standing and *ad hoc* committees recommend University-wide library policies and procedures. The committees are:

1. A Collection Management Subcommittee with representation from each campus library. It meets as needed, typically 3 or 4 times a year, to discuss collection development issues that have broad impact across multiple libraries. [[Collections Management Subcommittee](#)]
2. The Circulation Managers Committee, composed of the circulation managers from each library, meets once a month to coordinate circulation, Aleph (the Libraries' ILS), and U Borrow issues.
3. Ad Hoc committees of the ULC have been appointed to coordinate and share information about Digital Initiatives, Copyright, and Web Development/Design.

Besides the libraries described above, library services are available at FSU's off-campus instructional sites.

*Florida State University, Panama City (FSU-PC)*



The Panama City campus's library facility [[FSU Panama City, FL Library and Learning Center](#)] has study space, a classroom, and computer workstations for student use. A full-time librarian and several support staff offer a wide range of standard library services including reference services, instruction, research consultations, course reserves, interlibrary loan, and the like. Book collections are housed at the library of Florida Gulf Coast College which is located adjacent to and within walking distance of the FSU-PC campus. Books from the Tallahassee campus libraries are delivered four times per week. Faculty and students have access to the full suite of online information resources and virtual reference/research services offered by FSU's main libraries.

*Florida State University, Republic of Panama*

The library located on the FSU-Republic of Panama campus [[FSU Republic of Panama](#)] has its own physical book collection [[FSU Republic of Panama Collection Development Policy](#)], workstations for student use, and several study areas, including private study rooms. The professional librarian provides support for accessing study and research materials, with help from student assistants who also handle daily circulation, material handling and information requests. [[FSU Republic of Panama Circulation Policy](#)] Full access to FSU's online library collection and electronic resources are provided through FSU's Library website. Interlibrary Loan is often utilized for access to physical resources borrowed from FSU's main campus or other institutions.

*College of Motion Picture Arts, West Palm Beach*

Students attending the College of Motion Picture Arts (Palm Beach) have access to FSU's online resources including e-books, e-journals and databases. In addition, the Film School has an agreement with Palm Beach Atlantic, approximately two blocks away from the Film School's administrative building that allows FSU students to use the library facilities at that school. A librarian in Strozier Library serves as liaison to the program and provides research consultations, orientation sessions, and collection development services. E-books are preferred so that students at both campuses have immediate access to the book resources purchased for them.

*College of Social Work, Jacksonville and Gainesville sites*

Students in the Jacksonville and Gainesville Social Work programs have full access to the electronic resources offered by the FSU Libraries. A comprehensive range of service and support options, including research consultations, virtual reference services, and book and article delivery, are also provided. Arrangements have been made with the libraries at the University of Florida and the University of North Florida.

*Asolo Conservatory for Actor Training, Sarasota*

Students at the Asolo Conservatory in Sarasota have full electronic access to collections and virtual support, with the addition of physical access to the Ringling Library located adjacent to the Asolo, as needed.

## FSU's Library Collections

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 126 research libraries in the U.S and Canada [[Association of Research Libraries \(ARL\) Member Libraries](#)]. Among the 115 academic libraries in ARL, FSU ranked 85th overall in FY2010-11 (the latest ARL published rankings) [[FSU Ranking ARL Statistics2012](#)]. The Libraries' holdings for FY2010-11, as reported to ARL, include 2,965,660 volumes (ARL rank 89) [[SACS Volume Ranking ARL Statistics](#)]; 79,023 current serial subscriptions (rank 80) [[Current Serials ARL Statistic](#)]; 9,821,361 microforms (rank 4) [[Microforms ARL Statistics](#)]; 930,770 government documents (rank 13) [[Government Documents ARL Statistics](#)]; 8,640 linear feet manuscript collections (rank 95) [[Manuscripts ARL Statistics](#)]; 173,435 maps (rank 57) [[Maps ARL Statistics](#)]; 847,530 graphic materials (rank 38) [[Graphic ARL Statistics, page 2](#)]; 63,302 sound recordings (rank 45) [[Sound Recordings ARL Statistics, page 2](#)]; and 20,597 videos and films (rank 60) [[Videos Films ARL Statistics, page 2](#)]. The Libraries subscribe to more than 769 databases [[Current Number of FSU databases](#)], 1.16 million e-books [[Main Library ebooks ARL Statistics](#)] + Medical [[Medical ebooks ARL Statistics](#)], + Law [[Law ebooks ARL Statistics](#)] = Total Ebooks) , and 74,069 electronic journals [[Electronic Journals 2011 FSU -SACS](#)]. (These totals do not include Hathi Trust titles which were obtained after these statistics were submitted to ARL)

The relevance of library resources to all university degree programs is assured through well-defined collection development policies [[CD documents policy final 7-07](#)], a web-based book request acquisitions form. [[FSU Library Material Suggestions](#)], regular consultation with the Faculty Senate Library Committee [[Faculty Library Senate Committee](#)], and the Library Liaison Program through which librarians interact frequently with faculty in their assigned academic departments [[FSU Libraries Liaison List by Subject 2012-2013](#)]. Faculty participate in collection management decisions through a process developed by the libraries in conjunction with the Faculty Senate Library Committee [[Library Materials Withdrawal Project](#)]

Faculty input is assured by:

1. 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](#)].
2. 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 for inclusion in the Libraries' collections. Liaisons offer research consultations and instruction for their assigned departments. [[FSU Libraries Liaison List by Subject 2012-2013](#)].
3. Quality Enhancement Reviews (QER) [[QER 11-2005](#)] through which the University systematically reviews its graduate and undergraduate programs. 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.

Collection building relies heavily on input from faculty, librarian subject specialists, and professional reviewing sources. Several approval plans, collaboratively developed and reviewed by faculty and librarians, provide balanced disciplinary coverage as well as subject depth in FSU's curricular areas. [[FSU Libraries Approval Plan](#)]

Students, faculty and staff may all influence book purchases through online selection of books, or Patron Driven Acquisition (PDA). Bibliographic information for materials not yet purchased is loaded into the libraries' catalog. When patrons click on the record, the book is queued for purchase, most commonly as an e-book but sometimes as a print volume.

Additionally, the Libraries have used the Worldcat Collections Analysis [[WorldCat Collection Analysis](#)] to compare our collection to peer libraries. Based on the results of this assessment, we adjusted our collection development funding to focus on underserved disciplines. These high-need areas, such as the humanities collection, underwent further analysis [[WorldCat Humanities Collection Analysis](#)], and the results have shaped both budgeting and collection planning, as can be seen in the increased library expenditures in the humanities.

The Libraries actively pursue access to e-books as a way of growing our collections and providing more convenient access. Two shared approval plans provide access to e-books using a cost-effective collaborative model. One of these plans is shared with the University of Florida and focuses on higher-level academic books oriented to graduate and professional education. The other plan, designed in conjunction with the ten other libraries of Florida's State University System (SUS), focuses on academic books at the undergraduate student readership level. [[State University System of Florida](#)]

The Libraries have subscribed to the HathiTrust Digital Library since 2012. The Hathi Trust began with scanned books from the collections of the University of Michigan and several other major academic research libraries. HathiTrust has grown to include collections digitized from other digital projects like the Internet Archive. Through Hathi Trust, FSU's students and faculty have access to an additional 3,189,660 e-books. [[HathiTrust Digital Library 9-7-12](#)]

The Libraries belong to several consortia and information organizations which purchase resources collectively. The Florida Virtual Campus provides more than 200 electronic databases that supplement those purchased individually by FSU. [[Florida Virtual Campus](#)] FSU also has access to over 50 e-resources through the Florida Electronic Library. [[Florida Electronic Library](#)]

For users outside the library, including off-campus and distance learners, specific web pages provide detailed instructions for electronic access to resources. All necessary services are available for off-campus support. [[FSU Distance Learning Website](#)]

Conditions for access to electronic resources are stipulated by licensing agreements between the University and the publisher or vendor. Most vendors allow unrestricted

access within the Libraries or recognized FSU Internet Protocol ranges; however, remote access is restricted to current students, faculty and staff. In such cases, FSU-affiliated users are identified by an authentication process that requires the standard FSU ID number and password. Authentication of these users is handled through an EZproxy (authentication and rewriting proxy). [[The FSU Library Off Campus Login](#)].

Like many university libraries, FSU's libraries are increasingly involved in scholarly communication initiatives and participate in national and international programs. FSU's institutional repository, DigiNole Commons, was launched in early 2012. [[Florida State University - DigiNole Commons Repository](#)] It includes a growing collection of faculty publications, electronic theses and dissertations, undergraduate research, honors theses, research center reports and white papers. Through memberships in groups like the Coalition of Open Access Policy Institutions (COAPI) and its parent organization, the Scholarly Publication and Academic Resources Coalition (SPARC), the Libraries work with other research libraries to influence the scholarly publishing environment to better represent the needs and interests of faculty authors, institutions of higher learning and the general public.

Librarians are also beginning to work with faculty on archiving research results as required by granting agencies to ensure long-term preservation and access to data sets resulting from research at FSU.

## **Special Collections**

The Special Collections and Archives Division of the Florida State University Libraries advances research by acquiring, preserving, and providing access to original primary source materials. The division includes Special Collections, Heritage Protocol, the Claude Pepper Library, and the Digital Library Center.

Through exhibitions and programs, the division supports active learning and engagement. Its collections of over 800,000 items include unique manuscripts, historic maps, rare books, photographs, and university archives, offering abundant opportunities for discovery and scholarship. Strengths of the collections include Napoleon and the French Revolution, poetry, and papers of important politicians, as well as Florida history, Southern business history, and Florida State University's history. [[FSU Libraries Special Collections](#)]

The Florida State University Heritage Protocol program is a campus-wide initiative housed in Strozier Library. Heritage Protocol's mission is to identify, acquire, catalog, and preserve items related to the institutional history and cultural heritage of Florida State University and its predecessor institutions. Mandated by the President of the University in 2001, it became operational in 2005. The Heritage Protocol Archivist also serves as University Archivist. [[Florida State University Heritage Protocol About Heritage Protocol](#)]

## **Interlibrary Loan**

The Libraries' Interlibrary Loan (ILL) staff obtain, for faculty and students, research

materials that are unavailable within the FSU library system. Through ILLiad, a program which helps users and staff manage and track ILL requests, many requests are fulfilled by the Online Computer Library Center (OCLC) bibliographic network, and are generally processed within 48-72 hours from receipt of the request. As a member of OCLC, the FSU Libraries have access to holdings of 25,900 libraries, museums and archives worldwide [[Home-OCLC](#)].

In addition, the Libraries participate in UBorrow and RapidILL, cooperative borrowing and lending systems that are independent of OCLC. UBorrow is a reciprocal, unmediated book sharing system available to students, faculty and staff of the eleven State University Libraries (SUL). More than 12,000,000 items from the SUL collections can be requested by library users with just a few keystrokes. Delivery takes three to five days. [[FLVC State University Library Services UBorrow](#)]

RapidILL is a service that delivers journal articles and book chapters through a peer-to-peer model. More than 200 academic and research libraries share their collections and guarantee e-mail delivery to the requestor within 24 hours. [[RapidILL FLVC State University Library Services](#)]

Through FSU's membership in the Center for Research Libraries, which acquires and loans primary source and other research materials, researchers may borrow from approximately five million newspapers, journals, dissertations, archives, government publications, and other traditional and digital resources needed for research and teaching. [[Center for Research Libraries](#)]

FSU is a member of the Florida Library Information Network (FLIN), a cooperative network of multi-type institutions operated by the State Library and Archives of Florida. Members include public libraries, private and public academic libraries, school district media centers and special libraries, including those of the federal and state governments. FLIN member libraries use the OCLC database to find required material and send electronic requests to the holding library. [[Florida Library Information Network - State Library & Archives of Florida](#)]

All currently enrolled students, faculty, and staff, regardless of physical location, have access to extensive collections of electronic resources, and may submit questions to reference librarians and place interlibrary loan requests by e-mail, text, chat reference services, and telephone.

## **Learning and Research Support**

The FSU Libraries offer a wide variety of services for students and faculty. Strozier Library offers a "one-stop-shop" for traditional library services as well as academic support services not usually associated with libraries. The Strozier Learning Commons, on the first floor of Strozier Library, hosts services oriented to undergraduates. The Scholars Commons, on the lower level of Strozier Library, provides services and resources oriented to graduate students and faculty. Dirac Library and the Engineering library offer learning and research support to students and faculty in the sciences, technology and engineering. The other subject-oriented libraries at FSU provide

services to meet the needs of their constituencies.

In 2008, the University Libraries conducted an extensive study of FSU students to inform development of library services and resources. "Undergraduate Conversations" [[Undergraduate Conversations Presentation](#)] provided a wealth of information about how FSU students and faculty study, research, and live. The methodology was a rich mix of qualitative, ethnographic, and quantitative studies. This seminal study specifically focused on our undergraduate users and collected data from 328 students, faculty, and stakeholders commenting on student study and research behaviors or expressing preferences for types of Strozier services and spaces. In addition, Library staff photographed more than 400 students showing their patterns of library use, and then collected over 800 user preferences on furniture. In total, this study represented input from more than 1,300 students, faculty, and staff. The information was used to plan the Learning Commons. The success of these efforts has been shown by significant and continuing increases in library visits.

The Libraries' website is a primary source of information about library services for both on- and off-campus users [[FSU Libraries Website](#)]. The site details library hours, staff information, operations, and events. Through Mango, the Libraries' online catalog, the website links to library resources owned by FSU and the Libraries of the other ten universities in the State University System of Florida. [[FSU Mango Example](#)] Included also are other resources made available through inter-institutional, consortia, and organization contracts, memberships, and agreements.

Traditional library services in all the FSU libraries include one-on-one reference and research assistance, help with locating information resources, course reserves (including textbooks), check-out of materials, study facilities (both individual and group),

Additionally, most library services are available virtually. Assistance is provided through the Libraries' website, e-mail, text, chat, and telephone. [[FSU Library Services for Distance Learning](#)]

Strozier Library is open 24/5 during Fall and Spring Semesters. Other campus libraries have varying hours. [[Strozier-Dirac-Engineering-Special Collections Hours](#)]

In Strozier, Dirac and Engineering Libraries, over 550 desktop computers are available for student use. Many have special equipment to support multimedia applications. Assistive technology is available for students with disabilities. These libraries loan laptops, still and video cameras, audio recorders, and other technology tools. In Strozier Library, staffs with expertise in technological applications are available to assist users with hardware and software questions during all hours the Library is open.

### **Academic Support Services with the Library**

Free tutoring in many undergraduate subjects is a popular feature in Strozier and Dirac Libraries. Peer tutoring in Strozier's "Learning District" is offered in accounting, biology, chemistry, economics, math, and physics for an average of over 80 hours per week, primarily during the evening hours. Over 6,094 tutoring sessions for more than 2,000

students were conducted in the 2011-2012 academic year. Planning for this program was based on three key assessments. The first was identification of courses that were high-drop, high-enrollment, and high-failure to target areas of greatest need. The second was an environmental scan of existing tutoring programs so that efforts would not duplicate other programs. Third, ethnographic research of how FSU undergraduates study led to the late-night scheduling and peer-staffing model of the program. Research is underway to determine the Learning District's impact on student success and retention.

In addition to the Learning District, the Libraries host other departmental tutoring. The English Department's Reading/Writing Center serves students in Strozier Library 27 or more hours per week. RWC tutors provided assistance during 1,553 appointments during the 2011-2012 academic year.

The Statistics Department's Stats Help Desk serves students in Strozier Library 20 or more hours per week. Statistics tutors provided 429 tutoring sessions during the 2011-2012 academic year.

Modern Languages Department graduate students earn Practicum credit by helping students study Spanish, Italian, French, and German in Strozier Library. These help desks serve students in Strozier Library 15-18 hours per week for a combined 493 sessions in the 2011-2012 academic year.

Advising First, part of a university-wide advising program, consults with students in Strozier Library 40 hours per week. During the 2011-2012 academic year, the advisor assisted 1,447 walk-in students, 211 by phone, and responded to 7,051 for a total of 8,709 interactions with undergraduates.

The Scholars Commons, which provides research assistance and resources to graduate students and faculty, works closely with the Office of Graduate Fellowships and Awards, which assists graduate students in applying for awards and fellowships. [[FSU Office of Graduate Fellowships and Award](#)] The Commons has a close partnership with the Center for Humanities and Society [[Center for Humanities and Society](#)], which sponsors programs that bring historical, philosophical, literary and other perspectives to variety of topics. The Scholars Commons frequently hosts interdisciplinary seminars, book discussions, individual speakers, and other events of interest to the scholarly community.

The Libraries' website, a primary source of information for both on- and off-campus users [[FSU Libraries Website](#)], provides extensive information about these and other services and resources provided by the Libraries. The website is available to all users regardless of location or mode of delivery. In spring 2013, the website is being redesigned based on formal usability testing of primary users of the website: faculty, graduate students, undergraduate students, and staff. This testing is being combined with qualitative data from the various user groups and stakeholders to inform the site's redesign.

## Outreach

The Libraries have an organized outreach unit. Outreach to students is a priority for the University Libraries and an important element in educating students about the libraries and its resources. The Libraries have used both broad ethnographic assessments, [[Undergraduate Conversations Presentation](#)] [[Science, Technology, Engineering & Mathematics Ethnography Presentation](#)] as well as user satisfaction surveys to design the outreach program for maximum impact. Elements of the program include:

- Assisting students in the residence halls with research and information needs during the late evening hours, Sunday through Wednesday.
- Providing staff at service points in the Union Computer Lab, the William Johnston Building, and the Reading and Writing Center space at WJB to provide convenient assistance at the point of need for research and writing projects.
- Hosting the Honors Preview sessions during spring semester, to encourage potential students to attend FSU. We highlight the Libraries' services that contribute to student success.
- Coordinating of academic success fairs in residence halls, Landis Green, and other public spaces, through which we promote library services and resources through presentations and games.
- Speaking to all incoming freshmen during new student Orientations, and holding optional breakout sessions with parents and incoming students, which have been very highly attended.

## Digital Services

The Libraries are in the process of developing a substantial digital presence of resources created at or curated by FSU. Staff allocated to digital projects has more than doubled and the level of expertise increased significantly between September 2011 and September 2012.

Locally-managed platforms such as the Diginole Commons Institutional Repository is complemented by a shared repository managed by the Florida Virtual Campus (FLVC), which provides both public access to the state's digital resources and a long-term preservation program. The Libraries are working in partnership with FLVC to develop a new, more robust statewide shared platform, based on open source Islandora software.

## Assessment

The Libraries place a high priority on assessment and evidence-based librarianship, as indicated by the establishment in 2010 of a dedicated Assessment Department [[Library Directory-Assessment](#)] and the inclusion of evidenced-based practice as a strategic priority. [[FSU Libraries' Strategy Map](#)]. The goal of the Assessment Department is to ensure that the Libraries' services and resources are adequate, relevant, and delivered



in a timely and user-oriented manner. All FSU's user communities, both local and distant, in every discipline, from first-year students through seasoned faculty, are considered in the Assessment Department's work.

Besides the Worldcat Collection Analysis tool [[WorldCat Collection Analysis](#)] for assessing adequacy of library collections, the Libraries' collections and services are further assessed by the use of a wide range of user surveys [[Academic Work Survey Undergraduate Report](#)] [[Academic Work Survey Graduate Report](#)] [[Academic Work Survey Faculty Report](#)] [[Spring 2012 Finals Touchscreen Survey](#)], ongoing population ethnographies, such as Undergraduate Conversations [[Undergraduate Conversations Presentation](#)] [[Science, Technology, Engineering & Mathematics Ethnography Presentation](#)] and other assessments and input from Quality Enhancement Reviews, graduate program reviews, and discipline-based accreditation reviews all assess the Libraries' services and the adequacy of information resources.

Other methods for assessing collections and services occur through the collection, reporting, and comparison of statistics for various international, national, and regional associations, such as the Association for Research Libraries [[ARL Statistics](#)], the Association for College and Research Libraries [[ACRL Metrics Membership](#)], the Association of Southeastern Research libraries [[ASERL Member Statistics](#)], and the National Center for Educational Statistics Academic Library Survey [[NCES ALS Publications](#)] for all branches.

The FSU Libraries participate every three years in the Association of Research Libraries' LIBQUAL+ Program [[LibQUAL+® Survey Participants 2010-2000](#)] 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 improvement in user satisfaction over the last three surveys, with student satisfaction rising dramatically. Graduate student and faculty satisfaction has risen as well, though somewhat less steeply.

Both the Medical Library and the Legal Research Center (the College of Law's library) undergo an intensive review as part of their colleges' reviews. Both have successfully met discipline-specific accrediting requirements.

The Legal Research Center collection and services were evaluated by the American Bar Association and the Association of American Law Schools in Spring 2008. In preparation for the site visit, the Law Library staff completed a self-study in 2007 [[2008 Self Study Florida State University College of Law](#)]. The Legal Research Center met all requirements successfully.





























Since admitting its first class in 2000-2001, the Florida State University College of Medicine has received full accreditation twice, most recently in 2011 when it received the maximum eight-year accreditation allowable by the Liaison Committee on Medical Education (LCME), a joint committee of the American Medical Association and the Association of American Medical Colleges. LCME accreditation occurs every eight

years as part of a two-year process that includes a self-study and an inspection by the LCME site visit team. The Maguire Medical Library has been evaluated as part of the section on educational resources and has successfully met all requirements.

## Conclusion

The Florida State University Libraries work together to provide comprehensive information services to the University community. The Libraries take full advantage of electronic publications and digital technologies to provide wide access to many more information resources than was previously possible. And, through a vigorous program of assessment, collaboration and outreach, the Libraries are able to meet the needs of the University's diverse and distributed constituent groups with information resources and services that enable success in teaching, learning and research.

### Evidentiary Documents

-  [2008 Self Study Florida State University College of Law.pdf](#)
-  [Academic Work Survey Faculty Report.pdf](#)
-  [Academic Work Survey Graduate Report.pdf](#)
-  [Academic Work Survey Undergraduate Report.pdf](#)
-  [ACRL Metrics Members.pdf](#)
-  [Aleph.pdf](#)
-  [ARL Statistics.pdf](#)
-  [ASERL Member Statistics.pdf](#)
-  [Association of Research Libraries \(ARL\) Member Libraries.pdf](#)
-  [CD Documents Policy Final 7-07.pdf](#)
-  [Center for Humanities and Society.pdf](#)
-  [Center for Research Libraries.pdf](#)
-  [Collection Management Subcommittee.pdf](#)
-  [Current Number of FSU databases.pdf](#)
-  [Current Serials ARL Statistics.pdf](#)
-  [Electronic Journals 2011 FSU -SACS.pdf](#)
-  [Faculty Library Senate Committee.pdf](#)
-  [Florida Electronic Library.pdf](#)
-  [Florida Library Information Network - State Library & Archives of Florida.pdf](#)
-  [Florida State University DigiNole Commons Repository.pdf](#)
-  [Florida State University Heritage Protocol About Heritage Protocol.pdf](#)
-  [Florida Virtual Campus.pdf](#)
-  [FLVC State University Library Services U Borrow.pdf](#)
-  [FSU Distance Learning Website.pdf](#)
-  [FSU LIBRARIES APPROVAL PLAN.pdf](#)
-  [FSU Libraries Liaison List by Subject 2012-2013.pdf](#)
-  [FSU Libraries Special Collections.pdf](#)
-  [FSU Libraries Strategy Map Handout 7-20-12.pdf](#)

-  [FSU Libraries Website.pdf](#)
-  [FSU Library Express Delivery.pdf](#)
-  [FSU Library Material Suggestions.pdf](#)
-  [FSU Library Services for Distance Learning.pdf](#)
-  [FSU Mango Example.pdf](#)
-  [FSU Office of Graduate Fellowships and Awards.pdf](#)
-  [FSU Panama City, FL Library and Learning Center.pdf](#)
-  [FSU Ranking ARL Statistics2012.pdf](#)
-  [FSU Republic of Panama Circulation Policy.pdf](#)
-  [FSU Republic of Panama Collection Development Policy.pdf](#)
-  [FSU Republic of Panama.pdf](#)
-  [Government Documents ARL Statistics.pdf](#)
-  [Graphic ARL Statistics.pdf](#)
-  [HathiTrust Digital Library 9-7-12.pdf](#)
-  [Home-OCLC.pdf](#)
-  [Law ebooksARL Statistics.pdf](#)
-  [LibQUALplus Survey Participants 2010-2000.pdf](#)
-  [Library Directory-Assessment.pdf](#)
-  [Library Materials Withdrawal Project.pdf](#)
-  [Main Library ebooksARL Statistics.pdf](#)
-  [Manuscripts ARL Statistics.pdf](#)
-  [Maps ARL Statistics.pdf](#)
-  [Medical ebooks ARL Statistics.pdf](#)
-  [Microforms ARL Statistics.pdf](#)
-  [NCES ALS Publications.pdf](#)
-  [QER 112005.pdf](#)
-  [RapidILL FLVC State University Library Services.pdf](#)
-  [SACS Volume Ranking ARL Statistics.pdf](#)
-  [Science, Technology, Engineering & Math Ethnography Presentation.pdf](#)
-  [Sound Recordings ARL Statistics.pdf](#)
-  [Spring 2012 Finals Touchscreen Survey.pdf](#)
-  [State University System of Florida.pdf](#)
-  [Strozier Dirac Engineering Special Collections Hours.pdf](#)
-  [The FSU Library Off Campus Login.pdf](#)
-  [Undergraduate Conversations Presentation.pdf](#)
-  [University Libraries Council 2012-2013.pdf](#)
-  [Videos Films ARL Statistics.pdf](#)
-  [WorldCat Collection Analysis.pdf](#)
-  [WorldCat Humanities Collection Analysis.pdf](#)

**2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Overview

Florida State University provides student support services and programs that promote and complement the development and learning of its students consistent with its mission and the students it aims to serve. The student body at Florida State University is a diverse group of talented undergraduate and graduate students. In fall 2012, the University's total enrollment was 41,301 with 77.4% undergraduate, 19.7% graduate, and 2.9% unclassified students. Women accounted for 55.2% of enrollment in 2012, and 32.6% of the student population reported a minority ethnicity. [[FSU Enrollment 2012-13](#)] Student enrollment included an international population of 6.6%. [[FSU Geographical Origin of Students 2012-13](#)]

In 2012, 8,155 students enrolled in post-baccalaureate and professional studies through graduate programs, law, and medicine, representing 19.7% of the student population. [[FSU Enrollment 2012-13](#)] Almost 36% of these students were minorities.

Florida State University supports holistic student development providing multiple opportunities for student engagement. The University's mission reads:

*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 university aims to accomplish its mission through several strategic priorities. [[Strategic Plan, pg. 3](#)] These include:

1. Recruit and graduate outstanding and diverse students,
2. Enrich the student experience while supporting and improving undergraduate, graduate and professional education,
3. Enhance research and creative endeavors,
4. Foster academic excellence and

5. Strengthen the public service mission of the university [[Chapter No. 2013-27, p. 67](#)]

To support these priorities, Florida State University provides a broad range of academic support services. Numerous colleges, schools, departments, institutes, and administrative units share the responsibility of fostering student performance and well-being. Additionally, the university has developed an extensive web designed to meet student needs. While many units work together in supporting students, most student support programs, services and activities are provided by two divisions within the university: Student Affairs and Academic Affairs.

The following chart gives divisions that focus on specific populations of students:

<b>Student Population Type</b>	<b>Resource Organization</b>
Disabled	Student Disability Resource Center
First Generation and Disadvantaged	Center for Academic Retention & Enhancement (CARE)
Minority	Center for Academic Retention & Enhancement (CARE)
Previously Classified as Foster care, Homeless, Ward of the State, or Relative Care	CARE Unconquered Scholars Program
Veterans	Office of Veterans' Affairs
Gay Lesbian Bisexual Transgender	Safe Zone Program-Student Government Association
Transfer	Office of Undergraduate Studies
Student Parents	Educational Research Center for Child Development and Alumni Village Child Development Center
Returning Students	Center for Academic & Professional Development- Returning Student Services
Non-native Speakers	Center for Intensive English Studies
International Students	Center for Global Engagement

## *Division of Student Affairs*

The Division of Student Affairs (DSA) maintains, expands, and protects the University's focus on students. The DSA is the core unit responsible for advocating for all students. The DSA Strategic Plan is in direct alignment with the State University System of Florida, Board of Governors, and Florida State University's Strategic Priorities. [[DSA Strategic Alignment 2012](#)] Recognizing the need for continuous planning, evaluation and assessment of programs, DSA has created a five-year strategic plan. This strategic plan, directly tied to the University mission, vision, and strategic plan, is the foundation for work in the Division of Student Affairs. [[DSA Strategic Plan 2010-15](#)] The Division of Student Affairs strives to make Florida State University a student-centered research university. The Division of Student Affairs provides student support programs consistent with the mission of Florida State University, assisting students' intellectual, emotional, physical, and spiritual development. This commitment is reflected in the mission of DSA:

*The Division of Student Affairs collaborates with students, faculty, and staff to create welcoming, supportive and challenging environments that maximize opportunities for student learning and success. Through high quality programs and services, the Division staff facilitates student development, celebrates differences, and promotes civic and global responsibility.*

DSA departments offer services important to a student's well-being and academic success. [[DSA Departments List](#)] The DSA includes units such as the Dean of Students (housing Greek Life, Student Disabilities Resource Center, Victim Advocate Office, and Student Rights and Responsibilities) departments are as follows:

- Career Center
- Campus Recreation
- Center for Academic Retention and Enhancement (CARE)<sup>1</sup>
- Center for Leadership and Social Change<sup>2</sup>
- Dean of Students Department
- Center for Global Engagement
- Oglesby Union
- Student Government Association
- University Health Services
- University Counseling Center
- University Housing [[DSA Organization Chart](#)]

The DSA collaborates with other units under Academic Affairs, such as Undergraduate

Studies, the Graduate School, the Office of Distance Learning, International Programs, University Libraries, and academic colleges to design policies and programs that are student-centered. Partnerships with all University divisions are imperative to proactively address student needs and resolving issues as called for in the strategic priorities of the university.

### *Division of Academic Affairs*

The Division of Academic Affairs is the largest organizational unit within the university. It consists of 16 colleges, the Graduate School, Undergraduate Studies, University Libraries, the Vice President for Planning and Programs, the Vice President for Faculty Advancement and Development and several functional support units. The functional support units include the Office of Admissions, Distance (Online) Learning, Financial Aid, International Programs, Information Technology Services and the Center for Academic Retention and Enhancement.

### *Undergraduate Studies*

Undergraduate Studies works closely with the Division of Student Affairs to provide quality and effective student support services to all undergraduates.

The mission of the Undergraduate Studies 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. With this mission, the Division:

- Supervises and monitors a number of state-wide and university-wide degree requirements related to liberal studies.
- Serves as the Academic Dean for most freshmen and sophomore students (exception--BFA and Music students admitted directly into their degree-granting programs).
- Coordinates advising for lower-division students in all non-BFA/Music programs.
- Sponsors and directs programs designed to promote retention and academic excellence.

Undergraduate Studies consists of several organizational units which encourage students who are struggling and provide opportunities to students who excel. Some of these include: Academic Center of Excellence (ACE), Advising First, Center for Success Coaching, Honors Program, Living Learning Communities, Office of National Fellowships, and the Office of Undergraduate Research.

### *The Graduate School*

The mission of the Graduate School is to advance the quality and integrity of graduate education in a wide range of master's, specialist, doctoral, and professional degree programs, as well as certificate programs. With this mission, the Graduate School

assists Florida State University graduate students by:

- Providing advice on general academic matters, university-wide degree requirements, and information on the availability of financial assistance, including assistantships, fellowships, and scholarships.
- Granting approval for theses, treatises, and dissertations.
- Fostering the development of their skills and knowledge to succeed as leaders in a global community.

To accomplish its mission, the Graduate School offers services through the Center for Intensive English, the Office of Graduate Fellowships and Awards, the Program for Instructional Excellence and other programs. It also collaborates with the colleges, Office of Faculty Development and Advancement and the Graduate Policy Committee to establish and provide oversight of policies affecting graduate education at the University. The Graduate School also partners with various academic programs, departments, and colleges as well as the Center for Global Engagement, Career Center, University Health Services and University Libraries to address graduate student needs.

The Divisions of Student Affairs and Academic Affairs in Tallahassee collaborate with faculty and staff to offer an extensive variety of support services for students both on the Tallahassee campus and at all off campus instructional sites: the Republic of Panama [[FSU Republic of Panama Student Support Services](#)]; Panama City, Florida [[Student Services for Panama City, FL](#)]; Sarasota [[Student Services for Sarasota](#)]; West Palm Beach [[Student Services for West Palm Beach](#)]; Jacksonville and Gainesville [[Student Services for Jacksonville and Gainesville](#)]

Florida State University (FSU) serves students at all levels and appropriately accommodates special student populations such as international students, individuals in traditionally under-represented groups, and first-generation college students. Student support services at FSU are grounded in four concepts:

- Supporting a Diverse Student Population;
- Fostering Student Engagement;
- Preparing Students for a Global Society; and
- Promoting Health and Wellness.

### **Supporting a Large and Diverse Student Population**

The Florida State University enrolls a large number of diverse students, requiring a broad range of services and programs. The university places high value on diversity in its student population and recognizes that the community is made stronger by the varying cultures, perspectives, and experiences that make up the collective student



body.

### *Orientation and Academic Information*

Once an undergraduate student (first time in college, lower division or upper division transfer) has been admitted to FSU, he or she is required to attend Orientation. Students receive information on the structure of academic programs, University policies and procedures, as well as campus services and resources. New Student & Family Programs at FSU welcomed 9,822 students through its Orientation program in 2011, along with 10,090 of their family members. [[DOS Annual Report 2011](#)] Students on the West Palm Beach off-campus site also attend an Orientation session on the main campus in addition to a local orientation in West Palm Beach. Students at the Jacksonville and Gainesville sites receive a face-to-face orientation from a faculty member in the College of Social Work. A special additional orientation is required of all international students. [[International Student Orientation 2011](#)] The Office of Distance Education also provides appropriate orientation information online for distance learners. [[University Services Available to Distance Learning Students](#)] The Panama City, FL branch campus provides new student orientation for all newly admitted degree-seeking students.. [[Panama City Florida Student Services](#)] The Republic of Panama branch campus also provides students with an individually tailored orientation through its academic advisors. [[Republic of Panama Orientation](#)] [[Republic of Panama Orientation Packet](#)] Orientation is available to all graduate students, including those on the main campus, the Panama City (Florida) and Republic of Panama branch campuses, and the Sarasota, Jacksonville, and Gainesville off-campus instructional sites. [[Graduate School Orientation 2012](#)]

At the undergraduate level, all students are assigned and introduced to their respective academic advisors during orientation. Advising, parent information and academic program session are all designed to answer immediate questions and to familiarize students with the many services available to them that will facilitate their long-term academic success and emotional welfare. The Orientation sessions provide new students with an overview and an introduction to the structure of academic programs, the resources available to them, the academic policies, and give them a head start as they plan on selecting classes and choosing an academic path.

A university orientation session for new graduate students likewise introduces graduate students to the university resources available to them. [[Graduate Orientation Package](#)] This complements individual departmental orientations offered to new graduate students as well. [[Music Orientation](#)] [[Business Online Orientation](#)].

### *Supporting Academic Achievement*

Faculty and staff have a common mission in assisting students to earn undergraduate and graduate degrees. Undergraduate Studies provides five distinct programs to support academic achievement.

1. Advising First: The primary focus of the program is to assist and guide students so they are retained at the University from time of enrollment to graduation. For many

undergraduate students, staff of the Advising First program serves as their initial academic advisors. Placing full-time professional advisors at various host-site locations in colleges, schools, and departments increases both accessibility and the use of academic advisors. Advising First achieves its mission through one-on-one meetings, student workshops and conferences, web-based outreach efforts, campus-wide events, and class and residence hall presentations. In the 2011-2012 academic year, the Advising First advisors accounted for over 1.5 million contacts with their students, of which over 84,000 were face-to-face contacts. [[Longitudinal Tracking Report](#)] Data indicate that students rate FSU's academic advising high when compared to peer institutions. [[NSSE Advising Report 2012](#)]

2. Center for Success Coaching: Success Coaches are dedicated to helping students get the most out of their college experience. Approximately 1500 freshmen who are first time in college students and about 300 sophomores who are also in the Center for Academic Retention and Enhancement (CARE) program, are served in the program. These students receive one-on-one attention twice per month. Coaches work closely with academic advisors and other resources across the main campus to support students in achieving their personal, academic, and other professional goals. [[Success Coaching Timeline and Results 2008-2011](#)]

3. Academic Center of Excellence (ACE): The ACE was established in 2007 with its mission to help the diverse population of undergraduates develop the study skills and personal success habits that encourage the highest level of scholarship and academic achievement. The Center offers free tutoring and academic support in the ACE learning Studio for specific subjects. ACE also assists students with time management, organizational strategies, effective note-taking, exam preparation, learning strategies, and other tools for success in college. Additionally, ACE plays a key role in connecting undergraduate students to the range of academic support services that are available at Florida State University. [[ACE Tutoring Services](#)] is committed to working with the university community to promote a culture of academic success, with the shared mission of helping students earn a college degree and develop effective lifelong learning skills. [[ACE Annual Report 2011](#)] The Adult Learning Evaluation Center (ALEC) provides individualized support beyond an ACE personal Academic Consultation. ALEC offers weekly academic coaching sessions and ADHD coaching.

4. The Center for Academic Retention and Enhancement (CARE), which helps realize a University strategic priority, is a joint program of the Division of Student Affairs and the Division of Undergraduate Studies within Academic Affairs. CARE provides tutorial resources, mentoring, and summer transition programs for pre-collegiate, first-generation, and first-time-in-college students on the main campus. CARE is committed to serving first-generation and low-income students' developmental needs, promoting campus involvement, and emphasizing academic achievement, elements that will generate higher rates of retention and graduation. [[CARE Annual Report 2011](#)] CARE aims to narrow the gap between the performances of university students. In 2010, the difference between the overall six year graduation rate of all first-time-in-college students and all Black students was 0%; all Hispanic students was -6%; all White Students +1%, all Female students was +1% and all male students was -2%. For most

groups, though improvement is needed, the university has done relatively well.

[\[Performance Indicators\]](#)

5. The Student Disability Resource Center (SDRC) also offers valuable services. As a primary advocate for students with disabilities, the SDRC works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom, as well as all branch campuses, off-campus sites, and distance programs. It provides support services at no costs to students with disabilities. It served 1,517 students in 2011. SDRC has one full-time interpreter who accommodates the needs of students with hearing impairments by providing American Sign Language communication in the classroom. [\[DOS Annual Report 2011\]](#)

At off-campus instructional sites, smaller than the main campus, similar support is available through students' academic advisors and faculty mentors. On the Republic of Panama branch campus, the Office of Admissions and Records is responsible for the academic guidance of students, from new student orientation, to registration, course selection, add/drop services, and academic mapping/major selection. In conjunction with the Academic Vice Rector, the Office of Admissions and Records provides students with updated information on all new policies as advised by the main campus, helps students select the classes they need, and assists them in the process of transferring to main campus if they desire. Students receive individualized and one-on-one attention on these areas. All staff members of this office have access to almost all of the resources available to advisors in main campus, such as web access to the same Student Central database resources, as well as Student Academic Support System (SASS) reports and enrollment files. [\[Quest for Excellence\]](#)

In addition to student advising services available to all FSU students, the College of Motion Picture Arts provides students on the West Palm Beach off-campus site with direct access to their own academic advisor and schedule coordinator. The West Palm Beach Academic Program Specialist also serves as a liaison for students to main campus offices and assists students in connecting to a variety of FSU services as appropriate to their needs. This staff member regularly provides students with information on scholarships, financial aid, admissions, housing and other need-based areas.

Graduate students have access to advising regarding their academic success from their major advisor and their committee chair. Since the numbers of graduate students are generally small within a department, individual attention is often possible. At a minimum, each graduate student is evaluated annually to determine progress toward their degree. [\[Graduate and Professional Student Handbook\]](#) The Graduate School also provides all students on all campus and distance programs with access to the GradShare service. Gradshare is an international community of graduate students seeking a better experience in graduate school and beyond through the sharing of questions, answers, and links. [\[Gradshare\]](#)

Complementing such services, the University provides academic maps to assist each undergraduate student in navigating through their degree programs. The maps

document for each program is a list of milestones to guide students in scheduling courses with the goal of completing academic programs on time. Academic maps are available online for students in all programs; including distance learning, branch campuses, and off-campus instructional sites. [[Academic Maps 2012-13](#)]

### *Additional Student Services*

The University recognizes the need to support the academic goals of students with young children and strives to provide convenient quality childcare. The University has two early childcare development programs near the main campus that are accredited by the National Association for the Education of Young Children and awarded Centers of Excellence status by the local professional childcare community. These centers provide early education and affordable childcare for infants, toddlers, and preschool children for 115 families. [[Housing Annual Report 2011](#)]

### *Financial Aid*

The Office of Financial Aid in Tallahassee coordinates financial aid services for students on all campuses, sites, and distance programs with the overarching goal of making postsecondary education available to all who aspire to it and who have the ability to participate. Financial Aid is committed to:

- Assisting students with identifying and applying for financial assistance. Processing data received from students to meet verification requirements of federal, state, institutional and private donor policies.
- Awarding financial aid to assist students in meeting their educational goals.
- Ensuring that institutional financial aid policies and practices are in keeping with the overall institutional mission and policies, and are not in violation of federal or state regulation.
- Acting as advocates for the student in matters of financial aid policy at the institutional, state, and federal level.

Florida State University is a Title IV-participating institution, and the Office of Financial Aid seeks to adhere to Good Practices set by the National Association of Student Financial Aid Administrators. [[Policy and Procedures Manual 2012-13](#)]

The Student Affairs Office in Panama City, Republic of Panama, provides information about scholarships, grants, work-study and loans available in the Republic of Panama and through the Tallahassee campus. Financial aid in off-campus instructional sites (Panama City Florida, Sarasota, West Palm Beach, Jacksonville and Gainesville) is coordinated by the university Office of Financial Aid working on-line, over the phone and face-to-face.

### **Fostering Student Engagement**

The impact of college is largely determined by the student's efforts and engagement in

academic and co-curricular opportunities on campus (Pascarella & Terenzini, 2005). Students at FSU are offered a wide array of outside-the-classroom involvements that impact their experience at the institution and beyond. According to Kuh, co-curricular activities "...presented students with personal and social challenges, encouraged them to develop more complicated views on personal, academic, and other matters, and provided opportunities for synthesizing and integrating material presented in the formal academic program" (1995, p. 146). FSU's mission and vision call for personal responsibility and transforming lives. The Strategic Plan calls for the university to enrich the student experience and sets a goal of student engagement, so student support services at the University intentionally create activities, programs, and services that provide students at all levels an opportunity to engage the world around them. [[Strategic Plan, pg. 28-29](#)]

### *Student Government Association*

The mission of the Student Government Association (SGA), is to provide FSU students with representation, services and advocacy within the university structure. The Student Government Association provides quality leadership for, and accountability to, its constituency by recognizing that strength arises from diversity, engagement, and dialogue. SGA, funded by the Activity and Service Fee, organizes events for students, receives complaints from students, investigate the problems, and participates in academic policy. [[Constitution of the Student Body, p.2](#)]

### *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 Florida State. Currently, the largest account that COGS administers is Support Grant Lines. These grants help hundreds of graduate students each year travel to academic conferences, present their research, and conduct their research domestically and abroad. Aside from grants, COGS administers funds to hundreds of recognized graduate student organizations (RSOs). Graduate RSOs provide essential activities and services to students of similar interests, goals, and academic backgrounds. [[COGS Code, p.29](#)]

### *Student Involvement*

The Oglesby Union on the main campus fosters learning by providing opportunities for involvement. The Union is the community center of the University, serving students, faculty, staff, alumni and guests. Traditionally considered the "hearthstone" or "living room" of the campus, today's Union is the gathering place of the University. The Union serves as a home to more than 550 recognized student organizations and provides resources for their leaders and advisors. The Union facilities also house meeting space, retail and dining options, cinema, bowling alley, art center, and more, all focused on ensuring every student has an opportunity to engage. [[Oglesby Union Annual Report 2011](#)]

The University leverages several online tools to facilitate student engagement. Through

the Student Activities Center's online portal called "Nole Central," students on the main campus, Republic of Panama and Panama City (Florida) branch campuses, and the Sarasota, Jacksonville, Gainesville, and West Palm Beach off-campus sites are able to find, join, and even create student organizations as well as learn about events hosted by student groups. [[Nole Central](#)] The University also maintains a robust social media presence with many colleges, departments, and units relying on Facebook, Twitter, LinkedIn, and YouTube to tell the University story and to engage students, alumni, faculty, staff, and friends of the University in building an active online community. The Panama City (Florida) branch campus provides opportunities for student involvement through recognized student organizations. Panama City also maintains a Student Government Council to provide students on that campus an opportunity to make decisions on behalf of their peers. [[Panama City Florida Student Services](#)] Panama City, Republic of Panama, parallels this by offering a student government association and a limited number of clubs for students. [[FSU Republic of Panama Student Government Association](#)] [[FSU Panama Student Organizations](#)]

The West Palm Beach off-campus site offers a variety of programs to involve students both in the filmmaking craft and in the local community. The College hosts public screenings of student films at local screening venues and movie theaters. [[Student Screening Flyer](#)] The College has worked with the Palm Beach County Film Commission and Film Institute to provide students free or greatly-reduced access to local film events, including a screening and question and answer session with the Director of the film *Parker*. [[Parker Flyer](#)]

### *Student Veteran Center*

The Student Veteran Center goal is to be the most veteran-friendly and veteran-empowering university in the country. It provides military veterans with a smooth transition to a welcoming campus environment that offers veteran-specific guidance, orientation, tangible resources that provide encouragement and support, a rewarding academic experience, and assistance in securing meaningful employment after graduation. It also aims to engage the university-wide community in the student-veteran experience through outreach events. [[Student Veterans Center Brochure](#)]

### *Honors, Scholars, and Fellows*

Florida State University has a long history of providing recognition and support for outstanding students through its honors programs, which include both the University Honors program for entering students and Honors in the Major. [[Honors Program 2012](#)] The Office of Undergraduate Research (OUR) also assists all students who are curious about research in exploring the opportunities available at the main campus. OUR's new Undergraduate Research Opportunity Program (UROP) provides structured programming and one-on-one faculty consultations for new students wanting to participate in research [[UROP 2012](#)] The Office of National Fellowships helps students to identify and achieve their academic, public service, creative, and leadership goals by providing one-on-one mentoring and direct assistance for over 60 nationally competitive awards. [[National Fellowships 2012](#)] Honor societies are a source of recognition and

support for students with exemplary academic records. [[Honor Societies](#)]

The Graduate School sponsors several programs to support the academic and professional development of graduate students. The Fellows Society, Florida State 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, NSF Graduate Research Fellowship Program, Charlotte Newcombe Woodrow Wilson Fellows, and other qualifying fellowship programs are also invited to become members. Fellows participate in regular events, including the Fellows Forum, the Annual Orientation & Leadership Training, President's Social, and other special events, designed to encourage interdisciplinary exchange and to promote academic and professional development. [[Fellows Society](#)]

In addition, The Graduate School conducts a series of professional development workshops. These free workshops, led by FSU faculty and administrators, are designed for graduate students and postdoctoral fellows. Many of the workshops are approved for credit towards the Preparing Future Faculty (PFF) Graduate Certificate or the Preparing Future Professionals (PFP) Graduate Certificate. In addition to the professional development workshops offered by The Graduate School, many academic departments and units on campus offer workshops that may provide credit towards the PFF and PFP Certificates.

### *Learning Communities*

National research consistently demonstrates the value of living on campus in the first year of college, and the University recognizes that a key component of this value lies in opportunities to participate in and identify with smaller groups within the larger community. Seven living-learning communities and a residential community for Honors students in the main campus residence halls provide such opportunities to students seeking a richer and more academically focused residential experience. Along with the traditional opportunities for activities and governance available to all housing residents, members of these communities enjoy special activities such as in-hall classes, speakers and mentoring. All eight communities are housed either in renovated historic buildings or in some of the newest residence halls on the main campus, and each benefits from the leadership of both an academic director and a professional residence hall coordinator. The Honors Community houses approximately 550 students in two residence halls on the main campus. [[Living Learning Community Overview](#)]

### *Service Learning*

One of the university's strategic priorities calls for it to "strengthen the public service mission of the university." The Center for Leadership and Social Change provides information and serves as a point of entry for all students interested in pursuing community service. In 2011, 5,213 FSU students utilized the University's ServScript program to report service hours on their official transcripts totaling 269,713.5 hours of certified community service. [[Center Annual Report 2011](#)] In 2010-2011, 88

undergraduate and 30 graduate courses were identified as having a service-learning component; 4,242 students completed 368,236 hours of community service in connection to an academic course. [[Center Annual Report 2011](#)] In 2011, Youth Programs provided 426 college students as mentors in Leon County Schools. [[Center Annual Report 2011](#)]

In 1998, the Center initiated the Service Scholar Program. In 2011, the Center selected 11 students as Service Scholars from an open application pool of over 600 students. [[Center Annual Report 2011](#)] These students serve as leaders of student community service projects and complete a four-year curriculum in order to develop their community engagement and capacity for effective leadership. This institution provides leadership in Florida's higher education and K-12 communities by promoting student service. [[Service Scholars](#)]

### *Leadership Development*

The Center for Leadership and Social Change offers programs and services for the training, development, education, and engagement of responsible citizenship and effective leadership for all students. In 2008, the Center moved with the Career Center into a new facility, the Dunlap Student Success Center. Through new state of the art physical and technological resources, the Center was able to enhance their ability to reach and serve Florida State students. The Center continues to develop a comprehensive array of programs designed to educate students about social justice, the importance of responsible citizenship, and the process of leadership. These programs teach students how to engage the world around them and to use their talents and means to create a more just and humane society. [[Center Annual Report 2011](#)] FSU also hosts the Florida Campus Compact which is a program designed to promote leadership development among students. [[Florida Campus Compact](#)]

### *Student Engagement Recognition*

In an effort to encourage student engagement beyond the classroom, the University unveiled the Garnet & Gold Scholar Society (GGSS) in 2010. GGSS provides both an opportunity for reflection and formal recognition for students on both the main campus and the Panama City (Florida) branch campus who excel in the areas of Leadership, Internship, Service, International, and Research. [[Garnet & Gold Report 2012](#)] Students work with a faculty or staff advisor to complete requirements in three of the five engagement areas as well as a synthesis capstone project. [[Garnet & Gold Overview](#)]

## **Preparing Students for a Global Society**

More than ever students are leaving college and finding themselves in an interconnected world requiring both knowledge of other cultures and skills in adapting to a fast-paced workforce. The university has established a goal to Foster global citizenship as part of its strategic priority aimed at academic excellence. [[Strategic Plan, p.31](#)] Student support services at FSU work to prepare students for the global society through a variety of programming and services.



## *Cultural Learning*

In addition to having a minority student population of 32.6% in 2012, [[FSU Enrollment 2012-13](#)] the University enjoys the cultural richness provided by approximately 2,734 international students. [[FSU Geographical Origin of Students 2012-13](#)] The Center for Global Engagement provides four academic classes and ongoing workshops and training designed to help students on the main campus develop global awareness, understanding and competencies necessary to be successful in today's global society. [[CGE Global Connections 2011](#)] Additionally, Florida State University's International Programs (FSU IP) is consistently ranked in the top 15 of US study abroad programs. Every year we send over 1,600 students across the world to study in our multiple locations. [[International Programs Brochure Interactive](#)]

The Center for Global Engagement coordinated the Beyond Borders Exchange Program with FSU students and students from the University of West Indies, the University of Costa Rica and the Technical University of Dresden. In addition, the department collaborates annually with International Programs to sponsor International Education Week and the Going Global Showcase of Student International Engagement. [[CGE Global Connections 2011](#)] The Center for Global Engagement supports international student diversity by providing initial orientation, [[International Student Orientation 2011](#)] ongoing immigration advising and services, and weekly cultural adjustment workshops including topics such as academic resources, plagiarism, American classroom culture, and interacting with U.S. culture. [[CGE Annual Report 2011](#)]

The Florida State University Global Pathways program is a partnership created the Division of Academic Affairs and the Division of Student Affairs. Global Pathways maximizes the rich cultural learning experiences available to students in their local communities and abroad. Open to students from all campuses, sites, and distance programs, students can choose a certificate theme based on their interest and goals, take related academic courses and a language, and participate in international and/or intercultural experiences and events to enhance their theme. Such active learning and reflection, together with intercultural interaction, dialogue and service help provide the invaluable intercultural skills and competencies needed to be a global-ready graduate. [[Global Pathways Brochure](#)]

The Center for Leadership and Social Change (the Center) creates a welcoming and inclusive environment for all FSU students. The staff provides advocacy, support services, and culturally based programs educating students on diversity and multiculturalism and empowering them to be agents of social change in an increasingly diverse and global community. A variety of educational and cultural programs and activities are sponsored for students, including an annual Meet & Greet Mixer and Multicultural Showcase during the week prior to fall semester, Seminole Sensation Week. [[Multicultural Engagement Events](#)]

The Student Government Association (SGA) Executive Branch houses five agencies: Asian American Student Union, the Black Student Union, Hispanic/Latino Student

Union, PRIDE Student Union, and the Women's Center. [[SGA Statutes 2012](#)] These groups provide support for and education on a particular select interest group of the Florida State University, whether it is racial, ethnic, academic, or philosophical in nature. The agencies work closely with student affairs advisors and staff to sponsor heritage theme months, such as: Native American Culture, Asian Awareness, Black History, and Hispanic Heritage. In addition, the annual Dr. Martin Luther King Jr. Commemorative Celebration, and the Multicultural Leadership Summit programs aid in cross-cultural campus interactions and celebrate multiculturalism and diversity at Florida State University. [[Multicultural Engagement Events](#)]

### *Career Development*

The Career Center on the main campus helps all students at all levels and in all programs learn how to make educational and career decisions that take into account their skills, interests, values, and future goals. In addition to opportunities for one-on-one, group, and classroom-based career assistance, students on all campuses and sites can utilize web-based technology for locating internship and employment opportunities, and have access to employability skills workshops, mock interview preparation, career expositions, on-campus interviews, updated job listings, and related services. [[Career Center Services](#)] Student use of the Career Center's electronic-Portfolio (e-Portfolio) [[Career Portfolio User Guide](#)] continues to expand since it was launched. [[Career Center Annual Report 2011](#)] This program enables students to build a personal electronic portfolio that allows them to reflect on skill development from their FSU experiences and to distribute to potential employers a record of experiences and accomplishments directly related to valued skills. The portfolio is hosted online and is available to all students on all campuses, sites, and in all distance programs.

The Republic of Panama branch campus maintains communication with students and alumni through student and alumni email listservs. All career and job openings are made available and circulated among current students and alumni that are kept in the database. In addition, the Office of Student Affairs on the Republic of Panama branch campus places students in internships based on their particular academic needs and preparation. A strong component in the internship program is the series of agreements with local and international agencies that relate to the academic programs, such as UNICEF. [[FSU Republic of Panama Internships](#)]

Students on the main campus, the Republic of Panama and Panama City (Florida) branch campuses, the Jacksonville, Gainesville, Sarasota, and West Palm Beach off-campus sites, and distance learning students have access to Seminole Link, Florida State University's free on-line management system for job listings, on-campus recruiting schedules, resume books, career events and mentorship database. SeminoleLink connects students and alumni with employers.

### **Promoting Health and Wellness**

The University mission calls for achieving excellence in "personal responsibility," so student support services directs many efforts at serving and education students about

the importance of health and wellness [[Strategic Plan, p. 33](#)].

### *Healthy Campus 2020*

To address the unique demands of college healthcare and education, the American College Health Association (ACHA) initiated Healthy Campus 2020: Connect, Collaborate, Create. Healthy Campus 2020 provides the framework for departments, faculty, and students of FSU to implement an integrated approach to a healthy campus community. Healthy Campus 2020 was adopted as an FSU Division of Student Affairs strategic goal addressing a wide range of issues including: alcohol, tobacco and other drug use; sexual behavior; depression; nutrition and exercise; preventive health; and academic impacts. [[Healthy Campus Committee](#)]

### *Tobacco-Free Policy*

In an effort to understand students' thoughts and attitudes towards second hand smoke, staff in University Health Services administered an online survey in 2011 to collect feedback from students. The survey provided data indicating that the majority of students are concerned about second hand smoke and would support a tobacco-free initiative. [[Tobacco Survey 2011](#)] Staff in University Health Services, in collaboration with the College of Medicine, developed a tobacco-free policy, and at its March 2013 meeting, the FSU Board of Trustees adopted the policy, banning the use of tobacco products on all FSU properties in the state of Florida (including the main campus, Panama City branch campus, and the Jacksonville, Gainesville, and West Palm Beach off-campus sites). [[Board of Trustees June 2013 Meeting Minutes](#)]

### *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, fitness, substance abuse, and sexuality. UHS provides the leadership for a major effort to reduce alcohol abuse in the student community. [[Healthy Campus Committee](#)] The Panama City (Florida) branch campus provides both Immunization Compliance and Health Services to students. [[Panama City Florida Student Services](#)] In 2012, the University completed a new state-of-the-art Wellness Center on the main campus that is the new home of UHS. The new facility includes exam and treatment rooms, fitness and therapy spaces, clinical support spaces, classrooms, and offices. The College of Nursing and the Campus Recreation Department also have space within the facility. [[Wellness Center Article](#)]

Information regarding harmful consequences of alcohol and other drug abuse is available along with information targeted to parents, students, staff and faculty. [[Alcohol Website](#)] This information includes warning signs that students may have a problem, educational programs, intervention programs and instructions for how to handle a situation where a student is in immediate danger. In addition to student involvement through peer health educators, counseling services are available from the University Counseling Center and the Psychology Clinic. These services are also available to students at the Panama City, FL Branch Campus. In the Republic of Panama, students

can receive assistance through the Wellness Office. [[FSU Republic of Panama Wellness Office](#)]

Florida State University requires that every full-time student show proof of health insurance that meets the FSU Board of Trustee requirements prior to registration once each year. These requirements differ for domestic and international students. [[Domestic Insurance Requirements](#)][[International Insurance Requirements](#)] Students show proof either through completion of a waiver or may purchase a student health insurance plan offered through the University. [[Domestic Student Health Plan](#)] [[International Student Health Plan](#)]. This requirement and the student health insurance are administered through University Health Services."

University Health Services also provides an online tool called "eCheckUp to Go programs" as part of a SMART CHOICES program aimed at harm-reduction for alcohol and marijuana use. [[Smart Choices Program](#)] Students complete this self-assessment anonymously and once completed may share their name. The tool provides feedback on individual patterns and risks in addition to providing the student with FSU resources that are available. The tool is available to all students, including students on the main campus, Republic of Panama and Panama City (Florida) branch campuses, the Sarasota, Jacksonville, Gainesville, and West Palm Beach off-campus sites, and to all distance learning students.

### *Mental Health and Counseling*

The University Counseling Center (UCC) on the main campus provides mental health counseling services and prevention programming. Services include brief, solution-focused individual counseling, unlimited group psychotherapy, psychological assessment (including alcohol and other drug assessments) and crisis intervention to help students resolve personal concerns which may be interfering with academic progress, social development and emotional well-being. In addition, the UCC provides consultation services, outreach presentations and prevention programming for the University community. [[University Counseling Center](#)] The University Counseling Center on the main campus also provides a free online mental health screening tool that is accessible to all students on all campuses, sites, and distance programs. The screening provides students with anonymous feedback and recommendations. The tool is not a diagnostic system, but does provide resources to connect students with a counselor.

The Dean of Students Department on the main campus offers additional two services for students in crisis. The Victim Advocate Program (VAP) in the Dean of Students Department provides assistance to students who are primary or secondary victims of crime, violence, or abuse. VAP offers 24 hour crisis assistance and intervention as well as emotional support, information, and referrals for student victims. Support services include safety planning, temporary safe lodging, and accompaniment through medical and legal processes. The Dean of Students Department also employs two Case Managers who provide social work services to students. In 2011 the Case Managers served 578 students. [[DOS Annual Report 2011](#)]

On the Republic of Panama branch campus, the Wellness Office, staffed by the full-time

faculty members in Psychology, offers basic counseling and referral services to students. In addition, it organizes seminars and workshops throughout the semester that address wellness topics as well as issues that are most common in the student population (e.g. handling stress, substance abuse, dealing with peer pressure, etc.) Those open workshops are organized and announced at the beginning of each semester. [[FSU Republic of Panama Wellness Office](#)]

### *Physical Wellness*

The University's Department of Campus Recreation provides cross-curricular opportunities through its six primary facilities in Tallahassee: the Leach Recreation Center and the Fitness & Movement Clinic which provide indoor fitness and recreational space; the award-winning Rec SportsPlex, Main Campus Fields, and Westside Courts offering outdoor field and court space, and the FSU Reservation, a waterfront park for outdoor recreation. [[Campus Recreation Facilities](#)] Campus Recreation's seven program areas engage students in a variety of lifelong wellness initiatives including fitness, wellness, aquatics, intramural sports, sport clubs, outdoor adventures, and the challenge program.

Over 30,000 students are actively involved as participants in Campus Recreation programming annually. The department also provides work experiences and leadership opportunities to over 500 student staff members each year. The department's focus on integrity, experiential learning, wellness, excellence, innovation, and community helps it provide a diversity of learning opportunities for its students and staff. [[Campus Recreation Annual Report 2011](#)]

On the West Palm Beach off-campus site, students are able to access athletic facilities and programs on the Palm Beach Atlantic University campus. These facilities include a fitness center, training room, gymnasium, and intramural sports program. On the Republic of Panama campus, students benefit from services offered by the Sports Coordinator. Sports offered include soccer, basketball, volleyball, table tennis, and golf, among others. [[FSU Republic of Panama Sports](#)]

### *Campus Safety*

The Florida State University Police Department (FSUPD) is a fully accredited by the Commission for Florida Law Enforcement Accreditation, Inc. FSUPD supports the mission of Florida State University by promoting a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime. FSUPD implemented FSU Guardian to enhance safety and security services on the main campus. FSU Guardian is a new service that allows students to rapidly provide information themselves to the FSUPD during an emergency along with GPS coordinates from a mobile phone, decreasing police response time. FSUPD also put into operation an online crime mapping service to provide students on the main campus with more detail regarding crimes occurring on campus. The service also allows students to download a free application that provides detailed information on any sexual offender in the United States.

The Student Government Association and FSUPD collaborate to develop and maintain a healthy environment through such programs as S.A.F.E. Connection [[SAFE Connection](#)], Night Nole, [[Night Nole Route](#)] and the Blue Light Trail. [[Blue Light Trail](#)] The University also maintains a robust alert system through the FSU Alert program. The system uses multiple methods to communicate with students, faculty, staff, and other community members during severe weather and other emergency situations. [[FSU Alert Overview](#)]

To enhance the range of programs and services mentioned above, the university also provides critical academic infrastructure, as a framework for student support services. Most notably, this includes information technology and library resources.

### **Information Technology and Library Resources**

As part of its effort to realize its strategic priority to "foster academic excellence, the University provides a variety of information technology and library resources that are integral to student experiences. [[FSU Libraries](#)] Free tutoring in many undergraduate subjects is a popular feature in Strozier and Dirac Libraries. Peer tutoring in Strozier's "Learning District" is offered in accounting, biology, chemistry, economics, math, and physics for an average of over 80 hours per week, primarily during the evening hours. Over 6,094 tutoring sessions for more than 2,000 students were conducted in the 2011-2012 academic year. Planning for this program was based on three key assessments. The first was identification of courses that were high-enrollment, high-drop, and high-failure to target areas of greatest need. The second was an environmental scan of existing tutoring programs so that efforts would not duplicate other programs. Third, ethnographic research of how FSU undergraduates study led to the late-night scheduling and peer-staffing model of the program. Research is underway to determine the Learning District's impact on student success and retention. In addition to the Learning District, the libraries also work with Advising First, part of a university-wide advising program to consult with students in Strozier Library location. Furthermore, the Libraries host other departmental tutoring. The English Department's Reading/Writing Center serves students in Strozier Library. RWC tutors provided assistance during 1,553 appointments during the 2011-2012 academic year. The Statistics Department's Stats Help Desk serves students in Strozier Library. Tutors provided 429 tutoring sessions during the 2011-2012 academic year. Modern Languages Department graduate students earn Practicum credit by helping students study Spanish, Italian, French, and German in Strozier Library, providing 493 sessions in the 2011-2012 year.

The Scholars Commons provides research assistance and resources to graduate students and faculty. The Commons has a close partnership with the Center for Humanities and Society [[Center for Humanities and Society](#)], which sponsors programs that bring historical, philosophical, literary and other perspectives to variety of topics. The Scholars Commons frequently hosts interdisciplinary seminars, book discussions, individual speakers, and other events of interest to the scholarly community.

The Libraries' website, a primary source of information for both on- and off-campus users [[FSU Libraries Website](#)], provides extensive information about these and other services and resources provided by the Libraries. The website is available to all users

regardless of location or mode of delivery. In spring 2013, the website is being redesigned based on formal usability testing combined with qualitative data from the various user groups and stakeholders.

The Office of Distance Learning (ODL) provides services and resources to FSU's undergraduate and graduate students enrolled in online course work. The Office of Distance Learning contributes to the development, delivery, and sustainability of courses and programs of study. Key to the success of FSU online courses and programs is the student support that has been carefully integrated to serve both online and residential students. The Office of Distance Learning staff collaborated with staffs from existing student support units to ensure that the necessary administrative processes could be made available to all students online. For students at a distance, academic program coordinators lend an additional layer of support and academic assistance. It also hosts the university wide learning management system, BLACKBOARD which houses course and student information. ODL provides online students with technology training and support and other university resources such as University Libraries, Financial Aid, Veterans' Center, and academic support services. [[University Services Available to Distance Learning Students](#)] [[Office of Distance Learning](#)]

In 2012 the University deployed the myFSU portal a new, one-stop shop for all student needs and gateway into myFSU Student Central, Florida State University's new student information system. The myFSU Student Central allows students to manage course registration, class search and financial aid needs regardless of location or mode of delivery.

To support the services of both administrative and academic units, FSU utilizes the services available through the Student Academic Support System (SASS) and other mechanisms developed by the Office of Technology Integration. Advisors are able to inform students of the various advising services available and in some cases the tool itself can serve as an alternative form of advising. These web-based tools are a great assistance to FSU students who are based at one of the University's branch campuses. Through link sites and shared online systems as well as telephone contact with main campus advisors as needed, students have virtually the same level of academic support, no matter their location. These technological advances also provide for checkpoints for Liberal Studies compliance, graduation requirements and subject area competency and ensuring timely student advancement. [[Community College Counseling Manual](#)] [[Undergraduate Academic Program Guide](#)] [[Requirement Search](#)] [[Current Student Information](#)] [[FSYOU](#)]

Through developments in web-based technologies, mandated student electronic mail accounts and expanded computer network services, students are able access the university's various services from their home computer or through one of the various computer labs based throughout campus. While each undergraduate student is assigned and introduced to his or her academic advisor during orientation, an advisor search by major or college has been added to the Current Student Academic web page to ensure that all students have on-demand information about how to contact their

advisors. [[Advisor Search](#)] At the graduate level, the Graduate School as well as department chairs and deans closely monitor the assignment of major professors and committees.

Central to providing appropriate academic support during the course of the term is assisting the student with the cognitive adjustments to college academics. To assist with this transition, the university has various course tutorials and skill augmentation programs available. These services range from online assistance to course enrollment for individual instruction. Students are made aware of these services through aggressive e-mail notifications and advisor outreach programs. [[Adult Learning and Evaluation Center](#)] [[Biology Mentoring](#)] [[Blackboard](#)] [[CARE](#)] [[Student Disability Resource Center](#)] [[Disabled Student Services-PCC](#)] [[Distance Learning](#)] [[Reading/Writing Center](#)] [[Statistical Consulting Center](#)]

Florida State University's approach to student support relies heavily on collaboration of units across campus. To further this approach, the Undergraduate and Graduate Enrollment Management Committees (UGEMC) were created. These committees bring together, on a regular basis, various department coordinators to discuss the issues and concerns regarding the FSU student population. As a result of these committee interactions, the efforts of the university regarding academic support are coordinated and efficient. [[UGEMC Schedule](#)] [[UGEMC Agenda](#)] [[UGEMC Meeting Minutes](#)]

In another effort to produce a fluid experience for the student, the Council of Associate and Assistant Deans (CAAD) was created. This monthly gathering of deans from all colleges provides an open forum for deans to discuss both student and policy issues. This not only produces a more common application of university policies but also establishes a dialogue regarding program issues and successes. [[CAAD Meeting Minutes January 2012](#)]

These groups rely on reports from functional units and a variety of surveys. For example, with the development and implementation of several FSU generated surveys, exit interviews and inventories, the university has been able to determine areas of student interest and concern. [[Undergraduate Satisfaction Inventory](#)] Using the information accumulated from the Undergraduate FSU Satisfaction Inventory since its first administration in 1999, considerable effort has been made to increase the prominence of academic and career advisement. Recent measures show increased levels of satisfaction in the areas of registration, academic advising, faculty interaction, academic quality, individual educational gains, and overall student experiences. The introduction of the FSU Libraries Graduate Student Assessment survey has also facilitated improvements to library services for graduate students. [[FSU Graduate Student Assessment Survey](#)]

The Division of Student Affairs operates an Office of Research and Assessment that participates in several national evaluations including Cooperative Institutional Research Program, Freshman Survey and the National Survey of Student Engagement. [[Office of Research and Assessment](#)] These efforts complement those of the Undergraduate Studies, Institutional Research, Libraries, Housing and the Career Center.



## Off-Campus Instructional Sites



























Information on student support services at the university's six off-campus sites has been noted in the relevant sections above. The following chart provides a comprehensive list of student services found at the main campus and the six off-campus instructional sites.

[\[Student Affairs Services Chart\]](#)










































<sup>1</sup> The Center for Academic Retention and Enhancement dual reports to the Division of Student Affairs and the Division of Academic Affairs.

<sup>2</sup> The Center for Leadership and Social Change (the Center) was established in summer 2012 through the consolidation of the Center for Leadership & Civic Education and the Center for Multicultural Affairs. The mission of the Center is to transform lives through leadership education, identity development, and community engagement. The Center dually reports to the Division of Student Affairs and the Division of Academic Affairs.

### Evidentiary Documents

-  [Academic Maps 2012-13.pdf](#)
-  [ACE Annual Report 2011.pdf](#)
-  [ACE Tutoring Services.pdf](#)
-  [Adult Learning Evaluation Center.pdf](#)
-  [Advisor Search link.pdf](#)
-  [Alcohol website.pdf](#)
-  [Biology Mentoring.pdf](#)
-  [Blackboard online course information.pdf](#)
-  [Blue Light Trail.pdf](#)
-  [BOT-MeetingMinutes-June-6-7-2013.pdf](#)
-  [business online orientation.pdf](#)
-  [Campus Recreation Annual Report 2011.pdf](#)
-  [Campus Recreation Facilities.pdf](#)
-  [CARE Annual Report 2011.pdf](#)
-  [Career Center Annual Report 2011.pdf](#)
-  [Career Center Services.pdf](#)
-  [Career Portfolio User Guide.pdf](#)
-  [Center Annual Report 2011.pdf](#)
-  [Center for Humanities and Society.pdf](#)
-  [Center for Retention and Academic Enhancement CARE website\\_1.pdf](#)
-  [CGE Annual Report 2011.pdf](#)
-  [CGE Global Connections 2011.pdf](#)
-  [Chapter 20 No. 202013-27.pdf](#)
-  [COGS Code.pdf](#)
-  [CONSTITUTION OF THE STUDENT BODY.pdf](#)
-  [Courses That Satisfy University Requirements Search Screen website.pdf](#)

-  [Current Student Information Index.pdf](#)
-  [Disabled Student Services FSU\\_PCC.pdf](#)
-  [Disabled Student Services.pdf](#)
-  [Domestic Insurance Requirements.pdf](#)
-  [Domestic Student Health Plan.pdf](#)
-  [DOS Annual Report 2011.pdf](#)
-  [DSA Departments.pdf](#)
-  [DSA Strategic Plan 2010-15.pdf](#)
-  [Enrollment Management Meeting 101912Agenda.pdf](#)
-  [Enrollment Management Meeting Minutes101912.pdf](#)
-  [Enrollment Management Meeting Schedule 2012-2013.pdf](#)
-  [Fellows-Society.pdf](#)
-  [Florida Campus Compact.pdf](#)
-  [FSU Alert Overview.pdf](#)
-  [FSU Enrollments 2012-13.pdf](#)
-  [FSU Geographical Origin of Students 2012-13.pdf](#)
-  [FSU Libraries Website.pdf](#)
-  [FSU Republic of Panama Internships.pdf](#)
-  [FSU Republic of Panama Sports.pdf](#)
-  [FSU Republic of Panama Student Government Association.pdf](#)
-  [FSU Republic of Panama Student Organizations.pdf](#)
-  [FSU Republic of Panama Wellness Office.pdf](#)
-  [FSU SP DSA SP and BOG grid.pdf](#)
-  [FSU Strategic Plan 2008-13.pdf](#)
-  [FSU Strategic Plan.pdf](#)
-  [FSYOU Studentsfirst Access.pdf](#)
-  [Garnet & Gold Overview.pdf](#)
-  [Garnet & Gold Report 2012.pdf](#)
-  [Global Pathways Brochure.pdf](#)
-  [Gradshare.pdf](#)
-  [Graduate and Professional Student Handbook, pg. 31.pdf](#)
-  [graduate music school orientation.pdf](#)
-  [Graduate School Orientation 2012.pdf](#)
-  [Healthy Campus Committee.pdf](#)
-  [Honor Societies.pdf](#)
-  [Honors Program 2012.pdf](#)
-  [Housing Annual Report 2011.pdf](#)
-  [International Insurance Requirements.pdf](#)
-  [International Student Health Plan.pdf](#)
-  [International Student Orientation 2011.pdf](#)
-  [IP Catalog 13-14.pdf](#)
-  [Jacksonville Gainesville MSW.pdf](#)
-  [January Minutes.pdf](#)

-  [Libraries\\_about.pdf](#)
-  [Living Learning Communities Overview.pdf](#)
-  [Longitudinal Tracking Rpt 2011-2012.pdf](#)
-  [Multicultural Engagement Events.pdf](#)
-  [National Fellowships 2012.pdf](#)
-  [Night Nole Route.pdf](#)
-  [Nole Central.pdf](#)
-  [NSSE Advising Report 2012.pdf](#)
-  [Office for Distance and Distributed Learning Online Learning website\\_1.pdf](#)
-  [Office of Research and Assessment.pdf](#)
-  [Oglesby Union Annual Report 2011.pdf](#)
-  [Panama City Florida Student Services.pdf](#)
-  [PanamaSiteSpecific.pdf](#)
-  [Parker Flyer.pdf](#)
-  [performance indicators.pdf](#)
-  [Policy and Procedure Manual 2012-2013 with PM.pdf](#)
-  [Reading Writing Center.pdf](#)
-  [SAFE Connection.pdf](#)
-  [Safezone Webpage.pdf](#)
-  [Service Scholars.pdf](#)
-  [SGA Statutes 2012.pdf](#)
-  [Smart Choices Webpage.pdf](#)
-  [Statistical Consulting Center.pdf](#)
-  [Strategic Plan, pg. 28-29.pdf](#)
-  [Student Affairs - Vice President Office.pdf](#)
-  [Student Screening Flyer.pdf](#)
-  [Student Support in Panama City, FL.pdf](#)
-  [Student Support services By Off Campus Site 2013.pdf](#)
-  [Success Coaching Timeline and Results 2008-2011.pdf](#)
-  [Summary Academic Work Behaviors and Needs of Graduate Students 2010.pdf](#)
-  [Survey on Tobacco Use and Exposure 2011-12.pdf](#)
-  [SVC Initiatives and Accomplishments - 2013\[1\].pdf](#)
-  [The Quest for Excellence--Academic Year 2012-2013.pdf](#)
-  [Undergraduate Academic Program Guide.pdf](#)
-  [Undergraduate Satisfaction Inventory.pdf](#)
-  [University Counseling Center.pdf](#)
-  [University Services Available to Distance Learning Students.pdf](#)
-  [UROP 2012.pdf](#)
-  [Web based technologies and computer network services.pdf](#)
-  [Wellness Center Article.pdf](#)
-  [WPB\\_BFA in Animation and Digital Arts.pdf](#)

**2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or state-wide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound plan. **(Financial Resources)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Florida State University has demonstrated a long history of financial health and stability to support its mission as a comprehensive, graduate-research university, with a liberal arts base. Despite challenging financial times for the last six years, 2007-08 to 2012-13, related to declining state support and a shaky U.S. economy, the University has been able to grow its financial resources due to strategic planning, strong student demand, diversified revenue sources, and strong fund raising capabilities. For two fiscal years, 2009-10 and 2010-11, the University received federal American Recovery Reinvestment Act (ARRA) funding thru the state's appropriations process. [[FSU 2009 2010 Annual Report](#)] [[FSU 2010 2011 Annual Report](#)] The University has consistently received unqualified opinions and the audits have shown no material findings related to reporting or internal controls.

The University's operating budgets, sponsored program awards, and fund balance levels, all indicate the university possesses the ability to provide for its operations and programs within the level of resources available. This is supported by the ratio analysis provided in the University Financial Statement 5yr Comparison along with the rating agencies reports received for the University's last bond issuance. [[FSU Housing 2011A Moody's Final Report](#)] [[FSU Housing 2011A Fitch Final Report](#)] [[FSU Housing 2011A S&P Final Report](#)] [[University Financial Statement 5yr Comparison](#)]

### Institutional Audit

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, The State of Florida Auditor General, pursuant to Florida Statute 11.45 conducts annual financial audits of all state universities. [[Florida Statute 11.45](#)] Their financial audits are conducted in accordance with auditing standards generally accepted in the United States and government auditing standards as adopted

by the Board of Accountancy.

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 2011-2012](#)] The University's audit financial statements and accompanying notes for the prior five years have been provided. [[FSU 2007-2008 Annual Report](#)] [[FSU 2008-2009 Annual Report](#)] [[FSU 2009-2010 Annual Report](#)] [[FSU 2010-2011 Annual Report](#)] [[FSU 2011-2012 Annual Report](#)] The audit of the University's 2012-2013 financial statements is scheduled for completion by December 2013.

### **Statement of Financial Position of Unrestricted Net Assets**

The University increased its Unrestricted Net Assets, exclusive of Plant and Plant-Related debt, by 31.1% over the past 5 years. [[URNA Exclusive of Plant](#)]

### **Institutional Policies and Procedures**

All FSU policies apply to The Florida State University (FSU), its on-line delivery of courses and all off-campus instructional sites, including Asolo Conservatory for Actor Training, Sarasota; Film School, West Palm Beach; Social Work in Gainesville and Jacksonville; and 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, "Fundacion 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. IIPA, 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 component of Florida State University Financial Statements. FSU Panama is subject to an annual financial audit. [[Fundacion Florida State University - Financial Statements Sept 30 2012](#)]

### **Operating Budgets**

The Florida State University submits an annual operating budget to the State University System of Florida's Board of Governors (FBOG) in August of the applicable fiscal year (August 2012 for the 2012-13 fiscal year), in accordance with BOG instructions.

The University Board of Trustees (BOT) approves a tentative beginning budget in June. [[BOT-Approved Tentative Operating Budget June 8 2012](#)] The final beginning budget is approved in September, after it has been submitted to the BOG in August. BOT's final approval occurs after the BOG submission, only to ensure the BOG submission's technical specifications were met. [[BOG Approval of 2012 2013 Tentative Operating Budget](#)]

Financial decision-making within the university occurs throughout the year. The

decision-making schedule is influenced by state law, the changes in Florida's economy and related changing levels of available state support, tuition increases, and strategic imperatives; it also focuses on planned activities in the current fiscal year as well as in future years.

Financial decisions are shaped by faculty, students, vice presidents, various other administrators such as the deans and the university president--with ultimate approval by the university president and the University Board of Trustees.

The University Budget Advisory Committee (UBAC), a university standing committee, holds meetings throughout the year to discuss funding issues in the current and future years. The committee consists of sixteen members: the University President (chair); the University Provost and Vice President for Academic Affairs (vice chair); the Vice President for Faculty Advancement; the Senior Vice President for Finance and Administration; the Vice President for Research; the Vice President for University Advancement; the Vice President for University Relations; the Vice President for Student Affairs; the Vice President for Planning and Programs; the Faculty Senate President; the Chair of the Faculty Senate Budget Advisory Committee; the Associate Vice President for Budget Planning and Financial Services (executive secretary) and four faculty members, who also serve on the Budget Advisory Committee of the Faculty Senate. [[UBAC Meeting Booklet 7-11-2012](#)] [[Faculty Handbook UBAC excerpt](#)]

The vice presidents interact with department heads and other institutional personnel throughout the year to discuss budget issues on the basis of strategic goals, objectives, opportunities and current and projected available resources. The Council of Deans, Faculty Senate, the Faculty Senate Steering and Budget Committees, the President of the Student Government Association, and other constituencies interact with the president, provost, and other senior institutional officials during the year to discuss budgetary issues pertinent to their current and planned operations. Senior officials negotiate budgetary items as needed with the several collective bargaining unions in place (UFF-Faculty, UFF-Graduate Assistants, AFCSME, PBA, UFF-FSUS, and FNA).

The President directs each of the major divisions to prepare and submit planning and budget requests. [[2012-13 E&G Budget Planning and Budget Request](#)] These requests are compiled, synthesized, and analyzed by the University Office of Budget and Analysis and the Office of the Provost. Units are asked to prepare unit accomplishments, justify expenditure priorities in the current fiscal year, provide goals and objectives for the upcoming fiscal year, identify potential changes, and catalog their requests for allocation of funds (in years when funds are available). This process typically culminates in July after state legislative appropriations and gubernatorial vetoes are completed.

The Florida legislature meets for 60 days (normally March through May) in the spring of each year to develop and pass, among other legislation, its annual appropriations bill. Due to the once-every-ten-years, re-districting process, the 2012 legislative session was held January to March.

Universities receive notice of their appropriated allocation of state support for the

upcoming fiscal year from the BOG soon after the end of the legislative session. The legislature controls the undergraduate, per-credit-hour tuition rate. The university may request an increase to the undergraduate tuition differential fee with BOT and FBOG approvals, up to a 15% increase per year. The university controls the graduate and undergraduate out-of-state per-credit-hour fees with only BOT approval, up to a 15% increase per year.

The operating budget is developed in accordance with state law and Florida Board of Governors (FBOG) and Board of Trustees (BOT) regulations. Per Florida statute 1011.40-Budgets for Universities, the BOT for each University shall adopt an operating budget for the University as prescribed by law and the rules of the FBOG. It goes on to say that the President shall prepare and implement this budget and that these expenditures shall not exceed income and balances. Florida Statute 1011.45-End of Year Balances require unexpended current year amounts to be carried forward and included as the balance forward the following year. FBOG regulation 9.007-State University Operating Budgets requires that each university President prepare a budget for approval by the University Board of Trustees in accordance with instructions and guidelines from the FBOG; each BOT adopt an operating budget for the general operation of the university according to the FBOG regulations, have it approved by the FBOG and that the university President implement the operating budget as outlined by the FBOG. FSU Regulation 6C2R-2.025-Direct Support Organizations, states that University Direct Support Organizations (DSO) shall submit an annual budget that has been approved by its governing board and recommended by the President of the University to the BOT for review within 90 days after the first day of the fiscal year for that budget [[Board of Trustees Finance, Audit and Business Schedule](#)]

The operating budget is driven by the operational needs of the university provost and vice presidents and is shaped by multi-year enrollment and fiscal planning, and changes in activities. University enrollment is planned using admission standards, total enrollment objectives, and within estimated resources. The university plans to increase enrollment, particularly graduate enrollment as resources permit. Enrollment has increased over the years, with a lesser rate of increase in the last few years due to the challenging financial environment. Degrees awarded have increased. The student academic profile has increased. [[Executive Summary of Statistics](#)]

Allocations of the operating budget are made within changes in appropriations and tuition and fee levels; and within estimated revenues, expenditures, and fund balances. Allocations are made by the university president to the vice presidents in July. [[2012-13 E&G Allocations Memo](#)] Upon recommendation by the university president, the operating budget is submitted to the FSU Board of Trustees for final approval in September. Amendments, most technical, are made to the operating budget throughout the year under the authority of the university president, who may approve budget changes within available resources.

The University Office of Budget and Analysis manages the process of developing the university's annual operating budget and submission to BOG. The annual operating budgets, for all entities, from 2005-2013 are available. [[Budget by Budget Entity 2012-](#)

[2013 through 2005-2006](#)] [\[E&G Budget by Program Component 2012 2013\]](#) In addition a description of the University's major funding sources is provided. [\[FSU Funding Sources\]](#)

## **Educational and General (E&G) Fund Balances**

The Educational and General (E&G) Fund balance has increased over the years, from \$147.8 million in 2007 to \$167.1 million at the end of fiscal 2012. In fiscal 2012, there was a concerted effort to use a larger portion of fund balance for operations and that reduced the balance. The remaining fund balance is still quite adequate in relation to the size of the E&G budget and the needs of university programs. [\[E&G Carryforward Fund Balances 2007 - 2012\]](#) The E&G-College of Medicine (COM) fund balance was \$48.5 million at the end of fiscal 2012. [\[E&G College of Medicine Carryforward Fund Balances 2007 - 2012\]](#)

For 2012-13, the legislature reduced state support to the university by \$65.8 million on a non-recurring basis. Fund balances, E&G and E&G COM, were used to make up the one year revenue drop.

## **Legislative Budget Requests (LBR)**

Under state law, universities submit their budget requests for legislative appropriations to the Florida Board of Governors (FBOG), according to the BOG instructions, several months in advance of the next fiscal year. Florida State University requests are submitted to the FSU Board of Trustees upon recommendation by the university president for subsequent approval by the BOG. The BOG submits the LBR to the Governor's Office. [\[Graphic of Budgeting and Planning Process\]](#)

The FBOG LBR for 2013-14 includes restoration of the \$65.8 million non-recurring appropriation reduction for 2012-13 as noted above; the \$65.8 million is included in the \$300 million figure. The total LBR request for all institutions is \$476.6 million. [\[BOG Budget Summary 2013 14 LBR Material\]](#)

## **Fund Raising and Endowments**

The University's last capital campaign, which was called FSU Connect Campaign, concluded in 2005 and raised \$630 million, above its goal of \$600 million. [\[FSU Connect: A Post Campaign Assessment May 2006, p.3\]](#) The University is currently in the silent phase of its next comprehensive campaign. Detailed planning is underway with University leadership to identify the University's strategic fund raising priorities along with analysis of the prospect pool.

The University total endowment as of March 30, 2013 was \$547.9 million. [\[Endowments History Series\]](#) The dips in recent years reflect the downturns in the U.S., Florida, and Global economies. Also, the State of Florida's generous gift matching programs has been temporarily suspended pending improvement in the state's economy.



## Sponsored Programs

Sponsored awards totaled \$203.5 million for 2010-11 as a result of 1,380 proposals and 1,222 awards. Awards have increased over the last five years, from 169.4 million to \$190.3 million in 2011-2012. [[University Research C&G Statistics 2013](#)]

### Evidentiary Documents

-  [Board of Trustees Finance, Audit and Business Schedule.pdf](#)
-  [BOG Approval of 2012\\_2013 Tentative Operating Budget.pdf](#)
-  [BOG Budget Summary 2013 14 LBR Material.pdf](#)
-  [BOT Tentative Operating Budget June 8 2012.pdf](#)
-  [Budget by Budget Entity 2012-2013 through 2005-2006.pdf](#)
-  [E&G Budget by Program Component 2012 2013.pdf](#)
-  [E&G Budget Planning and Budget Request 2012-2013.pdf](#)
-  [E&G Carryforward Fund Balances 2007 2012.pdf](#)
-  [E&G College of Medicine Carryforward Fund Balances 2007 2012.pdf](#)
-  [Endowment Historical Series.pdf](#)
-  [Executive Summary of Statistics 2002 2011.pdf](#)
-  [Faculty Handbook UBAC excerpt.pdf](#)
-  [Florida Statute 11 45.pdf](#)
-  [FSU 2007 2008 Annual Report.pdf](#)
-  [FSU 2008 2009 Annual Report.pdf](#)
-  [FSU 2009 2010 Annual Report.pdf](#)
-  [FSU 2010 2011 Annual Report.pdf](#)
-  [FSU 2011 2012 Annual Report.pdf](#)
-  [FSU 2012 13 E&G Allocations Memo.pdf](#)
-  [FSU Connect A Post Campaign Assessment May 2006.pdf](#)
-  [FSU Funding Sources.pdf](#)
-  [FSU Housing 2011A Moody's Final Report \(10-12-2011\).pdf](#)
-  [FSU Housing 2011A Fitch Final Report \(9-15-2011\).pdf](#)
-  [FSU Housing 2011A SP Final Report \(10-3-2011\).pdf](#)
-  [FUNDACION FLORIDA STATE UNIVERSITY - FINANCIAL STATEMENTS SEPT 30 2012.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [Management Representation Letter 2011-2012.pdf](#)
-  [SACS University Financial Statement 5yr Comparison.pdf](#)
-  [SACS URNA Exlusive of Plant.pdf](#)
-  [UBAC Meeting Booklet.pdf](#)
-  [University Research C&G Statistics 2013.pdf](#)

**2.11.2** The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The Florida State University has adequate physical resources to support the FSU mission as well as the scope of its programs and services utilizing both on and off campus space. 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 schools enrich the graduate, professional and undergraduate experiences, making Florida State University a demanding and intellectually stimulating environment for students and faculty. As the programs flourish new space is provided through leasing, renovation, and a constant vigilant watch for property opportunities.

### **Main Campus**

The main campus has over 9.8 million gross square feet located on 460 landscaped acres located in the heart of Florida's state capital, Tallahassee. [[Main Campus Map](#)] To keep the buildings and grounds up-to-date as well as meeting the needs of a growing campus population and expanding academic programs, the Facilities Planning and Space Management Section prepares a ten-year master plan for the main campus. [[Master Plan 2008](#)] [[Overview 2011](#)] [[Master Plan Southwest Quadrant](#)] These plans are updated every five years and are approved each review cycle by the Board of Trustees. [[BOT agenda 6-12-08](#)] [[BOT Minutes 6-13-08](#)] [[BOT Agenda 6-2-11](#)] [[BOT Minutes 6-2-11](#)]

These master plans project new facilities construction, major facilities renovations, 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. [[Academic Mission](#)] 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](#)]

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. The Educational Plant Survey process determines the facilities required by the university to accommodate educational programs, student enrollments, personnel, and services. [[Educational Plant Survey 2008](#)] The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. [[Facilities Inventory Validation Method](#)] [[Space Needs Assessment](#)] The space needs formula (Formula) provides for three general classifications of space: instructional, academic support, and

institutional support. [[Space Needs Formula](#)] 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 current Educational Plant Survey is in progress and should be complete by mid-fall 2013.

Finally, annual fixed capital outlay budget requests parallel the master plans. In this current climate of budget cuts and decreasing legislative appropriations, FSU's capital budget allocations are requested, approved, and distributed to match the land acquisition and/or construction schedules of the master plans. [[Allocation of Peco Funds](#)] The request follow 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](#)]

### **Off Campus Locations**

The University owns or leases several off-campus locations where students may earn a degree without having to come to main campus for classes. These off-campus locations are:

- The Panama City, Florida Branch Campus has its own master plan. [[Master Plan Panama City 2011](#)] In January 2009, the new academic building was opened to the public. This new structure contains classrooms, labs with upgraded power supplies and workstations, a virtual library and faculty offices. When added to the space provided by the new physical plant, the square footage of the campus has more than doubled in the past seven years. [[FSU Campus Panama City Map](#)]
- The Ringling Center for the Cultural Arts in Sarasota, Florida is a 66-acre estate and includes the Museum of Art (internationally praised for its European, American and Asian art), the Venetian-Gothic Cà d'Zan Mansion, winter-residence of John and Mable Ringling, and the 18-century Historic Asolo Theater. [[Ringling Museum Map](#)] Florida State University School of Theatre has established a MFA in Acting that is taught exclusively in Sarasota in conjunction with the Asolo Repertory Theater. [[Asolo Conservatory](#)] Maintenance and development for the Ringling Center is included in the Main Campus Master Plan.
- The FSU Film School offers a Bachelor of Fine Arts in Animation and Digital Arts degree in West Palm Beach. Leased space totaling over 13,000 square feet provide students and supporting personnel the space to learn and practice their art. [[West Palm Beach Film School Lease 2013](#)]

- The government of the Republic of Panama recognizes the Florida State University-Panama campus as a legal entity. [[Republic of Panama Document \(Spanish\)](#)] [[Republic of Panama Document \(English\)](#)] 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 Agreement](#)] [[Republic of Panama Building Floor Plans](#)] 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. [[FSU Republic of Panama Facilities Description](#)] 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, any necessary 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 (enough classrooms, science labs, administrative offices, and faculty/staff offices, as well as recreational facilities). It provides Wi-Fi internet service to all students around the entire building, air-conditioned areas, technology-enhanced classrooms, and well-supplied science labs. Through a contractual agreement with KIWANIS, the agency that administers sports facilities on the City of Knowledge, FSU students have access to all sports facilities, including a gymnasium, racquetball and tennis courts, various fields, swimming pool, etc.). [[FSU Republic of Panama Sports Facilities Contract](#)] The University recently renovated a multi-use sports court, located between the main building and the library. [[FSU Republic of Panama Sport Court Renovation](#)]

- Students are also able to obtain graduate degrees in Social Work in both Jacksonville and Gainesville. The academic space for these programs is provided by local universities.

## **Leased Space**

When adequate space is not available to support the accomplishments of the university's programs, 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. [[Board of Governors Leasing Regulation](#)] [[FSU Leasing Policy](#)] At the current time the number of active leases is decreasing, as many centers and research projects are opting to move to newly acquired FSU space located on Commonwealth Boulevard and in Innovation Park.

## **Deferred Maintenance**

Beginning in 2007 the university began a formal program to measure the Deferred

Maintenance Backlog. Utilizing ISES Corporation of Stone Mountain Georgia, a campus wide assessment of educational and general facilities was conducted.

Plans are developed to reduce the deferred maintenance backlog from the assessments provided by ISES. In addition, FSU measures success by benchmarking the university against other peer institutions through Sightlines. The assessments provided by ISES are snap shots of the condition of a facility and a level of deferred maintenance at the time of the assessment. These assessments age and become less accurate over a five-year period. Based on this obsolescence FSU employs ISES to assess one quarter of our facilities each year. These reports enable FSU to strategize and plan so that monies for deferred maintenance are spent in an optimal fashion.

[\[ISES updates 2011\]](#) [\[Asolo ISES FCA\]](#)

## **Space Administration**

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. [\[Academic Space and Scheduling web page\]](#)

The Associate Vice-President of Academic Affairs at the University is responsible for making final decisions regarding the use of general classroom space. The Associate Vice-President also chairs the Classroom Renovation Oversight Committee, which 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, e.g., with Internet connections. Department chairpersons retain authority over use of special academic space, such as laboratories.

When decisions must be 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.

## **Technology**

FSU's Office of Distance Learning (ODL) and Information Technology Services (ITS) work together with academic and administrative units at all campus locations to acquire, deploy and support technologies as well as develop and implement procedures that ensure the integrity of FSU course and program offerings that enhance student learning. These efforts help ensure IT resources adequately in quality, scope and condition

support the mission of the university programs and services.

ITS manages more than 250 general purpose classrooms that include up-to-date audio visual technologies. [\[Classroom Technology\]](#) On an annual basis, technology in these rooms is evaluated and upgraded. Large projects are governed by the university's Classroom 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.

ITS manages three physical computer labs and a virtual lab. The virtual lab provides students with 24/7 access to software applications through the use of any Internet-connected computer on or off campus. [\[Computer Labs\]](#) 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.

ITS maintains secured wired and wireless networks that support student learning and other activities. Students have the ability to use the wireless network through the use of their unique university account credentials. Wireless networks are available in all libraries, outdoors and many classrooms. ITS is focusing on a project that involves providing wireless coverage in all classrooms and other instructional areas. [\[Wireless Service\]](#)

ITS operates and uses two large data centers to host enterprise servers and other resources. These facilities are also available to other departments. The university is currently developing plans to upgrade or replace one of its data centers.

ITS works with university academic and administrative units and groups, including the Faculty Senate, University IT Managers Group and IT Governance Council on evaluating their IT needs and developing various strategic initiatives. ITS also surveys all faculty, staff and students by distributing an University IT Resources Survey. [\[Instructional Technology Cost Survey Arts and Science\]](#) [\[Instructional Technology Cost Survey Business\]](#) [\[Instructional Technology Cost Survey CCI\]](#) [\[Instructional Technology Cost Survey Criminology\]](#) [\[Instructional Technology Cost Survey Education\]](#) [\[Instructional Technology Cost Survey Engineering\]](#) [\[Instructional Technology Cost Survey Human Sciences\]](#) [\[Instructional Technology Cost Survey International Programs\]](#) [\[Instructional Technology Cost Survey ITS Parts\]](#) [\[Instructional Technology Cost Survey ITS v2\]](#) [\[Instructional Technology Cost Survey Law Part IV\]](#) [\[Instructional Technology Cost Survey Law Part V\]](#) [\[Instructional Technology Cost Survey Law\]](#) [\[Instructional Technology Cost Survey Libraries\]](#) [\[Instructional Technology Cost Survey Medicine\]](#) [\[Instructional Technology Cost Survey Motion Picture Arts\]](#) [\[Instructional Technology Cost Survey Music\]](#) [\[Instructional Technology Cost Survey Nursing\]](#) [\[Instructional Technology Cost Survey ODL\]](#) [\[Instructional Technology Cost Survey Panama City\]](#) [\[Instructional Technology Cost Survey Social Work\]](#) [\[Instructional Technology Cost Survey SSPP\]](#) [\[Instructional Technology Cost Survey VATD\]](#)

The Republic of Panama Campus provides technology resources, including network and server infrastructure (storage, authentication, wired and wi-fi internet access, etc.), physical computer labs, administrative computers, and classroom technology. [[FSU Republic of Panama Technology Resources](#)] These resources are funded by a Republic of Panama Technology Fee imposed on each student. [[ROP Board Meeting Minutes \(English\) - September 21, 2012](#)]


## Space Satisfaction















The university uses Quality Enhancement (QER) reviews to help determine adequacy and satisfaction for space. [[GPC Subcommittee Report](#)] When space is found to be inadequate, steps are taken to try and alleviate the situation. When a the QER for the Fine Arts Program revealed the space to be inadequate, steps were taken to secure new space. The original location for relocation fell through due to a new city project. New space was secured in 2010 that offered better location, ventilation and lighting. [[Belle Vue School Lease](#)]

## Expansion









Utilizing all the tools at hand and with careful planning, the university is constantly upgrading current structures and adding new facilities to meet the ever-increasing student population and program expansion. Some of the most critical renovations, expansions, and new construction during the past five years include a new housing complex (Traditions Hall), a new Health and Wellness Center, The Aero-Propulsion, Mechatronics and Energy Center (AME), Parking Garage #6, and the renovation of the Warren Center, a discarded building from the State of Florida that was updated to house the Regional Rehabilitation Center. Many other significant projects are already in the design or construction phase. [[Major Projects List](#)] [[Minor Projects List](#)]

### Evidentiary Documents

-  [Academic Mission.pdf](#)
-  [Academic Space and Scheduling web page.pdf](#)
-  [Allocation of PECO funds.pdf](#)
-  [Asolo Conservatory.pdf](#)
-  [Asolo ISES FCA.pdf](#)
-  [Belle Vue School Lease.pdf](#)
-  [Board of Governors Leasing Regulation.pdf](#)
-  [BOT Agenda 6-12-08.pdf](#)
-  [BOT Agenda 6-2-11.pdf](#)
-  [BOT Minutes 6-13-08.pdf](#)
-  [BOT Minutes 6-2-11.pdf](#)
-  [Capital Outlay Implementation.pdf](#)
-  [Classroom technology.pdf](#)
-  [Computer Labs.pdf](#)

-  [Educational Plant SurveyReport2008.pdf](#)
-  [Facilities Inventory Validation Method.pdf](#)
-  [FSU Campus Panama City Map.pdf](#)
-  [FSU Leasing Policy.pdf](#)
-  [FSU Master Plan Revision 2008 Goals Objectives and Policies.pdf](#)
-  [FSU Republic of Panama facilities description.pdf](#)
-  [FSU Republic of Panama lease agreement.pdf](#)
-  [FSU Republic of Panama Sport Court Renovation.pdf](#)
-  [FSU Republic of Panama Sports Facilities Contract \(Spanish\).pdf](#)
-  [FSU Republic of Panama Technology Resources.pdf](#)
-  [GPC Subcommittee Report.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Arts and Sciences v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Business.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 CCI.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Criminology\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Education.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Engineering.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Human Sciences.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 International Programs.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ITS Parts IV and V\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ITS v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law Part IV.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law Part V.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Libraries Revised 2013-02-15 v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Medicine.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Motion Picture Arts.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Music.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Nursing.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ODL\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Panama City Campus.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Social Work.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 SSPP.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 VATD.pdf](#)
-  [ISES Updates 2011.pdf](#)
-  [Main Campus Map.pdf](#)
-  [Major Projects List.pdf](#)
-  [Master Plan overview 2011.pdf](#)
-  [Master Plan Panama City 2011.pdf](#)
-  [Master Plan Southwest campus.pdf](#)
-  [Master Plan Supporting Data Academic Facilities.pdf](#)
-  [Minor Projects List.pdf](#)
-  [Republic of Panama Building 227 Floor Plans.pdf](#)



-  [Republic of Panama Document - English.pdf](#)
-  [Republic of Panama Document - Spanish.pdf](#)
-  [Ringling Museum Map.pdf](#)
-  [ROP Board Meeting Minutes \(English\)- SEPTEMBER 21 2012.pdf](#)
-  [Space Needs Assessment.pdf](#)
-  [Space Needs Formula.pdf](#)
-  [West Palm Beach Film School Lease 2013.pdf](#)
-  [Wireless service.pdf](#)

## Section 3: COMPREHENSIVE STANDARDS

### 3.1 INSTITUTIONAL MISSION

**3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

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Florida State University has a clear and comprehensive mission statement that guides its planning, operations, evaluation and on-going improvement. [[FSU Fact Book 2011-12, p. 7](#)]

"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 mission statement is current and comprehensive. It was last reviewed and revised by the Florida State University Board of Trustees as part of a strategic planning process begun in 2007 [[FSU Strategic Planning Committee](#)] and culminating in approval by the University Board of Trustees in February 2009. [[Board of Trustees AGENDA - 20090226](#)] [[Board of Trustees MINUTES - 20090226](#)]

The mission statement was reviewed by representatives of the Provost and Vice President for Faculty Development and Advancement after being approved by the Strategic Planning Committee. It received a final review from the Faculty Senate Steering Committee being sent to the University Board of Trustees on recommendation of the Provost and President. The mission statement led to the identification of critical success factors ranging across all areas of the institution from issues of student affairs and research to academics and finance and administration. State law designated Florida State University and the University of Florida as "Preeminent State Research Universities" because of high admissions standards, increased retention and graduation rates, and faculty achievement. [[Chapter No. 2013-27, p. 67](#)]

The mission statement guides the strategic plan and is reflected in the annual budgeting process.

[\[FSU Strategic Plan 2008-13, p. 7\]](#) Every academic and service unit develops and submits goals and plans that align with the university mission annually. [\[E&G Budget Planning and Budget Request 2012-2013\]](#) This includes the university distance learning unit and all off-campus sites. The mission statement is reviewed annually as part of a state mandated work plan required by the Florida Board of Governors and is scheduled for a comprehensive assessment along with the strategic plan in 2014. [\[University Work Plans and Annual Reports BOG Regulation 2.002\]](#) [\[FSU Work Plan 2012-13, p. 4\]](#)

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. It is published in the Faculty Handbook, the University General Bulletin, The University Graduate Bulletin, and the Student Handbook. [\[FSU Faculty Handbook Revision 2011, p. 17\]](#) [\[FSU General Bulletin 2012-13, p. 51\]](#) [\[FSU Graduate Bulletin 2012-13, p. 51\]](#) [\[FSU Online Student Policy Handbook 2011-12\]](#) Offices throughout the university use and communicate the mission statement and make it available to faculty, staff and alumni. The mission statement envisions the dissemination of knowledge central to the university activities at its off-campus instructional sites and in online distance learning. For example, the Office of Budget and Analysis publishes the Fact Book with the current mission statement that is widely distributed and sent to interested parents and alumni. [\[FSU Fact Book 2011-12, p. 7\]](#) [\[FSU Mission Vision Statements 0812\]](#)

The mission statement along with its prologue and accompanying vision statement communicate the university's unique dedication to the traditions of the liberal arts, teaching and creative endeavors within a major research university.

### **Prologue to the Mission Statement**

"The Florida State University was founded in 1851 and has developed from one of the nation's preeminent women's colleges into a comprehensive graduate-research university, offering a broad array of academic and professional programs at all degree levels." [\[FSU Strategic Plan 2008-13, p. 7\]](#)

### **Vision**

"The Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement." [\[FSU Strategic Plan 2008-13, p. 7\]](#)

The university budget, initiatives and activities reflect its continuing commitment to the vision developed in conjunction with the university mission. There is a clear link between the institutional mission statement and all major aspects of the institutional work plan as seen in the on-going enrollment, personnel recruitment efforts, research proposals and activities, instructional development and assessment, campus performances, and outreach efforts. [\[FSU Strategic Plan 2008-13, pp. 27 - 34\]](#) [\[July 11 2012 UBAC Meeting Booklet, p. 31\]](#) A broad range of accountability measures derived

from the university mission and strategic plan are monitored annually and used to continuously improve the institution. [[FSU Work Plan 2012-13, p. 4](#)] These are also reflected in the annual assessment housed within the Institutional Effectiveness Portal. The Institutional Effectiveness Portal houses the results of our annual assessment campus-wide designed to promote continuous improvement, consistent with CS 3.3.1. [[Strategic Plan IE entries 2009-2013](#)]

#### Evidentiary Documents

-  [Board of Trustees AGENDA-20090226.pdf](#)
-  [Board of Trustees MINUTES-20090226.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [E&G Budget Planning and Budget Request 2012-2013.pdf](#)
-  [FSU Fact Book 2011-12.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU Mission Vision Statements\\_0812.pdf](#)
-  [FSU Online Student Policy Handbook 2011-12.pdf](#)
-  [FSU Strategic Plan 2008-13.pdf](#)
-  [FSU Strategic Planning Committee.pdf](#)
-  [FSU Work Plan 2012-13.pdf](#)
-  [July 11 2012 UBAC Meeting Booklet.pdf](#)
-  [Strategic Plan Outcomes 2009 - 2013.pdf](#)
-  [University Work Plans and Annual Reports BOG Regulation 2.002.pdf](#)

## 3.2 GOVERNANCE AND ADMINISTRATION

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO Evaluation/Selection)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The Florida Constitution invests authority over the state universities in the Florida Board of Governors (BOG) and provides that each university shall be administered by a board of trustees (BOT) [[Florida Constitution Article IX Section 7](#)]. This section further provides in subparagraph (c) that the BOG shall establish the powers and duties of the BOTs. The BOG exercises its constitutional authority primarily through the adoption of regulations. BOG Regulation 1.001(5) (c) provides that each BOT shall select its university president [[BOG Regulation 1.001](#)].



The most recent selection of an FSU President pursuant to this provision occurred in 2009 using a process established by the University Board of Trustees that relied upon use of a search firm. The firm selected was Academic Search, Inc., which set up a search timeline [[President Search Timeline](#)]. Subsequently, the search firm, relying upon Board direction, developed an advertisement for the position [[President Search Announcement](#)] and also a Position Profile describing the position [[President Search Position Profile](#)]. The firm worked with a Presidential Search Advisory Committee throughout the process. The Board of Trustees' Minutes document the decision milestones during the Presidential search process. [[President Search Board Agenda 2009](#)] [[President Search Board Minutes 2009](#)] [[Presidential Search Advisory Committee](#)] [[President Search Advisory Committee Recommendations 2009](#)]

Paragraph (5)(f) of BOG Regulation 1.001 also provides that each BOT shall conduct an annual evaluation of the president. [[BOG.Regulation.1.001](#)] The BOT has in fact done so as documented in attached BOT minutes for years 2007 (Item 9), 2008 (Item 15), 2009 (Items 15, 16), and 2011 (Item XI). [[BOT.Pres.Eval.2007](#)] [[BOT.Pres.Eval.2008](#)], [[BOT.Pres.Eval.2009](#)] [[BOT.Pres.Eval.2011](#)] An annual evaluation was not completed in the year 2010 because President Barron had not served a full year as President. Year 2012 was presented to the BOT and approved. [[BOT Pres Eval.2012](#)] [[President Performance Criteria 2012](#)] [[BOT President Evaluation Approval 2012](#)]

### Evidentiary Documents

 [BOG.Pres.Eval.2012.pdf](#)

 [BOG.Regulation.1.001.pdf](#)

-  [BOT AGENDA-20090721 RE\\_Presidential Search.pdf](#)
-  [BOT MINUTES-20091208 RE\\_Presidential Search Advisory Committee Recommendations.pdf](#)
-  [BOT.Pres.Eval.2007.pdf](#)
-  [BOT.Pres.Eval.2008.pdf](#)
-  [BOT.Pres.Eval.2009.pdf](#)
-  [BOT.Pres.Eval.2011.pdf](#)
-  [BOT.President.Evaluation.Approval.2012.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Presi.Perfomrance.Criteria.2012.pdf](#)
-  [President.Search.Announcement.pdf](#)
-  [President.Search.Board.Minutes.2009.pdf](#)
-  [President.Search.Position.Profile.pdf](#)
-  [President.Search.Timeline.pdf](#)
-  [Presidential Search Advisory Committee.pdf](#)

**3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 fiscal stability of the institution; and 3.2.2.3 institutional policy. **(Governing Board Control)**

Compliance

Partial Compliance

Non-compliance

**3.2.2.1** The legal authority and operating control of the institution are clearly defined for the institution's mission. **(Governing Board Control: Mission)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Effective January 7, 2003, Article IX, Section 7 of the Florida Constitution provided for the Florida Board of Governors to "operate, regulate, control, and be fully responsible for the management of the whole university system." [[Florida Constitution Article IX Section 7](#)] Section 7 also provides for a local board of trustees to administer each constituent state university in the system; however, Section 7(c) provides that the "board of governors shall establish the powers and duties of the boards of trustees." The Florida Board of Governors (BOG) has implemented its constitutional authority over the universities primarily through enactment of regulations. The BOG has adopted a number of regulations defining the universities authority and responsibility in a number of substantive regulations. [[BOG Regulations List](#)]

The Board of Governors has established the individual boards of trustees' powers and duties in one of these regulations. [[BOG Regulation 1 001](#)]

The Florida State University Board of Trustees has implemented this authority from the Florida Board of Governors in several ways. The Board of Trustees governs the entire university regardless of campus location or mode of delivery employed in instruction.

The Board of Trustees has first delegated specific authority to the university president by Resolution. [[BOT Resolution 2 19 2010](#)] The Board of Trustees' Operating Procedures, Section 102(d), also specifically provides that the President, as Executive Officer, shall serve as the principal liaison and official contact between the Board and the faculty, staff and students of the university. 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. [[FSU BOT Operating Procedures rev 2006](#)]

The Board's authority is further implemented in the exercise of its legislative authority through the adoption of University Regulations governing a wide range of university activities and responsibilities including student affairs, faculty, and personnel matters, physical plant and facilities operation and use, research activities, direct support organizations, among many others. These regulations may be found on the University website at <http://regulations.fsu.edu/>. [[FSU Regulations Chapter 1](#)] [[FSU Regulations Chapter 2](#)] [[FSU Regulations Chapter 3](#)] [[FSU Regulations Chapter 4](#)] [[FSU Regulations Chapter 5](#)] [[FSU Regulations Chapter 6](#)]

The Board also reviews and revises the university mission statement as part of the 5 year review of the university strategic plan. [[Mission Statement 2009](#)] The last revision of the university mission was approved by the Board of Trustees in February 2009. The university mission was discussed extensively during development of the strategic plan and subject to input from faculty, staff, student and external stakeholders in the institution. [[FSU Strategic Planning Committee 2007 - Minutes on Mission 16 Nov 2007](#)] [[FSU Strategic Planning Committee 2007 - Minutes on Mission 02 Nov 2007](#)] [[First revised mission and vision - October 2007 with alternative](#)] [[Faculty Senate Minutes10-17-07\\_highlighted](#)] [[Faculty Senate Minutes11-14-07\\_highlighted](#)] [[Faculty Senate Minutes12-05-07\\_highlighted](#)] [[Faculty Senate Minutes9-17-08\\_highlighted](#)] [[Faculty Senate Minutes9-19-07\\_highlighted](#)] The Faculty Senate was involved in the development and approval of the university mission statement. [[Faculty Senate Steering Changes to Draft Plan 2008](#)] Faculty, staff and students were surveyed as part of the strategic plan development. [[Faculty Senate minutes10-14-09\\_highlighted on Strategic Plan](#)] [[Summary of 2<sup>nd</sup> Survey of Campus Comment on the Strategic Plan Committee Recommendations Dec 2008](#)] [[Strategic Planning Survey Response PowerPoint December 2007](#)] [[Strategic Plan Survey Contingency Table 1 initial 12 5 07](#)] [[Strategic Plan External Committee Dec 5 2008](#)] The university mission is subject to consideration and approval by the Florida Board of Governors (BOG) and the university Board of Trustees. It is submitted, along with university goals and priorities, to the BOG as part of the annual Work Plan. [[BOG Rule 2.002 Work Plan and Annual Report](#)] [[BOT Minutes June-2012 Work Plan](#)] [[BOG Minutes Work Plans June 21 2012](#)] [[Chapter No. 2013-27, p. 67](#)]. The majority of these items are tracked in the Work Plan.

The President has then specifically delegated authority to the Vice Presidents reporting to him through issuance of Limited Powers of Attorney. [[President VP POA](#)] Each Vice President is permitted by this POA to further delegate authority within their respective unit by written document. The Provost has also further delegated authority to each dean and director reporting to the Division of Academic Affairs through similar limited powers of attorney. [[Provost POAs](#)] The President, Vice Presidents and staff are all restricted by the Regulations adopted by the Board of Trustees.

The Florida Board of Governors in BOG Regulation also requires the university submit an annual work plan and report to it that reflects "the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs." [[BOG.Regulation.2.002.Work.Plans.Annual.Reports](#)]. State law designated Florida State University and the University of Florida as "Preeminent State Research Universities"



because of high admissions standards, increased retention and graduation rates, and faculty achievement. [[Chapter No. 2013-27, p. 67](#)] The work plan provides an annual review of the university mission by both the institution and by its supervising entity.

The annual budget review by the Board of Trustees provides another yearly check on whether university resources are directed toward mission priorities.

#### Evidentiary Documents

-  [BOG Minutes Work Plans June 21 2012.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOG.Regulation.2.002.Work.Plans.Annual.Reports.pdf](#)
-  [BOG.Regulations.List.pdf](#)
-  [BOG Rule 2.002 Work Plan And Annual Report.pdf](#)
-  [BOT Minutes June-2012 Work Plan.pdf](#)
-  [BOT.Resolution.2.19.2010.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Faculty Senate minutes10-14-09 highlighted on Strategic Plan.pdf](#)
-  [Faculty Senate Minutes10-17-07 highlighted.pdf](#)
-  [Faculty Senate Minutes11-14-07 highlighted.pdf](#)
-  [Faculty Senate Minutes12-05-07 highlighted.pdf](#)
-  [Faculty Senate Minutes9-17-08 Highlighted.pdf](#)
-  [Faculty Senate Minutes9-19-07 highlighted.pdf](#)
-  [Faculty Senate Steering Changes to Draft Plan 2008.pdf](#)
-  [First revised mission and vision Ocotober 2007 with alternative.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7 Corrected.pdf](#)
-  [FSU Strategic Planning Committee 2007 - Minutes on Mission 02 Nov 2007.pdf](#)
-  [FSU Strategic Planning Committee 2007 - Minutes on Mission 16 Nov 2007.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [FSU.REgulations.Chapter1.pdf](#)
-  [FSU.Regulations.Chapter2.pdf](#)
-  [FSU.Regulations.Chapter3.pdf](#)
-  [FSU.REgulations.Chapter4.pdf](#)
-  [FSU.Regulations.Chapter5.pdf](#)
-  [FSU.Regulations.Chapter6.pdf](#)
-  [Mission Statement 2009.pdf](#)
-  [President.VP.POAs.pdf](#)
-  [Provost.POAs.pdf](#)
-  [Strategic Plan External Committee Dec 5 2008.pdf](#)
-  [Strategic Plan Survey Contingency Table 1 initial 12 5 07.pdf](#)
-  [Strategic Planning Survey Response Powerpoint December 2007.pdf](#)
-  [Summary of 2nd Survey of Campus Comment on the Strategic Plan Committee Recommendations](#)

[Dec 2008.pdf](#)

**3.2.2.2** The legal authority and operating control of the institution are clearly defined for the fiscal stability of the institution. **(Governing Board Control: Fiscal Stability)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

Fiscal stability is assured by strict adherence to and application of myriad statutes, rules, policies, and procedures relating to the University's strategic planning, budget request, finance and administration, accountability for expenditures, and internal and external audits. As an overriding principle, the Florida Constitution mandates the state operate on a balanced annual budget. [[Fla Constitution Article 7 Section 1 Balanced Budget](#)] This requirement extends to all state agencies. [[Florida Supreme Court Agency Balanced Budget](#)] (Debt in the form of state approved bonds is allowed.)

The Florida Board of Governors (BOG), the governing entity of the State University System [[Florida Constitution Article IX Section 7](#)], which exercises its constitutional authority through regulation, has adopted a number of regulations governing university budgets and finance. Towards a general review, "the university must submit an annual work plan and report which includes summary information on budgets, enrollments, and other core resources." [[BOG Reg 2 002 University Work Plans](#)] More specifically, the BOG requires the preparation of an annual budget according to specific standards which must be first approved by the university board of trustees followed by approval by the BOG. [[BOG Reg 9 007 University Operating Budgets](#)] For example, subparagraph (3) (a) 2. of this regulation requires that, "Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act." [[BOG Regulation 9 007 University Operating Budget](#)]

In practice, this requirement is followed when the Board of Trustees reviews and approves each year's budget at its May or June meeting. [[FSU BOT Agenda Budget 2002 2012](#)]

The BOG requires annual reporting of any debt existing as outstanding revenue bonds including the current status of each such debt. [[BOG Reg 9 008 University Facilities Outstanding Bonds](#)] The university must also prepare and submit to the BOG an annual consolidated financial statement according to approved guidelines. [[BOG Reg 9 009 University Financial Statements Preparation](#)] [[BOG Reg 9 010 University Financial Statements Consolidated](#)]













In order to assure that internal budget parameters are followed, detailed Controller's Office policies address the varied processes of cash management, payables and disbursements, travel, payroll, property control, and investments. [[FSU Policy Controller](#)]

Auxiliary (or "external") business operations are similarly governed by detailed policies and oversight to insure such enterprises operate in a financially sound manner. [[FSU Policy Auxiliary Operations](#)] Auxiliary enterprises are managed as essentially self-supporting activities. Examples include resident halls, food services, college stores, student health centers, golf course, parking, and laundry. Auxiliary enterprise operations also include other activities such as theatre ticket sales, Psychology Clinic, Seminole Productions, School of Music Summer Camp, etc., that are related to the University's mission but where the customers of the goods and services will primarily not be faculty, staff, or students. Internal Business operations such as food and vending, purchasing, contracting and leasing are similarly governed by detailed policies. [[Finance Administration Policies](#)]

The creation of Direct Support Organizations is authorized both by Florida Statute [[Fla Statute DSO](#)] and by BOG and FSU Regulation. [[BOG Reg 9 011 Direct Support Organization](#)] [[FSU Reg DSO](#)] These "university corporations" allow the conduct of activities and programs and generation of funds while maintaining some financial and legal separation from the university. This enhances the university function while protecting and improving its financial stability. Examples of such organizations include the FSU Foundation, the Seminole Boosters, The FSU Alumni Association and The John and Mable Ringling Museum of Art Foundation. The Board of Trustees governs the entire university regardless of mode of delivery used in instruction or campus location and deploys the same fiscal controls regardless of the mode of delivery used in instruction.

Internally, the Office of Inspector General Services performs both performance and financial audits on a routine and directed basis to further promote adherence to all financial policies and procedures. [[Inspector General Services](#)]

#### Evidentiary Documents

-  [BOG.Reg.2.002.University.Work.Plans.pdf](#)
-  [BOG.Reg.9.007.University.Operating.Budgets.pdf](#)
-  [BOG.Reg.9.008.University.Facilities.Outstanding.Bonds.pdf](#)
-  [BOG.Reg.9.009.University.Financial.Statements.Preparation.pdf](#)
-  [BOG.Reg.9.010.University.Financial.Statements.Consolidated.pdf](#)
-  [BOG.Reg.9.011.University.Support.Organizations.pdf](#)
-  [Finance.Administration.Policies.pdf](#)
-  [Fla.Constitution.Article7.Section1.Balanced.Budget.pdf](#)
-  [Fla.Statute.DSO.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Florida.Supreme.Court.Agency.Balanced.Budget.pdf](#)
-  [FSU.BOT.Agenda.Budget.2002.2012.pdf](#)

 [FSU.Policy.AuxiliaryOperations.pdf](#)

 [FSU.Policy.Controller.pdf](#)

 [FSU.Reg.DSO.pdf](#)

 [Inspector.General.Services.pdf](#)

**3.2.2.3** The legal authority and operating control of the institution are clearly defined for institutional policy. **(Governing Board Control: Institutional Policy)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

The Florida Constitution, Article IX, Section 7, provides that the Florida Board of Governors (BOG) shall establish the powers and duties of the individual boards of trustees (BOT), which are charged with governing the university. [[Florida Constitution Article IX Section7](#)] The BOG has enacted BOG Regulation 1.001 providing the boards of trustees with specific authorities with which to govern the universities. [[BOG Regulation 1.001](#)] The Florida State University BOT has, in turn, delegated these governance functions by resolution to the President of the University. [[BOT Resolution 2 19 2010](#)]

The BOG has established a specific procedure by which the individual BOTs may adopt regulations thereby exercising their legislative authority. [[BOG Regulation Dev Procedure BOTs](#)] Following this procedure, the FSU BOT has adopted a number of regulations, in this quasi-legislative capacity, addressing diverse subject areas relative to university governance and operation. [[FSU Regulations Table of Contents](#)] The FSU Board of Trustees governs on-line distance learning under the same policy process as the entire university.

Implementation and enforcement is left to university administrators through the President. The BOT's own Ethics Policy provides under "Conflicting Interest" that "The Board of Trustees has the legal authority to give direction to only one employee, the President of The Florida State University. Unless specifically referred by the President, Trustees should not intervene in relations with other administrators, faculty, staff or students. Complaints made to any Trustee should be referred directly to the President." [[BOT Ethics Policy](#)]

In addition, the limitations on the university administration are clearly stated in policy limiting action to that as authorized under law and by authority from the Board of Trustees. [[FSU Governing Board Control](#)]

#### Evidentiary Documents

-  [BOG.Regulation.1.001.pdf](#)
-  [BOG.Regulation.Dev.Procedure.BOTs.pdf](#)
-  [BOT.Ethics.Policy.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [FSU.Regulations.TableofContents.pdf](#)



[Governing Board Control E.pdf](#)

**3.2.3** The governing board has a policy addressing conflict of interest for its members. **(Board Conflict of Interest)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

The Florida Board of Governors (BOG) has constitutional authority over the state university system. [[Florida Constitution Article IX Section 7](#)] It exercises this authority through regulations and BOG Regulation 1.001(2) (a) provides that all members of university boards of trustees are subject to the Florida Code of Ethics. [[BOG Regulation 1.001](#)] Section 601 of the Florida State University Board of Trustees (BOT) Operating Procedures, under heading “Conflict of Interest”, provides that Part III, Chapter 112 of the Florida Statutes shall apply to the BOT members. [[FSU BOT Operating Procedures rev 2006](#)] This part of Chapter 112 of the Florida Statutes is entitled “The Code of Ethics for Public Officers and Employees.” [[Florida Statutes Chapter 112 Part III Ethics](#)]

A review of the Board of Trustees Minutes reveals that the issue of ethics has been consistently addressed throughout its tenure, beginning at its first meeting in 2001 where relevant open meetings and public records requirements were discussed along with proper filings with the Florida Commission on Ethics. [[BOT Minutes Ethics Excerpts, pg. 1](#)] At its second meeting, the Board adopted its own Ethics Policy in addition to the State Ethics law. [[BOT Minutes Ethics Excerpts, pg. 2](#)] The Board again reviewed and amended its Ethics Policy in January of 2003. [[BOT Minutes Ethics Excerpts, pg. 6](#)] In November, 2004, the General Counsel again reviewed the Ethics policy with the Board. [[BOT Minutes Ethics Excerpts, pg. 7](#)] Ethics issues were discussed in 2006 [[BOT Minutes Ethics Excerpts, pg. 11](#)], and 2009 [[BOT Minutes Ethics Excerpts, pg. 14](#)]. The Florida sunshine Law, which includes both public records law and open meeting law, the Florida Code of Ethics and the Board of Trustees own Ethics Policy have been periodically reviewed, most recently in 2010. [[BOT Minutes Ethics Excerpts, pg. 16](#)]

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. [[Florida Statutes Chapter 112 Part III Ethics](#)] 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 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. [[Florida Statutes Chapter 112 Part III Ethics](#)] 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. [[Florida Statutes Chapter 112 Part III Ethics](#)]














This is further supported in the separate Ethics Policy adopted by the BOT itself on January 24, 2003, 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. [[FSU Board Conflict of Interest Policy](#)] On occasion, members have announced a conflict before voting based upon these provisions. [[BOT Minutes Ethics Excerpts, pg. 18](#)]

As required by Section 112.3144, 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. [[Financial Disclosure Compliance](#)]

The General Counsel's office participates in the orientation provided to all board of trustee members upon appointment. [[BOT New Member Orientation](#)] As needed, the General Counsel's office updates the trustees at their meetings regarding updates to state law. [[BOT Agenda, February 19, 2010](#)] [[BOT Minutes, February 19, 2010](#)]

#### Evidentiary Documents

-  [Board Conflict of Interest ED.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOT AGENDA Feb 19 2010.pdf](#)
-  [BOT MINUTES Feb 19 2010.pdf](#)
-  [BOT.Ethics.Policy.pdf](#)
-  [BOT.Minutes.Ethics.Excerpts.pdf](#)
-  [Financial Disclosure Compliance.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Florida.Statutes.Chapter112.PartIII.Ethics.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [SACS New Member Orientation Sample 2011.pdf](#)

**3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External Influence)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

As provided in the Florida Constitution, Article IX, Section 7, the Florida Board of Governors (BOG) establishes all the powers and duties of the university boards of trustees. [[Florida Constitution Article IX Section 7](#)] The BOG exercises its authority through adopted regulations. As provided in BOG Regulation 1.001(2) (a), the members of the Florida State University Board of Trustees (BOT) are subject to the Florida Code of Ethics. [[BOG Regulation 1.001](#)] The application of the Florida Code of Ethics is reaffirmed in Section 601 of the BOT's own Operating Procedures [[FSU BOT Operating Procedures rev 2006](#)], and in the separate Ethics Policy adopted by the BOT on January 24, 2003. [[BOT Ethics Policy](#)]

The Florida Code of Ethics, in Section 112.313(6) would prohibit the misuse of a public position to obtain a special benefit for others. [[Florida Statutes Chapter 112 Part III Ethics](#)] Even more specifically, the Ethics Policy adopted by the BOT directly addresses the relationship between Board and special interest groups. Under "Other Issues", (4) states that "This ethics policy indicates that the foremost obligation when confronted 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." [[BOT Ethics Policy](#)] In addition, as required by Section 112.3144, 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. [[Financial Disclosure Compliance](#)]


In addition, the BOT is subject to the broad provisions of Florida Sunshine Law, Chapters 119 and 287, Florida Statutes, respectively, governing public records and public meetings. 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 may be revealed. This acts as a very potent deterrent to improper influence and contact with individual members of the BOT. The General Counsel's office participates in the orientation provided to all board of trustee members upon appointment and provides relevant information regarding the state sunshine law, public records and meeting requirements, and ethics policies. [[BOT New Member Orientation](#)] As needed, the General Counsel's office updates the trustees at their meetings. [[BOT Agenda, February 19, 2010](#)] [[BOT Minutes, February 19, 2010](#)] These policies apply uniformly to all aspects of Board activities including those involving off-campus instructional sites and on-line distance learning.

A review of the Board of Trustees Minutes reveals that the issue of ethics has been

consistently addressed throughout its tenure, beginning at its first meeting in 2001 where relevant open meetings and public records requirements were discussed along with proper filings with the Florida Commission on Ethics. [[BOT Minutes Ethics Excerpts pg.1](#)] At its second meeting, the Board adopted its own Ethics Policy in addition to the State Ethics law. [[BOT Minutes Ethics Excerpts, pg.2](#)] The Board again reviewed and amended its Ethics Policy in January of 2003. [[BOT Minutes Ethics Excerpts, pg. 6](#)] In November, 2004, the General Counsel again reviewed the Ethics policy with the Board. [[BOT Minutes Ethics Excerpts, pg.7](#)] Ethics issues were discussed in 2006 [[BOT Minutes Ethics Excerpts, pg. 11](#)], and 2009 [[BOT Minutes Ethics Excerpts pg. 14](#)]. The Florida sunshine Law, which includes both public records law and open meeting law, the Florida Code of Ethics and the Board of Trustees own Ethics Policy have been periodically reviewed, most recently in 2010. [[BOT Minutes Ethics Excerpts, pg. 16](#)] On occasion, members have announced a conflict before voting based upon these provisions. [[BOT Minutes Ethics Excerpts, pg. 18](#)] [[BOT Minutes Ethics Excerpts, pg. 31](#)]

Finally, the members of the Boards of Trustees are placed there by multiple appointment entities; six by the Governor, five by the Florida Board of Governors and two ex officio. The members represent diverse backgrounds and their business interests and private associations are known. [[FSU BOT Chart](#)]

#### Evidentiary Documents

-  [BOG.Regulation.1.001.pdf](#)
-  [BOT AGENDA Feb 19 2010.pdf](#)
-  [BOT MINUTES Feb 19 2010.pdf](#)
-  [BOT.Ethics.Policy.pdf](#)
-  [BOT.Minutes.2001-2012 pg 31.pdf](#)
-  [BOT.Minutes.Ethics.Excerpts.pdf](#)
-  [Financial Disclosure Compliance.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Florida.Statutes.Chapter112.PartIII.Ethics.pdf](#)
-  [FSU.BOT.Chart.pdf](#)
-  [FSU.BOT.Operating.Procedures.rev.2006.pdf](#)
-  [SACS New Member Orientation Sample 2011.pdf](#)

**3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board Dismissal)**

Compliance

Partial Compliance

Non-compliance








### **Narrative**

Article IX, Section 7 of the Florida Constitution creates a board of trustees (BOT) to govern each state university and provides for thirteen members for each BOT. [[Florida Constitution Article IX Section 7](#)] The Constitution provides that the Governor appoints six (6) and the Florida Board of Governors (BOG) appoints five (5) members. Two additional members of each board are the current President of the Faculty Senate and the Student Government President.

BOG Regulation 1.001(2) (b) requires the individual BOT Chairs to notify the Governor or BOG, as applicable, of three consecutive unexcused absences by a BOT member, which may be grounds for removal. [[BOG Regulation 1.001](#)] Article IV, Section 7 of the Florida Constitution provides the procedure for removal of appointed state officers. The Florida Constitution 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. The Florida Senate would then determine whether a board member should be removed from office. [[Florida Constitution Article IV Section 7](#)]. Under this statutory and constitutional scheme, the Chair of the BOT would have to report misconduct to the Governor who would determine whether suspension was advised. If suspension was ordered, the matter would then proceed to the Florida Senate for consideration of removal from office. Under FSU Policy, all university persons are directed to report to the Governor any actions by BOT members that could constitute reasonable grounds for dismissal. [[FSU Board Dismissal Policy](#)]

The General Counsel's office participates in the orientation provided to all board of trustee members upon appointment. [[BOT New Member Orientation](#)] As needed, the General Counsel's office updates the trustees at their meetings regarding updates to state law. [[BOT Agenda, February 19, 2010](#)] [[BOT Minutes, February 19, 2010](#)]

### **Evidentiary Documents**

-  [Board Dismissal ED.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOT AGENDA Feb 19 2010.pdf](#)
-  [BOT MINUTES Feb 19 2010.pdf](#)
-  [Florida.Constitution.ArticleIV.Section7.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [SACS New Member Orientation Sample 2011.pdf](#)

**3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/Administration Distinction)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

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The Florida Constitution, Article IX, Section 7 provides that the Florida Board of Governors (BOG) shall establish the powers and duties of the individual boards of trustees (BOT), which are charged with governing the university. [[Florida Constitution Article IX Section7](#)] The BOG has enacted BOG Regulation 1.001 providing the boards of trustees with specific authorities with which to govern the universities. [[BOG Regulation 1.001](#)] The Florida State University BOT has, in turn, delegated these governance functions by Resolution to the President of the University. [[BOT Resolution 2.19.2010](#)]

The BOG has established a specific procedure by which the individual BOTs may adopt regulations. [[BOG Regulation Dev Procedure BOTs](#)] Following this procedure, the FSU BOT has adopted a number of Regulations, in its quasi-legislative capacity, addressing diverse subject areas relative to university governance and operation. [[FSU Regulations Table of Contents](#)] Implementation and enforcement is left to university administrators through the President.

The BOT's own Ethics Policy provides under Conflicting Interest that the Board of Trustees has the legal authority to give direction to only one employee, the President of The Florida State University. Furthermore, it provides that, unless specifically referred by the President, Trustees should not intervene in relations with other administrators, faculty, staff or students. Also, complaints made to any Trustee should be referred directly to the President. [[BOT Ethics Policy](#)] [[FSU Board Administration Distinction Policy](#)] This clearly demonstrates that the role of the Board of Trustees does not extend to implementation of policy as the BOTs only connection to the administration is through the President or by enactment of Regulations(or, in some instances, policies) acting in a quasi-legislative body. This line of authority is illustrated in Organization Chart. [[Organization Chart Chair President](#)]

The policy making of the FSU Board of Trustees occurs at regular board meetings and apply equally to all aspects of the university including off-campus instructional sites and on-line distance learning. Within the parameters set in the state General Appropriations Bill, the FSU Board of Trustees has set policy relating to tuition; [[FSU BOT Tuition, p. 36](#)]; local fees (activity and service, athletic, and health fees) [[FSU BOT Local Fees, p. 214](#)]; and graduate student waivers [[FSU BOT Waivers, p. 256](#)]. Upon the recommendation of the university provost and appropriate faculty committees at the university, the board approved a bachelor's degree in environmental science and

master's degree in information technology consistent with provisions in state law that require board of trustees' approval for new degree programs. [[FSU BOT Degree Approval - Environmental Sciences, p.247](#)] [[FSU BOT Degree Approval, Information Technology, p.360](#)] In addition, the board has approved legislative budget requests and building funds based upon the recommendation of the university president. [[FSU BOT Wellness Center, p. 248](#)] [[FSU BOT Bond Approval, p. 84](#)] [[FSU BOT Research Building, p. 133](#)]

As a further example, the Board of Trustees has enacted a Regulation establishing Guidelines of Disciplinary Action for university employees. [[FSU Regulation Employee Discipline](#)] The Board has amended this from time to time to change the guidelines or "policy". [[Discipline Guidelines BOT 5 2007 pg. 6](#)] [[Discipline Guidelines BOT 6 2010, pg. 4](#)] However, implementation and enforcement of such policy decisions is solely by those within the executive branch and under the authority of the President. [[Suspension Letter Redacted](#)] [[Termination Letter Redacted](#)]

Similarly, the Board of Trustees has adopted a Regulation governing Purchasing and Procurement. [[BOG Regulation Purchasing](#)] However, actual purchasing authority is delegated to the President. [[BOT Delegation President Powers Purchasing](#)]

#### Evidentiary Documents

-  [Board-Administration Distinction E.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOG.Regulation.Dev.Procedure.BOTs.pdf](#)
-  [BOT.Delegation.President.Powers.Purchasing.pdf](#)
-  [BOT.Ethics.Policy.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p133.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p214.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p248.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p256.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p274.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p36.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p360.pdf](#)
-  [BOT.Minutes.2001-2012.Regulations.Tuition p84.pdf](#)
-  [BOT.Regulation.Purchasing.pdf](#)
-  [BOT.Resolution.2.19.2010.pdf](#)
-  [Discipline.Guidelines.BOT.5.2007.pdf](#)
-  [Discipline.Guidelines.BOT.6.2010.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [FSU.Regulation.Employee.Discipline.pdf](#)
-  [FSU.Regulations.TableofContents.pdf](#)
-  [Organization.Chart.Chair.President.pdf](#)
-  [Suspension.Letter.Redacted.pdf](#)



[Termination.Letter.Redacted.pdf](#)

**3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational Structure)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Organizational Structure

The Florida State University's organizational structure for the administration of policies is updated and published annually in the FSU Fact Book. [[FSU Fact Book, p.17, 2011-2012](#)] In addition, the Office of Human Resources maintains and publishes the official organizational chart for each University division. [[University Overview](#)] [[Office of the President](#)] [[Finance and Administration](#)] [[Research](#)] [[University Relations](#)] [[Academic Affairs](#)] [[Student Affairs](#)] [[University Advancement](#)] On-line distance learning falls under the purview of the Provost and Academic Affairs. University departmental structure and associated charts are reviewed with each classification title or reporting relationship change submitted to the Office of Human Resources. As the organizational charts are updated for the University's organizational divisions, appropriate revisions are maintained on the University website. Policies and procedures related to the maintenance of organizational charts are published in the administrative policies and procedures, including the University Organizational Charts policy and the FSU Faculty Handbook. [[OP-C-7-A1 Official University Organizational Charts Policy](#)] [[FSU Faculty Handbook, p. 122, rev. 2011](#)]

### Administration of Policies





















As stated in [[The Florida Constitution, Article IX, section 7\(c\), p. 38](#)], the Board of Governors establishes the powers and duties of the board of trustees for the direction, operation, management, and accountability of each state university [[Florida Board of Governors Regulation 1.001](#)]. The Board of Trustees' [[Resolution - Delegation of Authority to the President](#)] document delegates to the University President, the responsibility for the operation and administration of The Florida State University, including establishing and implementing policies and procedures. The President is the Chief Executive Officer of The Florida State University and is responsible for the operation and administration of the University, and organizing the University to efficiently and effectively achieve the goals of the University. He is assisted by the Provost and Executive Vice President for Academic Affairs, the Senior Vice President for Finance and Administration, the Vice President for Student Affairs, the Vice President for Research, the Vice President for University Relations, the Vice President of University Advancement, the General Counsel, the Director of Intercollegiate Athletics, and the Chief Audit Officer. The Provost is the second ranking officer of the University, acting for the President in the President's absence. The Provost is assisted by the Vice President for Faculty Development and Advancement in implementing academic policies, and the Vice President for Planning and Programs for academic planning and institutional effectiveness. Division vice presidents, each of whom reports



to the President of the University, have been delegated responsible for administrative components of their designated divisions. The organization of the University and the responsibilities of the provost, vice presidents, deans of the colleges, department chairs, institutes and centers, and the Faculty Senate are outlined in the FSU Faculty Handbook [[FSU Faculty Handbook, p. 20, rev. 2011](#)]. In addition, the annual edition of the FSU General Bulletin [[FSU General Bulletin, p. 41, 2012-2013](#)] includes a listing of the University Administration and title.

FSU off-campus instructional sites [[Asolo Conservatory, Sarasota](#)] [[Digital Media, West Palm Beach](#)] [[Social Work, Gainesville](#)] [[Social Work, Jacksonville](#)] [[FSU Panama City, Florida](#)] [[FSU-Republic of Panama](#)] have individual organizational charts (often on the second page of evidence) and are also identified on the University's Organizational Chart. [[University Overview](#)]

#### Evidentiary Documents

-  [College of Motion Picture Arts.pdf](#)
-  [College of Social Work.pdf](#)
-  [College of Visual Arts Theater and Dance.pdf](#)
-  [Florida Board of Governors Regulation 1.001.pdf](#)
-  [FSU Fact Book 2011-12.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [IP and FSU Panama Organizational Chart.pdf](#)
-  [OP C 7 A1 Official University Organization Charts Policy.pdf](#)
-  [Org Chart Academic Affairs 2013.pdf](#)
-  [Org Chart Finance and Administration.pdf](#)
-  [Org Chart Panama City FL Campus.pdf](#)
-  [Org Chart President 2013.pdf](#)
-  [Org Chart Research 2013.pdf](#)
-  [Org Chart University Advancement 2013.pdf](#)
-  [Org Chart University Relations 2013.pdf](#)
-  [Resolution Delegation of Authority to the President.pdf](#)
-  [Student Affairs - Vice President Office.pdf](#)
-  [The Florida Constitution, Article IX, Section 7c.pdf](#)
-  [University Organizational Chart no names- Overview 2013.pdf](#)

**3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified Administrative/Academic Officers)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The Florida State University (FSU) has qualified administrative and academic officers as shown on its roster. [[Roster of Qualified Administrative and Academic Officers](#)]

In February 2010, the FSU Board of Trustees selected Dr. Eric J. Barron to serve as the University's 14th president. Dr. Barron has significant experience in higher education administration and a university system of governance. He is a member of the Council of Presidents for the Association of Public Land–Grant Universities (APLU) and the Universities Research Association. He was previously director of the National Center for Atmospheric Research (NCAR). Prior to NCAR, Dr. Barron was Dean of the Jackson School of Geosciences at the University of Texas at Austin. From 1986 to 2006, Dr. Barron was at Pennsylvania State University, where he was Professor of Geosciences, Director of the Earth System Science Center, Director of the EMS Environment Institute, and finally Dean of the College of Earth and Mineral Sciences. President Barron recently received the 2012 Region III President's Award from NASPA–Student Affairs Administrators in Higher Education, recognizing college or university presidents who advance the quality of campus student life by supporting student affairs staff and programs over a sustained period of time. The University President selects the General Counsel, Athletic Director, and the Chief Audit Officer. Each of these positions reports directly to the University President. In addition, the University President selects the vice presidents who serve in either executive service or faculty positions.

The Provost and Executive Vice President for Academic Affairs, Dr. Garnett Stokes, has served in the position since August 2011, and previously served as Dean of the Franklin College of Arts and Sciences at the University of Georgia. Dr. Stokes is currently a member of the State University System Council of Academic Vice Presidents– Provosts (CAVP). She also holds an appointment as a professor in psychology at FSU. She is a fellow of the Association for Psychological Science, the American Psychological Association and the Society for Industrial and Organizational Psychology. The Office of Distance Learning and various off–campus instructional sites ultimately report to her. The Senior Vice President for Finance and Administration, the Vice President for Planning and Programs, the Vice President for Research, the Vice President for Student Affairs, the Vice President for University Relations, the Vice President for Faculty Development and Advancement, and the Vice President for University Advancement have extensive experience in higher education. Each has broad professional affiliations and demonstrates leadership through local and national affiliation. For example, Dr. Mary Coburn served as national co–chair of the Association of Public and Land–Grant Universities' (APLU) Council on Student Affairs, as the National Association of Student Personnel Administrators (NASPA) faculty and program director of the Institute for Aspiring Senior Student Affairs Officers, and was the 2011 National Conference Chair.

She is also an active participant with the ACC Conference Vice Presidents of Student Affairs. Dr. Gary Ostrander serves on the Board of Directors of Oak Ridge Associated Universities and on the Core Partner University Liaison Committee for Oak Ridge National Laboratory. Dr. Tom Jennings is a respected leader within the Council for Advancement and Support of Education (CASE), and served as co-chair-elect for the CASE District III annual conference in 2012. Each vice president is responsible for the selection of staff to assist with the administrative and policy functions of the office.

Florida State University has sixteen college Deans; a Dean of the Graduate School; Dean of Undergraduate Studies; Dean of the University Libraries; and Dean of Students. 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–The 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 Panama City, Florida, branch campus and the Dean of the University Libraries report to the Vice President for Planning and Programs. 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. The Dean of Students reports to the Vice President for Student Affairs. It is standard procedure that Deans are selected by search committees chaired by faculty members, and position vacancies announced in national publications (e.g., the *Chronicle of Higher Education*). All of the academic deans hold tenure in academic departments or equivalent academic units. The remaining deans hold executive service or faculty positions. The Rector of the branch campus in the Republic of Panama is the chief executive and administrative officer, and reports to the director of International Programs. The vice rector serves as the chief academic officer for the Republic of Panama.

A roster of administrative and academic officers and their qualifications is provided for the reader's review. In addition, the University's organizational chart is provided to show an overview of the university's leadership structure. [[University Overview Organizational Chart](#)]

### **Resumes and Curricula Vitae:**

[University President, Curriculum Vitae – Barron](#) [[Position Description](#)]

[Provost and Executive Vice President for Academic Affairs, Curriculum Vitae – Stokes](#) [[Position Description](#)]

Vice Presidents, Curricula Vitae/Resumes:

- Vice President for Planning and Programs – Vacant [[Position Description](#)]
- [Vice President for Research – Ostrander](#) [[Position Description](#)]
- [Vice President for Faculty Development and Advancement – McRorie](#) [[Position](#)]

[Description\]](#)

- [Vice President for Student Affairs – M. Coburn \[Position Description\]](#)
- [Vice President for University Relations – Maryanski \[Position Description\]](#)
- [Vice President for University Advancement – Jennings \[Position Description\]](#)
- [Vice President for Finance and Administration – Clark\] \[Position Description\]](#)

Senior Administrators, Resumes:

- [Interim Director Intercollegiate Athletics – Fuchs \[Position Description\]](#)
- [Chief Audit Officer – McCall \[Position Description\]](#)
- [General Counsel – Egan \[Position Description\]](#)

Rectors, FSU–Panama:

- [Rector, FSU–Panama – Langoni \[Position Description\]](#)
- [Vice Rector, FSU–Panama – Anyfanti \[Position Description\]](#)

Deans, Curricula Vitae:

- [Dean of the College of Arts and Sciences – Huckaba](#)
- [Dean of the College of Business – Beck–Dudley](#)
- [Dean of the College of Communication and Information – Dennis](#)
- [Dean of the College of Criminology and Criminal Justice – Blomberg](#)
- [Dean of the College of Education – Driscoll](#)
- [Dean of the FAMU–FSU College of Engineering – Yeboah](#)
- [Dean of the College of Human Sciences – Collier](#)
- [Dean of the College of Law – Weidner](#)
- [Dean of the College of Medicine – Fogarty](#)
- [Dean of the College of Motion Picture, Television, and Recording Arts – Patterson](#)
- [Dean of the College of Music – Flowers](#)
































- [Interim Dean of the College of Nursing – Speake](#)
- [Named Dean of the College of Nursing \(Effective December 2, 2013\) – McFertridge–Durdle](#)
- [Dean of the College of Social Sciences and Public Policy – Rasmussen](#)
- [Dean of the College of Social Work – Mazza](#)
- [Dean of the College of Visual Arts, Theatre, and Dance – Weishar](#)
- [Dean of the Graduate School – Marcus](#)
- [Dean of Undergraduate Studies – Laughlin](#)
- [Dean, College of Applied Studies, Panama City, Florida – Shaw](#)
- [Dean of the University Libraries – Zimmerman](#)
- [Dean of the Students – Ward–Roof](#)




































Assistant and Associate Vice Presidents, Curricula Vitae/Resumes:

- Associate Vice President for Budget and Analysis – Vacant
- [Associate Vice President for Facilities – Bailey](#)
- [Associate Vice President and Chief Information Officer – Barrett](#)
- [Associate Vice President for Research – Ellington](#)
- Associate Vice President for Student Affairs – Vacant
- [Associate Vice President for Administration – Algoe](#)
- [Associate Vice President for Academic Affairs – Kistner](#)
- [Associate Vice President for Academic Affairs – Locke](#)
- [Associate Vice President for Academic Affairs – Blankenship](#)
- [Assistant Vice President for Enrollment Management – Barnhill](#)
- [Assistant Vice President and SACS Liaison – Feiock](#)
- [Assistant Vice President for University Relations and Director of University Communications – DeDiemar](#)
- [Assistant Vice President for Governmental Relations – Daly](#)

- [Assistant Vice President for Community Relations – McHugh](#)
- [Assistant Vice President for Research – Pope](#)
- [Assistant Vice President and Chief Human Resources and Diversity Officer – Ingram](#)
- [Assistant Vice President for Administrative Services – Crowell](#)
- [Associate Vice President for Student Affairs – Crume](#)

#### **Evidentiary Documents**

-  [Algoe Eric Assoc VP Administration.pdf](#)
-  [Anyfanti Alexandra Vice Rector FSU Panama.pdf](#)
-  [Bailey Dennis Assoc VP Facilities.pdf](#)
-  [Barnhill John Asst VP Enrollment Management.pdf](#)
-  [Barrett Michael Assoc VP and Chief Information Officer.pdf](#)
-  [Barron Eric President.pdf](#)
-  [BeckDudley Caryn Dean College of Business.pdf](#)
-  [Blankenship Anne Assoc VP Academic Affairs.pdf](#)
-  [Blomberg Thomas Dean Criminology and Criminal Justice.pdf](#)
-  [Chief Audit Officer - McCall PD.pdf](#)
-  [Clark Kyle VP Finance and Administration.pdf](#)
-  [Coburn Mary VP Student Affairs.pdf](#)
-  [Collier Billie Dean College of Human Sciences.pdf](#)
-  [Crowell Perry Asst VP Administrative Services.pdf](#)
-  [Crume Allison Asst VP Student Affairs.pdf](#)
-  [CS 3 2 8 Admin Acad Officer Roster 07192013.pdf](#)
-  [Daly Kathleen Asst VP Governmental Relations.pdf](#)
-  [DeDiemar Jeanette Asst VP University Relations.pdf](#)
-  [Dennis Larry Dean College of Communications and Information.pdf](#)
-  [Director Intercollegiate Athletics PD.pdf](#)
-  [Driscoll Marcy Dean College of Education.pdf](#)
-  [Egan Carolyn General Counsel.pdf](#)
-  [Ellington Ross Assoc VP Research.pdf](#)
-  [Feiock Ruth Asst VP Planning and Programs.pdf](#)
-  [Flowers Patricia, Dean College of Music.pdf](#)
-  [Fogarty John Dean College of Medicine.pdf](#)
-  [Fuchs Vanessa Interim Athletics Director.pdf](#)
-  [General Counsel - Egan.pdf](#)
-  [Huckaba Sam Dean College of Arts and Sciences.pdf](#)
-  [Ingram Joyce Asst VP Finance and Administration.pdf](#)
-  [Jennings Tom VP University Advancement.pdf](#)

-  [Job Description VP Planning and Programs VPPP.pdf](#)
-  [Kistner, Janet, Associate VP Academic Affairs.pdf](#)
-  [Langoni Carlos Rector, FSU Panama.pdf](#)
-  [Laughlin Karen Dean Undergraduate Studies.pdf](#)
-  [Locke, Bruce, Associate VP Academic Affairs.pdf](#)
-  [Marcus Nancy Dean Graduate Studies.pdf](#)
-  [Maryanski Liz VP University Relations.pdf](#)
-  [Mazza Nicholas Dean College of Social Work.pdf](#)
-  [McCall Sam Chief Audit Officer.pdf](#)
-  [McFetridge-Durdle Judith Dean College of Nursing.pdf](#)
-  [McHugh Donna Asst VP Community Relations.pdf](#)
-  [McRorie Sallie VP Faculty Development and Advancement.pdf](#)
-  [Ostrander Gary VP Research.pdf](#)
-  [Ostrander PD.pdf](#)
-  [Patterson Frank Dean College of Motion Picture Arts.pdf](#)
-  [Pope Olivia Asst VP Research.pdf](#)
-  [President - Barron PD.pdf](#)
-  [Provost Job Description FDA-HR.pdf](#)
-  [Rasmussen David Dean College of Social Sciences and Public Policy.pdf](#)
-  [RECTOR FSU Panama PD - Langoni.pdf](#)
-  [Shaw Ken Dean College of Applied Studies, Panama City Campus.pdf](#)
-  [SMcrorie PD.pdf](#)
-  [Speake Dianne Interim Dean College of Nursing.pdf](#)
-  [Stokes Garnett Provost and Exec VP Academic Affairs.pdf](#)
-  [University Organizational Chart with Names - Overview 2013.pdf](#)
-  [Vice President for Finance and Administration - Clark.pdf](#)
-  [Vice President for Student Affairs - M. Coburn PD.pdf](#)
-  [Vice President for University Advancement - Jennings PD.pdf](#)
-  [Vice President for University Relations - Maryanski PD.pdf](#)
-  [VICE RECTOR FSU Panama PD - Anyfanti.pdf](#)
-  [Ward Roof Jeanine Dean of Students.pdf](#)
-  [Weidner Donald Dean College of Law.pdf](#)
-  [Weishar Peter Dean College of Visual Arts, Theatre and Dance.pdf](#)
-  [Yaw Yeboah FAMU FSU Dean College of Engineering.pdf](#)
-  [Zimmerman Julia Dean University Libraries.pdf](#)

**3.2.9** The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel Appointment)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

The institution defines and publishes policies regarding appointment, employment and evaluation of all personnel. State law requires each board of trustees to establish a personnel program for all employees of the university pursuant to the provisions in [\[Florida Board of Governors Regulation 1.001, p.4, \(5\) a\]](#). University Regulations are adopted and approved by the Florida State University Board of Trustees. Florida State University Regulations are the basic governing code of the University and has legal status under the law. Adopted regulations pertaining to Faculty and Staff appointment, employment and evaluation are available on the University's web page. [\[University Regulations Chapter 6C2R-4\]](#) The Florida State University Board of Trustees has, in turn, delegated specific authority relating to Personnel/Human Resources to the President by resolution [\[Resolution - Delegation of Authority to the President, p. 2, 2010\]](#), within the law and regulations of the Florida Board of Governors and in accordance with regulations or policies approved by the University Board of Trustees. University Regulations are supplemented by University policies and procedures. Such policies and procedures are approved by the appropriate University Vice President and/or the President or his delegate.

The University's Office of Human Resources (HR) monitors all policies and procedures which are necessary to substantiate compliance with local, state and federal laws relating to employment, as well as articulates university policies and procedures related to University staff employees, temporary Other Personal Service (OPS) employees, and Graduate Assistants. Policies and procedures regarding employment and recruitment practices, classification of positions, attendance and leave regulations, 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 the University website. [\[OP-C-7-A Classification\]](#) [\[OP-C-7-B Employment & Recruitment\]](#) [\[OP-C-7-D Hiring & Compensation\]](#) [\[OP-C-7-E Attendance & Leave\]](#) [\[OP-C-7-G Employee & Labor Relations\]](#) [\[OP-C-7-H Other Personal Services\]](#) [\[OP-C-7-I Equal Opportunity & Compliance \(EOC\)\]](#) [\[OP-C-7-J General\]](#) Policies and procedures are reviewed regularly by the Office Human Resources. Any proposed changes or additions are brought before the HR Policies and Procedures Review Committee, the Assistant Vice President of Finance and Administration/Chief Human Resources and Diversity Officer, and submitted to the Senior Vice President for Finance and Administration for approval. [\[Example Policy and Procedure Meeting Agenda\]](#) [\[Example Policy and Procedure Meeting Agenda\]](#) [\[Communication Regarding Change in Policy\]](#) Resources such as forms and matrices that outline appointment and employment processes are published on HR's website to assist departments and ensure policies are consistent with



employment practices. [[Appointment Matrix](#)] [[Compensation/Hiring Matrix](#)] An Employee Handbook [[FSU and You Employee Handbook, 2010](#)] is located on the HR website and provides staff with an overview of some of the University's policies, benefits, and general information. In addition, the Office of Human Resources negotiates, administers, and ensures compliance with the provisions of the collective bargaining agreements. The Office of the Vice President for Faculty Development and Advancement (known as the Dean of the Faculties Office prior to Fall 2012) provides guidance to departments and colleges regarding how to implement processes in accordance with the United Faculty of Florida (UFF) Agreement and important principles of faculty governance and academic freedom.

Collective Bargaining Agreements are posted on the Office of Human Resources' website. The United Faculty of Florida (UFF) Bargaining Agreement is also posted on the Office of Faculty Development and Advancement's website.

### **Collective Bargaining Agreements**

The university has six collective bargaining arrangements. The agreements and the respective supplemental agreements are listed below:

[[AFSCME Bargaining Units](#)]

[[AFSCME 2012-2013 Supplemental Agreement](#)]

[[FNA Health Care Unit](#)]

[[FNA 2012-2013 Supplemental Agreement](#)]

[[PBA Law Enforcement Unit](#)]

[[PBA 2011-2012 Supplemental Agreement](#)]

[[UFF Faculty Bargaining Unit](#)]

[[UFF FSUS Bargaining Unit](#)]

[[UFF FSUS 2012-2013 Supplemental Agreement](#)]

[[UFF GAU Bargaining Unit](#)]

[[UFF GAU Ratified Changes Article 16](#)]

[[UFF GAU Ratified Changes Article 21](#)]

The University's Affirmative Action Plan is reviewed annually by HR's Office of Equal Opportunity and Compliance and submitted for approval by the Board of Trustees by June 30. [[BOT Meeting Minutes Approval of AAP, p. 3, 2012](#)] In addition, a 2011 audit by the Office of Federal Contract Compliance Programs (OFCCP) demonstrates compliance with the University's equal employment opportunity policies and practices.

[\[OFCCP Compliance Letter to the President\]](#)

As the University's chief academic officer, the Provost/Executive Vice President for Academic Affairs establishes University policies and procedures regarding faculty. The Office of Faculty Development and Advancement administers these academic policies, including, but not limited to, faculty appointments and procedures, outside employment, dual compensation, promotion, tenure, faculty assignments, and faculty evaluations. To ensure compliance with employment and labor laws and regulations, HR provides support to the faculty within the bounds of the Office of Faculty Development and Advancement's policies relating to faculty employment actions. This includes the processing of faculty appointments, reappointments, status changes, salary changes, reclassifications, reassignments, funding changes, leaves of absence, terminations, leave payouts, and other employment actions. The Office of Faculty Development and Advancement maintains and publishes all policies and procedures relating to faculty employment policies in the Faculty Handbook. [[Faculty Handbook, p. 31, rev. 2011](#)] [[FSU Credentialing Faculty Policy](#)]

In addition to the FSU policies and procedures noted above and the Faculty Handbook, the Office of Human Resources publishes a Search and Screening Guide [[Search and Screening Guide, rev. 2012](#)] that assists administrators and search committees as a helpful reference document. The guide describes the University's advertising, recruitment, and employment policies; provides screening procedures and interviewing guidelines; and provides the affirmative action guidelines and the guidelines for compliance with the Americans with Disabilities Act requirements. These guidelines are published on Human Resources' website, as well as the Office of Faculty Development and Advancement's website. Application of these guidelines is monitored by the Office of Human Resources.

At The Florida State University, employee performance is evaluated on an annual basis. Pursuant to the provisions of the Florida Board of Governors [[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. All administrative and professional (A&P) and university system support personnel (USPS) employees are evaluated annually by the immediate supervisor in accordance with operating policies and procedures [[OP-C-7-G1 Evaluation of A&P and USPS Employee Performance](#)]. Courtesy reminders are sent out by the Employee and Labor Relations Office to remind department representatives of employee performance evaluation due dates. [[Sample Listserve Evaluation Reminder](#)] Department Representatives may also utilize a public query from the Human Resources Information System to determine when evaluations are due for employees in their department. [[FSU ELR CURR EE REVIEWS DUE](#)] The faculty evaluation process assesses the quality of performance in the functions of teaching, research or creative activity, service, and any other duties that may be assigned. Faculty members are evaluated annually, in accordance with the Annual Faculty Evaluation Policy stated in the [[FSU Faculty Handbook, p. 74, rev. 12/01/2011](#)]. [[2012 Faculty Evaluation Memorandum](#)] [[2011 Faculty Evaluation Memorandum](#)]

FSU off-campus instructional sites (Asolo Conservatory, Sarasota; Film, West Palm

Beach; Social Work, Gainesville; Social Work, Jacksonville; Panama City, Florida) as well as faculty members and staff involved in on-line distance learning follow the same appointment, employment and evaluation policies as the main campus.

### **FSU-Panama, Republic of 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 transition of the Canal from the US to the Republic of Panama. FSU-Panama is the employer of record for all employees at FSU-Panama. This allows FSU to have a legal standing in the Republic of Panama, and to comply with Panamanian employment and tax laws.

Personnel rules for FSU-Panama follow the Panamanian Labor Code. Administrative policies that affect FSU-Panama employees are consolidated into the Internal Labor Regulations, approved by the Ministry of Labor and posted openly in the University's administrative office. Changes to the Internal Labor Regulations are approved by the Ministry of Labor. Official documents are signed by the Rector, 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. The attached document has been translated to English for review. [[Internal Labor Regulations, 2006 - English Version](#)] [[Reglamento Interno, 2006 - Spanish Version](#)].





































In addition, the employees of FSU-Panama (faculty and staff) hold non-compensated courtesy appointments in the FSU Office of International Programs to record an official association with FSU. 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 FSU faculty and staff qualifications and appointment policies and procedures, as well as the FSU courtesy appointment procedures. [[FSU Faculty Handbook, p.34, rev. 2011](#)] [[Instructional Courtesy Appointments](#)] [[Courtesy Appointments for Non-Faculty](#)] The FSU Office of International Programs oversees and monitors the courtesy appointment process for FSU-Panama.












FSU-Panama complies with the Internal Labor Regulations and the [[Bylaws of the Foundation Florida State University-Panama, 2002](#)] regarding the appointment, employment and evaluation of faculty and staff. To supplement the Internal Labor Regulations, the [[FSU-Panama Faculty Handbook, 2002](#)] serves as a guide for general issues of faculty employment and evaluation. The Handbook is maintained by an internal committee and changes are approved by the Rector. The Regulations, Bylaws and policies and procedures are available to all employees at FSU-Panama through their information system server's shared drive. They are also posted openly in the University's administrative office.

The Rector's performance is evaluated annually by the Director of FSU International Programs, who also serves as the President of the FSU-Panama Foundation. FSU-Panama faculty are evaluated annually by the FSU-Panama Faculty Evaluation Committee in accordance with the [[Bylaws of the Foundation Florida State University-Panama, p. 17, 2002](#)]. [[Annual Faculty Evaluation Summary Form](#)] The FSU-Panama

non-faculty staff members are evaluated annually in accordance with the [[Internal Labor Regulations, p. 8, 2006](#)]. [[Employee Performance Evaluation Form - English](#)] [[Employee Performance Evaluation Form - Spanish](#)]

#### Evidentiary Documents

-  [2010 2013 Final Agreement PBA.pdf](#)
-  [2011 2012 PBA Supplemental Agreement.pdf](#)
-  [2011 2014 UFF FSUS Collective Bargaining Agreement.pdf](#)
-  [2011 Faculty Evaluation Memorandum.pdf](#)
-  [2012 Faculty Evaluation Memorandum.pdf](#)
-  [2012-2013 FNA Supplemental Agreement.pdf](#)
-  [A&P Evaluation Communication.pdf](#)
-  [AFSCME 2012 2013 Supplemental Agreement.pdf](#)
-  [AFSCME2011-2014 Coll Bargaining Master Contract.pdf](#)
-  [Agenda Jan 13 2011.pdf](#)
-  [Agenda June 11 2012.pdf](#)
-  [Appointment Paper Matrix.pdf](#)
-  [BOT Meeting Minutes AAP Approval March 2012.pdf](#)
-  [Bylaws FSU Panama Foundation.pdf](#)
-  [Compensation Practices Matrix.pdf](#)
-  [Courtesy Appointment Tips.pdf](#)
-  [Courtesy Appointments for Non Faculty.pdf](#)
-  [Credentialing Faculty Members.pdf](#)
-  [Dean, Director, Department Chair List Serve - New Hiring Policy.pdf](#)
-  [Evaluacion Trabajador Staff Evaluation Form - Spanish.pdf](#)
-  [Faculty Evaluation Form.pdf](#)
-  [Florida Board of Governors Regulation 1.001.pdf](#)
-  [FNACollectiveBargainingAgreement 2011 2014.pdf](#)
-  [FSU and You Employee Handbook.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU Panama Faculty Handbook.pdf](#)
-  [GAU Ratified Changes Article 16 Health Insurance.pdf](#)
-  [GAU Ratified Changes Article 21 Amendment and Duration.pdf](#)
-  [Internal Labor Regulations \(English\).pdf](#)
-  [Internal Labor Regulations \(Spanish\).pdf](#)
-  [OFCCP FSU Compliance Review.pdf](#)
-  [OPC7A NON-FACULTY POSITION CLASSIFICATION.pdf](#)
-  [OPC7B EMPLOYMENT & RECRUITMENT.pdf](#)
-  [OPC7D HIRING AND COMPENSATION.pdf](#)
-  [OPC7E ATTENDANCE AND LEAVE.pdf](#)
-  [OPC7G EMPLOYEE & LABOR RELATIONS.pdf](#)

-  [OPC7H1 OTHER PERSONAL SERVICES \(OPS\).pdf](#)
-  [OPC7I Office of Equal Opportunity and Compliance \(EOC\).pdf](#)
-  [OPC7J GENERAL.pdf](#)
-  [QUERY FSU ELR CURR EE REVIEWS DUE2.pdf](#)
-  [Resolution Delegation of Authority to the President.pdf](#)
-  [Search and Screen Guide Rev. 2012.pdf](#)
-  [Staff Evaluation Form - English.pdf](#)
-  [UFF FSU GAU CBA 2010 2013.pdf](#)
-  [UFF FSUS 2012 2014 Supplemental Agreement.pdf](#)
-  [UFFAgreement 2010 2013 amended 2012.pdf](#)
-  [University Regulations Chapter 6C2R-4 Faculty and Staff.pdf](#)

**3.2.10** The institution periodically evaluates the effectiveness of its administrators. (**Administrative Staff Evaluations**)

Compliance

Partial Compliance

Non-compliance

#### Narrative

At Florida State University, employee performance is evaluated on an annual basis. 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 Minutes, p. 7, 2011](#)] [[BOT Meeting Minutes, p.10, 2012](#)] All 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 A&P and USPS Employee Performance](#)]. The rating period for annual A&P evaluations is August 8 of the previous year to August 7 of the current year. The A&P performance review period begins after August 7 of each year. FSU non-academic administrators, including those reporting to the President and Provost/Executive Vice President for Academic Affairs, are classified as A&P and are covered by the terms outlined in the policy and procedure. The Office of Human Resources oversees the administration and documentation of the evaluation process for non-academic administrators. The documentation of the A&P performance review is completed on the employee's A&P Performance Evaluation Form located in the performance management module within the Human Resources Information System. [[Example of a Pre-loaded A&P Evaluation Form](#)] The A&P performance evaluation (revised in 2011) incorporates job responsibilities and competencies, behavioral expectations, established goals and objectives, and an overall effectiveness rating. It is intended to communicate to the employee the level of his/her performance and should aid in improving the employee's performance of assigned duties. The performance evaluation may include a plan of action for improvement of the employee's performance based on the work expectations or performance standards applicable to the position. [[Performance Improvement Plan Form](#)]. Supporting documentation such as written comments concerning the evaluation may be submitted with the performance evaluation form. Additionally, feedback from outside evaluators may be used to provide a supplementary perspective to the performance appraisals. [[Example of Multisource Feedback Request for Administrator](#)] In addition, the President meets weekly with his cabinet to consider issues of general concern and appropriate actions necessary to resolve.

Academic Administrators are evaluated annually in accordance with the university regulation 6C2R-4.033 Faculty Evaluations. [[University Regulations CHAPTER 6C2R-4 Faculty and Staff, p.18, 2003](#)] and supplemented by the Annual Evaluation Policy published in the [[Faculty Handbook, p. 74, rev. 2011](#)]. The Office of Faculty Development and Advancement (formerly the Dean of the Faculties Office prior to Fall 2012) oversees the administration of the evaluation process for academic employees. Academic Deans are evaluated annually by the Provost and Executive Vice President

for Academic Affairs using the [[Annual Faculty Evaluation Summary Form](#)]. The process begins during Spring Semester with solicitation for feedback from faculty and staff in the Deans' respective College through the distribution of a multi-source assessment survey. The multi-source assessment is used to assess the performance of the Dean's academic leadership in order to promote their leadership development. Assessment criteria includes questions related to mentorship, leadership, student centeredness, administrative functions, interpersonal skills, work environment and an overall performance rating. [[Dean's Multisource Feedback Evaluation Survey](#)] [[Dean's Multisource Feedback Request Letter](#)]. Following the end of Spring Semester, an activities report is requested from each Dean. The report includes activities and successes of the previous year, as well as their goals and priorities for the coming year. [[Activities Report Request Memo from Deans](#)] The Provost begins meeting with each Dean during the Summer Semester to discuss and review their annual Activities Report. The Activities Report is used to support the written evaluation of the Academic Deans. The evaluation is completed Fall Semester. In addition, the Provost heads the Council of Deans and meets bi-weekly with this group.

Off-campus instructional sites (Asolo Conservatory, Sarasota; Film, West Palm Beach; Social Work, Gainesville; Social Work, Jacksonville; FSU Panama City, FL) as well on-line distance learning follow the same evaluation policies as the main campus. At FSU-Panama, the Rector's performance is evaluated annually by the Director of FSU International Programs, who also serves as the President of the FSU-Panama Foundation. The Vice Rector is evaluated annually by the Rector in accordance with the [[Internal Labor Regulations, p. 8, 2006](#)]. [[FSU-Panama Employee Performance Evaluation Form - English](#)] [[FSU-Panama Employee Performance Evaluation - Spanish](#)].

## **Sample Administrator Evaluations**

[2011 VP Student Affairs - MC](#)

[2012 VP Student Affairs - MC](#)

[2011 Associate VP Student Affairs - EW](#)

[2012 Associate VP Student Affairs - EW](#)

[2011 Assistant VP University Relations - JD](#)

[2012 Assistant VP University Relations - JD](#)

[2011 Associate General Counsel](#)

[2012 General Counsel](#)

[Rector FSU Panama - CL](#)

[Vice Rector AA](#)

[Vice Rector AA](#)

























[Dean Evaluation KS](#)

[Dean Evaluation LD](#)

[Dean Evaluation CB](#)

[Dean Evaluation DW](#)

#### **Evidentiary Documents**

-  [2010 Vice Rector AA.pdf](#)
-  [2011 Assistant Vice President University Relations JD.pdf](#)
-  [2011 Assoc General Counsel - CE.pdf](#)
-  [2011 Assoc VP Evaluation EW.pdf](#)
-  [2011 Vice President Student Affairs MC.pdf](#)
-  [2011 Vice Rector AA.pdf](#)
-  [2012 Assoc VP Evaluation EW.pdf](#)
-  [2012 Asst VP University Relations Evaluation JD.pdf](#)
-  [2012 General Counsel Evaluation CE.pdf](#)
-  [2012 Rector FSU-Panama Evaluation.pdf](#)
-  [2012 Vice President Student Affairs MC.pdf](#)
-  [Annual Activities Requests from Deans and Directors 2012.pdf](#)
-  [Annual Evaluation - Dean, PC.pdf](#)
-  [Assessment and Development of Academic Leadership Template.pdf](#)
-  [Assessment and Development of Athletics Leadership.pdf](#)
-  [BOT Meeting Minutes 2011 Approval of Presidents Evaluation.pdf](#)
-  [BOT Meeting Minutes, 2012 Approval of Presidents Evaluation.pdf](#)
-  [Dean Evaluation CB.pdf](#)
-  [Dean Evaluation DW.pdf](#)
-  [Dean Evaluation LD.pdf](#)
-  [Deans Leadership Survey Memo 2012.pdf](#)
-  [Evaluacion Trabajador Staff Evaluation Form - Spanish.pdf](#)
-  [Example of A&P Performance Evaluation Redacted.pdf](#)
-  [Florida Board of Governors Regulation 1.001.pdf](#)
-  [FSU Faculty Evaluation Summary Form.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [Internal Labor Regulations \(English\).pdf](#)
-  [OP C 7 G1 EVALUATION OF A&P AND USPS EMPLOYEE PERFORMANCE.pdf](#)
-  [Performance Improvement AP Form.pdf](#)
-  [Staff Evaluation Form - English.pdf](#)
-  [University Regulations Chapter 6C2R-4 Faculty and Staff.pdf](#)



**3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of Intercollegiate Athletics)**

Compliance

Partial Compliance

Non-compliance

### Narrative

As the chief executive officer, the university president has ultimate authority over the intercollegiate athletics program and is assisted and supported by the FSU Board of Trustees, as appropriate. The Atlantic Coast Conference requires each institution's governing board, i.e., the FSU Board of Trustees, to certify the following [[Governing Board Certification](#)] [[BOT Minutes, September 2012](#)]:

(1) The responsibility for the administration of the athletics program has been delegated to the chief executive officer of the institution.

(2) The chief executive officer has the mandate and support of the board to operate a program of integrity in full compliance with NCAA, ACC, and all other relevant rules and regulations.

(3) The chief executive officer, 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 ACC.

The University Athletic Director reports to the chief executive officer and is responsible for all Intercollegiate Athletics. [[University Organizational Charts](#)] The Athletics Director's authority is formally conferred and defined in a Limited Power of Attorney signed by the President. [[Power Attorney President Athletics Dir](#)] While granting to the Athletic Director responsibility for operations of the Department of Intercollegiate Athletics, the President retains full authority to review and reverse or modify any decisions of the Athletic Director. It specifically provides that the President retains personnel authority to employ and terminate all coaches in each varsity sport.

The Athletics Board, consisting of up to twenty-five members appointed by and serving at the pleasure of the President provides ongoing, formal review of the Athletics Program. [[FSU Athletics Board Overview](#)] The majority of the Board members must be faculty and academic administrators. [[FSU Athletics Board Bylaws](#)] Therein, the Athletics Board has the stated purpose and responsibility of:

- Establishing policy goals and standards for intercollegiate athletics;
- Monitoring the execution of intercollegiate athletics policies;
- Promoting fiscal integrity in intercollegiate athletics;









- Reviewing and recommending the Department of Intercollegiate Athletics annual operating budget to the President of the University; and
- Insuring that the athletics program is operated in a manner consistent with the overall policies and operating procedures of the Atlantic Coast Conference, the National Collegiate Athletic Association, the Florida State University, and the State of Florida.

The Board also has standing committees for Academics, Budget and Equity and Student-Athlete Welfare. The Board is required to meet quarterly and, through its committees, provides oversight and ongoing review for the purpose of advising the President in the exercise of his ultimate authority over the entire Department of Intercollegiate Athletics and its core issues. [\[FSU Athletics Board Bylaws\]](#) [\[Cabinet AGENDA Athletics Item\]](#) [\[Cabinet AGENDA Civic Center Athletics\]](#)

The Athletics Board is specifically charged with insuring compliance with all policies of the National Collegiate Athletic Association (NCAA) and the Atlantic Coast Conference (ACC). Students, faculty and staff are subject to uniform university policies regarding on-line activities. The Board reviews the many requirements of the NCAA and the ACC relating to recruiting policies and student-athlete academic standards. [\[FSU Athletics Board Bylaws\]](#).

The Athletic Director is a member of the President's Cabinet and, as such, attends weekly Monday morning issues meetings with the President, Vice Presidents, and General Counsel.

#### Evidentiary Documents

-  [ACC Governing Board Certification Form.pdf](#)
-  [BOT Minutes September 2012.pdf](#)
-  [Cabinet AGENDA Athletics Item.pdf](#)
-  [Cabinet AGENDA Civic Center Athletics.pdf](#)
-  [FSU.Athletics.Board.Bylaws.pdf](#)
-  [FSU.Athletics.Board.Overview.pdf](#)
-  [Power.Attorney.President.Athletics.Dir.pdf](#)
-  [University Organizational Chart with Names - Overview 2013.pdf](#)

**3.2.12** The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising Activities)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The President of Florida State University controls all institutional fundraising, either directly or through designees. [[President's Position Description](#)] [[University President Org Chart](#)]

All institutional fundraising activity occurs through one of its Direct Support Organizations (DSO's). There are thirteen DSO's as authorized by Florida Statute and further defined in Board of Governors (BOG) and FSU Board of Trustees (BOT) regulations [[Florida Statute 1004.28](#)] [[FSU DSO Listing](#)] Fundraising is limited to six: 1) Florida State University Foundation (FSUF); 2) Seminole Boosters (the Boosters); 3) FSU Alumni Association (FSUAA); 4) FSU Real Estate Foundation (FSUREF); 5) Ringling Museum Foundation and 6) Florida State University Research Foundation (FSUREF). [[BOT University Advancement PowerPoint, slide 2](#)]

All of these DSO's operate under the provisions of applicable Florida law and the Florida Board of Governors and FSU Regulations. [[Section 1004.28](#)] [[BOG Regulation 1.001](#)] [[FSU Regulation 2.025](#)] Each of these legal authorities requires that all institutional DSO's operate only for the benefit of the university. Each DSO operates under by-laws approved by the University Board of Trustees, governed by a Board of Directors or a Board of Trustees with [[FSUF BoT list](#)] at least one of the directors either the university president or the president's designee. The executive managers of the FSU Foundation, Seminole Boosters, FSU Alumni Association, and FSU Real Estate Foundation all report to the President's designee, the Vice President for University Advancement. [[FSUF About](#)] [[FSUREF Directors](#)] [[FSUF Bylaws](#)] [[Seminole Boosters Bylaws](#)] [[FSU Alumni Association Bylaws](#)] [[FSU Real Estate Foundation Bylaws](#)] [[Ringling Foundation DSO By-Laws](#)] The executive manager of the FSU Research Foundation reports to the president's designee, the Vice President for Research. [[Research Foundation DSO By-Laws](#)]

The Florida Board of Governors and FSU Regulations require that the Director or Chief Operating Officer (COO) of the DSO must report to the President or designee. [[BOG Regulation 9.001](#)] [[FSU Regulation 2.025](#)] The President has designated the Vice President for University Advancement and the Vice President for Research to oversee the daily operations and activities of these DSO's. The Director or COO of the FSU Foundation, Seminole Boosters, FSU Alumni Association and FSU Real Estate Foundation reports to the Vice President of University Advancement. [[VP Advancement Position Description](#)] [[University President Org Chart](#)] The executive manager of the FSU Research Foundation reports to the president's designee, the Vice President for Research [[Research Foundation DSO By-Laws](#)], who reports to the President.

Additionally, the Statute and the FSU Regulation require that the President and FSU Board of Trustees Chair (or designees) are members of the DSO Boards and of any Board Executive Committee [[Section 1004.28](#)] [[FSU Regulation 2.025](#)].

The Vice President for University Advancement oversees daily operations and reports directly to the university President. [[University President Org Chart](#)] His 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. [[VPUA Position Description](#)]



All fundraising is consistent with the enhancement of the University mission to teach, conduct research, and provide service. [[General Bulletin](#)] Through scholarships, the fundraising makes it possible for students to attend the institution and/or reduce debt. [[FSUF reason](#)] [[Seminole Boosters reason](#)] [[Real Estate Foundation reason](#)] Through faculty support, there are resources used to enhance research, teaching or service. [[FSUF Reason & Faculty](#)] Programmatic support enhances the atmosphere of excellence by allowing students, faculty and staff to enrich the educational climate in ways not possible except through the realization of philanthropy. [[FSUF Reason & Programs](#)] Each year the DSO contributes substantially to the priorities of the university. [[Foundation and Booster DSO Contributions Example](#)]

Each DSO adheres to the open meeting and public records provisions of the Florida Government in the Sunshine Laws. [[Section 286.011](#)] [[Section 119.07](#)] These provisions require that all DSO meetings be open, minutes be taken, and that its audit and financial records (other than confidential donor records) are available to the public. [[Financial Records FSUF](#)] [[FSUF audit](#)] [[FSU Alumni Association FYE 2011](#)] [[FSU Ringling Museum of Art Foundation FYE 2011](#)] Additionally, the university president monitors and controls each DSO's use of university resources, the university name, compliance with federal and state laws, and approves any contributions of funds or supplements to support intercollegiate athletics [[FSU Regulation 2.025](#)]. This is accomplished through review of quarterly budget reports submitted to the university president, and annual budgets which are approved by the FSU Board of Trustees [[FSU BOT Minutes pages 172, 184-185, 204, 211, 338](#)]. Faculty and Staff involved in intercollegiate athletics are subject to the same university policies regarding fund raising as faculty and staff generally.

The reporting structures of the fund-raising entities at the university are demonstrated through organizational charts, and reflected in the minutes of board meetings. The minutes also demonstrate the manner in which the fund-raising activities support the institution's priorities which are the enhancement of scholarship, teaching and service. [[Executive Committee Minutes 09202012, pg. 2](#)] Additional insight can be gained through a review of the Development Officer's Handbook, a document that is maintained in the office of the Vice President of University Advancement. [[Development Officer's Handbook](#)] This handbook provides a comprehensive collection of policies and

procedures associated with raising money on behalf of Florida State University.

#### Evidentiary Documents

-  [1004.28.FS.DSO.pdf](#)
-  [2011FinancialStatements\\_fsuf.pdf](#)
-  [2012 Revised Bylaws Seminole Boosters.pdf](#)
-  [6C2-2.025.pdf](#)
-  [audit fsuf.pdf](#)
-  [BOG.Reg.9.011.DSO.pdf](#)
-  [BOG.Regulation.1.001.pdf](#)
-  [BOT - University Advancement Update 6-7-2013.pdf](#)
-  [BOT Minutes p.172.pdf](#)
-  [BOT Minutes p.204.pdf](#)
-  [BOT Minutes p.211.pdf](#)
-  [BOT Minutes p.338.pdf](#)
-  [BOT Minutes pp.184-185.pdf](#)
-  [Development Officers Handbook 7-22-13.pdf](#)
-  [DOC.PDF](#)
-  [DSO.Foundation.Bylaws.Fund.pdf](#)
-  [Executive Committee Minutes 09202012.pdf](#)
-  [FSU Alumni Association Bylaws as of 1-2013.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU real estate by-laws.pdf](#)
-  [FSU Research Foundation Bylaws.pdf](#)
-  [FSU-2.025.DSO.pdf](#)
-  [FSU-Alumni-Assoc-FYE\\_2011.pdf](#)
-  [FSU-Ringling-Museum-of-Art-Foundation-FYE\\_2011.pdf](#)
-  [FSU.DSO.Listing.pdf](#)
-  [fsuf bot list.pdf](#)
-  [fsuf\\_bot\\_about.pdf](#)
-  [fsuf\\_reason.pdf](#)
-  [fsuf\\_reason\\_faculty.pdf](#)
-  [fsuf\\_reason\\_programs.pdf](#)
-  [fsuref\\_directors.pdf](#)
-  [President Position Description.pdf](#)
-  [President\\_orgchart.pdf](#)
-  [Public.Meetings.286.011.FS.pdf](#)
-  [Public.Records.119.07.FS.pdf](#)
-  [realestate\\_reason.pdf](#)
-  [Ringling Bylaws 6 24 2011 current.pdf](#)
-  [seminoleboosters\\_reason.pdf](#)



[VPUA Position Description Via Omni.pdf](#)

**3.2.13** For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related Entities)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The university has no institution-related support entities that are not controlled by the institution. All institution-related support entities are controlled by the university and are all Direct Support Organizations. [\[DSO\]](#) All DSOs are authorized both under Section 1004.28, Florida Statutes [\[1004.28.FS.DSO\]](#) and Florida Board of Governors Regulation 9.011 [\[BOG.9.001.DSO\]](#) and governed under the mandates and requirements of Florida State University Board of Trustees Regulation. [\[DSO BOT Reg\]](#)

The university's governing bodies, the Florida Board of Governors and the Florida State University Board of Trustees, prescribes the conditions for certifying direct-support organizations and permitting them to use university property and services and for their continued existence (FSU BOT Regulation is now FSU-2.025). [\[Florida Board of Governors Regulation 9.011\]](#) [\[FSU BOT Regulation 6C2R-2.025\]](#) These conditions include an audit review and broad oversight responsibilities exercised by the board. The FSU Board of Trustees Regulation 6CR2-2.025, provides basic requirements such as budget review, auditing requirements, and procedures for decertification of a direct-service organization not acting in the university interest or not in compliance with all legal requirements. [\[FSU BOT Regulation 6C2R-2.025\]](#)

The university Board of Trustees has authorized 13 DSOs. Two of those 13, the Foundation Innovation Fund and the FSU Athletic Association, have not been activated. That is, they have not been actually filed as corporations and had a meeting of their Board of Directors. Another of the 13, the Performing Arts Center DSO, though legally in effect, has not has any record activity of late. [\[FSU DSO Listing\]](#)

Each must operate under the same basic legal requirements as provided above ensuring basic institutional control. In addition to the legally mandated financial controls, limitations on activity and potential for dissolution by the university, in 2011 FSU President Barron mandated reformation of all FSU DSO bylaws. He directed each DSO to provide a minimum of 25% appointment by the FSU President on each DSO Board. [\[DSO Governance Pres Memo\]](#) Each Board has, in fact accomplished that Bylaw change and achieved that minimum goal. Each of those has implemented the President's requested changes in Bylaws. [\[DSO Real Estate Bylaws\]](#) [\[DSO MagLab Bylaws\]](#) [\[DSO Alumni Bylaws\]](#) [\[DSO Inter Programs Bylaws\]](#) [\[DSO Ringling Bylaws\]](#) [\[DSO Stud Invest Bylaws\]](#) [\[DSO Research Bylaws\]](#) [\[DSO Boosters Bylaws\]](#) [\[DSO](#)

[Finance Assist Bylaws](#)] [[DSO Foundation Bylaws](#)]

All University Direct Support organizations, such as the Florida State University Foundation, are required by law to organize as corporations not for profit under the provisions of Chapter 617, Florida Statutes, and governing corporations not for profit. [[DSO Florida Statutes Corporation](#)] In addition, the controlling Regulations of the Florida Board of Governors require that a Florida university direct support organization operate only in the best interest of the particular associated university. [[DSO BOG Regulation Best Interest](#)] The Articles of Incorporation indicate that the Florida State University has, in fact, organized as a Florida corporation and, moreover, that it has as its primary purpose, the benefit of Florida State University. [[DSO FSU Foundation Articles Best Interests, page 3](#)]

As a corporation, the Florida State University Foundation, Inc. is a separate legal entity and its separate corporate existence cannot generally be disregarded for the purpose of liability. [[Corporations Entity Florida Jurisprudence](#)] The "corporate veil" may only be disregarded in exceptional circumstances thereby insulating the university from the debts of the FSU Foundation. [[Corporations Entity Liability Florida Jurisprudence](#)] Upon dissolution of the Florida State University Foundation, any assets remaining after discharging debts revert to the Florida State University. [[DSO FSU Foundation Articles Assets page 6](#)]

The university's DSOs serve all off-campus instructional sites as well as university distance learning programs. Off-campus sites are not separate entities supporting Florida State University as envisioned in this standard. University Distance Learning activities do not involve any entities organized separately from the university and formed for the purpose of supporting it.

#### Evidentiary Documents

-  [1004.28.FS.DSO.pdf](#)
-  [6C2-2.025.pdf](#)
-  [BOG.9.011.DSO.2009Regulationf.pdf](#)
-  [DSO.Alumni.Bylaws.pdf](#)
-  [DSO.Boosters.Bylaws.pdf](#)
-  [DSO.BOT.Regulation.pdf](#)
-  [DSO.Finance.Assist.Bylaws.pdf](#)
-  [DSO.Foundation.Bylaws.pdf](#)
-  [DSO.Governance.Pres.Memo.pdf](#)
-  [DSO.Inter.Programs.Bylaws.pdf](#)
-  [DSO.MagLab.Bylaws.pdf](#)
-  [DSO.Real.Estate.Bylaws.pdf](#)
-  [DSO.Research.Bylaws.pdf](#)
-  [DSO.Ringling.Bylaws.pdf](#)
-  [DSO.Stud.Invest.Bylaws.pdf](#)





[FSU.DSO.Listing.pdf](#)

**3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual Property Rights)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

According to Florida Statute 1004.23, state universities have the legal authority to perform all actions necessary to secure letters of patent, copyrights, and trademarks on any work products and to enforce their rights. This statute also provides that universities shall consider contributions by university personnel in the development of trademarks, copyrights, and patents and enter into written contracts with personnel establishing the interests of the university and personnel in each trademark, copyright, or patent [[Florida Statute](#)]. A Chancellor's Memorandum CM-D-40.00-04/00 clarifies that income to a university derived from intellectual property for which interest has not been assigned should be deposited in the sponsored-research development fund of the university. According to this memorandum a state university may also assign interest in research intellectual property to a research foundation that is a direct-support organization of the university. [[Chancellor's Memorandum](#)]

Intellectual property, e.g., inventions and creative works, conceived at Florida State University (FSU) may have commercial value that will benefit the public, thus warranting patent or copyright protection. FSU defines inventions and "creative works" as follows:

**Inventions** - "Inventions" shall include any discovery, process, composition of matter, article of manufacture, know-how, design, model, technological development, biological material, strain, variety, culture of any organism, or portion, modification, translation of these items, and any mark used in connection with these items.

**Creative Works** - "Creative Works" shall include any copyrightable material, such as printed material, computer software or databases, audio and visual material, circuit diagrams, architectural and engineering drawings, lectures, musical or dramatic compositions, choreographic works, and pictorial or graphic works.

At Florida State University (FSU), the Office of Research advises and assists faculty, students, and staff in disclosing, publishing, copyrighting, and exploiting the results of their University-sponsored research. These efforts are controlled by university policies which are presented in detail in Section 6 ("Patents and University-Sponsored Educational Materials") of the Faculty Handbook [[FSU Faculty Handbook, p.123-131, rev. 2011](#)], accessed through the Office of the Vice President for Faculty Development and Advancement (formerly Dean of Faculties) website, and the Student Intellectual Property Policy [[Intellectual Property Policy](#)], accessed through the Office of Intellectual Property Development and Commercialization (OIPD&C) website. Both policies are consistent with Article 18 of the Faculty Collective Bargaining Agreement [[Faculty Collective Bargaining Agreement](#)], accessed through the FSU Human Resources

website, and Article 9 of the Graduate Assistants United Collective Bargaining Agreement [[Graduate Assistants United Collective Bargaining Agreement](#)], accessed through the FSU Graduate School website.

These policies, which are applicable to all faculty, students, and staff, delineate ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies also establish the procedures for administering policies concerning these materials and the specific rights of faculty, staff, and students, including those involved in on-line distance learning. The Vice President for Research is ultimately responsible for administration of these policies.

Ownership of the copyright of University-sponsored educational materials is vested in the University as specified in Section 6 ("Patents and University-Sponsored Educational Materials") of the Faculty Handbook. [[FSU Faculty Handbook, p.123-131, rev. 2011](#)] Articles submitted or published in scholarly or professional journals, class notes produced in conjunction with regularly scheduled courses and other scholarly or professional products (books, texts, works of art, musical compositions and the like) are generally excluded from ownership by the University.

Inventions of faculty, students and staff based on activities directly related to their employment are owned by the University. This ownership is documented once the University exercises its right of first refusal to title in inventions provided by federal law. In the case of sponsored research, ownership of inventions is vested in the University unless the terms and conditions of the contract or grant should specify otherwise.

The University may license the external use of its intellectual property. A royalty agreement [[Author Royalty Distribution Agreement](#)] is then executed through the OIPD&C. For copyright protected intellectual property, after the production costs have been recovered, 50% of the royalty income is distributed to the author(s) or producer(s) and 50% is distributed to University. One half of the University's share is allocated to the FSU Research Foundation and the other half is allocated to school or college.

For patent protected intellectual property, when a patent is issued for a University-owned invention, the inventor(s) receives \$500. The OIPD&C may execute Inventor Royalty Distribution Agreements for faculty and staff for the distribution of any earned royalties from inventions. [[Inventor Royal Distribution Agreement](#)] For the first \$10,000 in royalties on any income from a University-owned invention, 85% is distributed to the inventor(s) and 15% to the University. Once the \$10,000 royalty threshold has been reached, the proceeds are allocated as follows: 40% to the inventor(s), 30% to the department(s) or unit(s) of the inventor(s) and 30% to the University.

Dissemination of FSU policies on intellectual property rights is through links in the websites of the Vice President for Faculty Development and Advancement and the OIPD&C. [[IP Information Link](#)] [[Student IP Policy Link](#)] In addition, the OIPD&C provides instruction on these policies at workshops conducted on the FSU campus. These workshops [[IP Workshop](#)] are offered several times a year and are given at the faculty orientation, departmental meetings, and seminars that are open to all FSU faculty, staff,

and students.

Emerging issues and disputes on intellectual property policies and procedures are resolved as specified in Section 6 ("Patents and University-Sponsored Educational Materials") of the Faculty Handbook. [[FSU Faculty Handbook, p.123-131, rev. 2011](#)] Inquiries as to the ownership of copyrights are addressed to the Vice President for Research who then issues an advisory opinion. Advisory opinions are subject to clarification by the University Committee on Copyrights. Recommendations by the University Committee on Copyrights are subject to review by the Council on Research and Creativity (CRC). The determination of the CRC is then reported to the President of the University who may review the determination or refer the matter to the Board of Trustees for final resolution. The Vice President for Research is responsible for determining whether the University has legal rights to an invention within 30 days of its disclosure.

#### Evidentiary Documents

-  [Author Royalty Distribution Agreement.pdf](#)
-  [Chancellor's Memorandum.pdf](#)
-  [Faculty Collective Bargaining Agreement.pdf](#)
-  [Florida Statute.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [Graduate Assistants United Collective Bargaining Agreement.pdf](#)
-  [Intellectual Property Policy.pdf](#)
-  [Inventor Royalty Distribution Agreement.pdf](#)
-  [IP Information Link.pdf](#)
-  [IP Workshop.pdf](#)
-  [Student IP Policy Link.pdf](#)

### 3.3 INSTITUTIONAL EFFECTIVENESS

**3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.1 educational programs, to include student learning outcomes 3.3.1.2 administrative support services 3.3.1.3 academic and student support services 3.3.1.4 research within its mission, if appropriate 3.3.1.5 community/public service within its mission, if appropriate. **(Institutional Effectiveness)**

Compliance

Partial Compliance

Non-compliance

**3.3.1.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes. **(Institutional Effectiveness: Educational Programs)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

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Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results in the areas of student learning, academic support, administrative support, research and community/public service.

The following narrative deals with the assessment and evaluation of educational programs, including student learning. It describes the following:

- (1) Overall University Assessment Process and Use of Results
- (2) Institutional Effectiveness Review
- (3) Specific Aspects of the Annual Institutional Effectiveness Process
- (4) Examples of Student Learning Assessment and Use
- (5) Academic Program Review: Quality Enhancement Reviews (QER)
- (6) Course Development, New Degree and Certificate Program Approval
- (7) Academic Support Services

Where appropriate, the narrative discusses the assessment and evaluation of

educational programs at off-campus instructional sites and for distance learning programs.

## **Overall University Assessment Process and Use of Results**

Assessment of institutional effectiveness (IE) is key to the continuing improvement of Florida State University. It establishes the way in which the university measures performance against its mission. [[Strategic Plan Mission Statement](#)] It documents performance to realize the goals and priorities in the university strategic plan. [[Strategic Plan Priorities](#)] [[Chapter No. 2013-27, p. 67](#)] It also tracks progress on these measures, several of which are included in the Strategic Plan. The highest levels of administration are involved in the assessment of institutional effectiveness, from the President through his budgeting processes to all vice presidents and academic deans. The vice presidents and academic deans are directly involved in the development, implementation, review, and assessment of student learning and program outcomes for the university's educational programs, academic support, administrative support and student support services, research and community/public service. Florida State University offers 105 degree programs at the Bachelor's degree level; 116 degree programs at the Master's degree level; 1 program at the Advanced Master's level; 22 degree programs at the Specialist level; 76 degree programs at the Doctoral degree level; 2 degree programs at the Professional level; 14 undergraduate certificates and 38 graduate certificates. [[2012 Fact Book, p.8](#)] [[Certificate List](#)] Assessment of institutional effectiveness covers all degree and certificate programs including those offered at off-campus instructional sites and through any mode of delivery.

FSU's planning framework is extensive, and involves several levels of planning-- statewide planning, university-wide planning, core process planning and functional planning. [[FSU Planning Framework](#)] Each complements the other to form a continuous planning, budgeting and assessment cycle. [[IE Process Relationships](#)] There are several elements in the overall system. These are the processes for university planning, institutional effectiveness review, quality enhancement review (QER), new program development, and annual budget review. Each incorporates its own set of outcomes, assessment, analysis and reporting designed to foster change and improvement. [[Assessment Schedule](#)] Of these, the institutional effectiveness review, quality enhancement review, and new degree and certificate program development processes bear directly on the outcomes of educational programs.

Student learning and retention are fundamental if the university is to realize its mission of "preserving, expanding and disseminating knowledge in the sciences, technology, arts, humanities and professions." [[Strategic Plan p. 7](#)] While all activities at FSU ultimately support student learning, certain efforts relate directly to its mission. Three of the eight strategic priorities in the university strategic plan relate directly to student learning. Strategic Priority 1.0 in FSU's Strategic Plan identifies recruitment and graduation of outstanding and diverse students as essential activities. Recruitment, first-year retention, and graduation rates are measured and reported in the IEP for this priority. [[FSU Strategic Plan Strategic Priority 1.0](#)] Strategic Priority 2.0 states we will enrich the student experience while supporting and improving undergraduate, graduate

and professional education. It includes measures related to quality of undergraduate, graduate and professional experiences that support student learning and contributions to the global society. It also addresses the student-faculty ratio and student support services. These outcomes and measures are reported in the IEP. [[FSU Strategic Plan Strategic Priority 2.0](#)] Third, Strategic Priority 5.0, relates to fostering academic excellence, discusses the awarding of increased numbers of doctoral and professional degrees and library resources available to the entire university community. These outcomes are also tracked in the IEP. [[FSU Strategic Plan Strategic Priority 5.0](#)]

The Florida Board of Governor's (BOG) rule requires the development of student learning outcomes for all undergraduate degree programs. Additionally, the BOG's rule requires the periodic assessment of all degree programs. [[8.015, Academic Program Review](#)] [[8.016, Student Learning Outcomes Assessment](#)] The undergraduate student learning outcomes and methods of assessing them are listed on the university's Undergraduate Academic Program Guide website. [[Academic Guide](#)] These assessments are contained within the university's Institutional Effectiveness portal which also contain assessments of graduate student learning outcomes and program outcomes at all levels. The IE Portal identifies budgetary implications of proposed actions plans when appropriate. The state-required program reviews are reported to the Florida Board of Governor's portal and associated program self-assessments and reviews that are associated with the Quality Enhancement Reviews are filed in a common BLACKBOARD maintained site. The materials required for new degree programs, new majors, new course development and new certificates are filed with relevant committees of the Faculty Senate and maintained by the Office of the Vice President for Faculty Advancement and Development. [[New Major Proposals](#)] [[New Degree Example](#)] [[Certificate Policy](#)] Such various processes inform decision making in units across campus and provide information in the President's annual budgeting process when relevant.

Faculty and staff involvement in these processes is extensive. The annual institutional effectiveness assessment process involves curriculum committees and faculty in every college in the development and assessment as well administrative reviews by department chairs, associate deans and university-level staff, including the Office of Planning and Programs. In addition, institutional effectiveness issues are regularly discussed, starting at the highest levels of the university, including the Council of Deans, the monthly meeting of the Council of Associate and Assistant Deans (CAAD), and regular meetings of Department Chairs convened by their respective Deans. A meeting of all Deans and Department Chairs is held biannually, and institutional effectiveness and related processes are described each fall at the Orientation for New Faculty. [[CAAD Minutes 2011](#)] [[CAAD Minutes 2012](#)] [[Deans and Chairs Agenda 2012](#)] [[Dean and Chairs Agenda 2013](#)] New faculty members are given a contextual overview of their accountability for student learning outcomes. [[Slide Presentation](#)]

In similar fashion, department chairs and faculty are involved in each QER along with relevant deans, associate deans, associate vice presidents and the Office of Planning and Programs. Both the Graduate Policy Committee and the Undergraduate Policy Committee of the Faculty Senate are also involved in the QER evaluation. [[QER](#)]

[Instructions](#)] The University Curriculum Committee, appropriate faculty, relevant chairs and deans as well as the Vice President for Faculty Development and Advancement participate in the review and approval of new degree programs, certificate programs, distance programs and courses.

## **Institutional Effectiveness Review**

The Institutional Effectiveness Review is an annual, university-wide process that requires educational, administrative, support, research and community service units to report on their efforts to assess, analyze, review and improve performance on their student learning and program outcomes. The university uses its institutional effectiveness portal (IEP) to enter the information and data associated with this review. The IEP is a centralized database that contains information on student learning and program outcomes for all university activities. The IEP incorporates information on all the university's professional, graduate and undergraduate educational programs including student learning outcomes. Programs delivered on-line, at branch campuses and off-campus instructional sites are reviewed in the same fashion as all other activities on the main campus in Tallahassee but are listed separately within the IEP. The same student learning outcomes are used regardless of location or mode of delivery. Results were reported and reviewed in aggregate with the main campus results but are now reported separately by programs. The IEP also contains outcomes and assessments defined at the university level for research and community service activities. Oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of Planning and Programs.

The IEP includes the identification, assessment method and standard, results and improvement plans for each outcome. Program faculty along with their department chairs are responsible for developing the outcomes and assessment methods appropriate to the degrees and certificates in their field of study. For each outcome, they must identify at least one assessment method along with a standard related to the assessment method. [[IE Policy, p. 5](#)] Multiple assessment methods for individual outcomes are not required but are incorporated when identified by faculty. However, since there are multiple outcomes associated with the assessment of each educational program, multiple assessment methods are usually being used to gauge student success at the degree or certificate level. The IEP incorporates a template that calls for the specification of outcomes, assessment methods, recording results and their analysis for each assessment method, and a planned set of actions to effect improvements on the outcome or to sustain favorable results. The IEP oversight and reporting system documents whether units have submitted assessments and plans of improvement. It should be noted that the IEP system may exist alongside other discipline specific systems that are often associated with discipline-based accreditations. [[List of Accreditations at FSU/Fact Book](#)] These accreditations often use student learning outcomes assessment as part of their reviews. All discipline specific outcomes and their assessment are not necessarily reported in the IEP. Some units operate parallel systems tailored to specific accreditation requirements. [[Chalk and Wire Assessment System and Reporting](#)] [[Chalk and Wire Reporting Examples](#)]



Just over 2,000 outcomes (1,400 student learning and 600 program outcomes) are submitted, reviewed and approved, annually as part of the IEP. [[IE Summary Page](#)] Of these, approximately 1,700 are directly related to academic units. Each is monitored for conformance with technical construction criteria and to include assessments and plans for improvement. Entries are evaluated against rubrics for technical and substantive sufficiency including issues of continuous improvement. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair](#)] [[Rubric for Academic Dean](#)] [[Technical Sufficiency Rubric-Student Learning Outcomes](#)] [[Technical Sufficiency from IEP](#)]

Through concerted efforts of feedback and training, entries have gradually improved against the criteria in the rubrics over the last several years. [[Improvement Charts 2008-2009](#)] [[Improvement Charts 2009-2010](#)] [[Improvement Charts 2010-2011](#)] [[Training Manual](#)] [[Q&A IE](#)]

Academic departments and other units use analysis of their performance on outcome measures as the basis for improvements. This can be seen in a sample of examples that is presented in the “Examples of Student Learning Assessments and Use” section below. A 10% stratified, random sample was drawn against Student Learning and Program Outcomes for all types of degree and certificate programs offered by all academic programs on the main campus, branch campuses, off-campus instructional sites and for distance learning. It includes examples from large and small colleges, ranging from Arts and Sciences with a Fall 2012 enrollment of 10,593 to the College of Criminology with an enrollment of 1,812 to the College of Motion Picture Arts (Film School) with an enrollment of 220. [[Random Sample Spreadsheet](#)] The sample includes bachelors, masters, specialist, doctoral and professional degrees. The sample includes certificates. It includes examples of programs offered at the main campus, at off-campus instructional sites, and programs offered through distance learning. This sample includes all outcomes—student learning and program--listed for each educational program, ranging from 8 for baccalaureate degrees to 3 for Masters, Doctoral and Professional Degrees and 4 for Certificates. Information is provided for the latest three years of reviews—2009-2010, 2010-2011 and 2011-2012.

Liberal Studies/General Education student learning outcomes are entered and assessed separately as part of the IEP (see also CS 3.5.1, General Education Requirements). They are discussed and evaluated annually by the Undergraduate Policy Committee of the Faculty Senate. The Committee works on such outcomes with the Office of Undergraduate Studies in the Division of Academic Affairs which reviews relevant outcomes before submitting them to the Office of Planning and Programs.

In addition to program outcomes associated with degrees and certificates, other program outcomes, such as those for educational support and administrative support are included in the IEP. (see also CR 2.5, Institutional Effectiveness and CS 3.3.1.2 and CS 3.3.1.3.) Assessments are conducted and registered by the respective units responsible for the outcomes. The outcomes are reviewed by their respective division heads before submission to the Office of Planning and Programs.

### **Specific Aspects of the Annual Institutional Effectiveness Process**

The Institutional Effectiveness Review involves faculty and staff in an annual assessment, reporting, approval and improvement cycle. In the spring of each year, department curriculum committees review the overall set of student learning outcomes and assessment mechanisms for each program and establish the basis for assessment in the upcoming year. [[Assessment Method Review Memo](#)] [[CAAD minutes](#)] [[Engineering Review of Assessment Methods](#)] Each summer, a request is sent from the Office of Planning and Programs to each Dean and Vice President, asking for an IEP contact. [[IE Contact Request](#)] This list of 58 IEP contacts form the primary avenue of communication and assistance for the requirements associated with timeliness and completeness of entries, as well as the coordination of substantive reviews through the Vice Presidents' and Deans' levels of approval. [[IE Contact list 2012](#)] The university requires 4 levels of review of all 2,000 entries into the system—departmental representative, Department Chair or Program Director, Dean or Vice President with the Vice President for Planning and Programs as the final reviewer. The IEP contacts coordinate the activities of all persons involved for their respective areas. There are currently just over 700 people authorized to use the IE Portal. [[List of IE Users](#)]

In the fall of each year, two different sets of information are entered into the portal by the authorized departmental representative for each program. [[IEP Reminder 2011](#)] [[IEP Reminder 2012](#)] The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to retain results for the previous academic year. The second set involves outcomes and assessment methods for the current academic year. Outcomes, standards and assessment methods are reviewed to determine if they still correctly represent priorities, and changes are made if needed. [[IE Policy](#)]

Reviews begin as soon as entries are completed in the IEP. The reviews are aided by a series of rubrics for each of the components of entry tailored to the level at which the review is performed. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair](#)] [[Rubric for Academic Dean](#)] Authors of the entries are required to review and approve their information. The notation of approval by the department representative signals the next level reviewer—Department Chair—that the entry is completed and ready for their review. In similar fashion, the Department Chair's approval indicates to the Dean the entry is acceptable and ready for their review. Finally, the notification of the Dean's approval indicates the final level of review from the Vice President for Planning and Programs is ready to begin. At each stage of the review and approval process, notifications of changes necessary for subsequent review are sent to the next lowest level of review for correction and resubmission. For example, a Department Chair will ensure that entries under his or her purview are correct and complete before indicating approval for the Dean's level review to begin. If the Dean wishes changes to be made during the course of his review, the Department Chair is notified.

While these substantive reviews are being conducted, a computer-aided, technical review is done to ensure all required elements of submissions are entered in order to meet sufficiency requirements for our documentation of continuous improvement within the IE portal. [[Technical Sufficiency Rubric-Student Learning Outcomes](#)] [[Technical Sufficiency Rubric Student Learning IEP](#)] There are several requirements for each

component—type of outcome, outcome statement, assessment method, results and analysis, and improvements made or action plan demonstrating progress toward continuous improvement. Beginning in 2011-2012, there are just over 2,000 outcomes per year that are reviewed for each of these components. (Prior to 2011-2012, there were approximately 1,800 outcomes per year.) Since there are two years per entry and review period (one review of the outcome and assessment mechanism and another of the outcome, assessment, results and plans for improvement), there are just over 16,000 reviews that are done annually. These technical reviews identify critical changes that must be corrected before the separate, substantive review can be completed. In order for an entry to be completely approved, all technical as well as substantive reviews must be complete, with any required revisions incorporated and re-reviewed. The results of our training and individual support have generally been very good. However, there is still more work to do to improve the response and quality of submissions in some areas.

In recent years, the Office of Planning and Programs has used various means to improve the Institutional Effectiveness Review by providing feedback to units entering information in the IEP. Several techniques have proven successful. These include: posting technical review comments on each outcome early in the review process for the use of the Deans and Vice President's reviews and for the person making the needed changes or additions. The requirements for successful entries into the IEP are presented several times per year—in Preparing Future Faculty workshops and in every New Faculty Orientation. [[Preparing Future Faculty agenda](#)] [[New Faculty Orientation agenda 2011](#)] [[New Faculty Orientation Agenda 2012](#)] [[New Faculty Orientation Presentation](#)] Reminders of requirements and deadlines are often presented in Deans and Chairs meetings. [[Deans and Chairs Agenda 2012](#)] [[Deans and Chairs Agenda 2013](#)] In addition, upon request, meetings are held with departments to discuss the assessment process, requirements and timelines in detail. [[Meeting Agenda- Nutrition, Food & Exercise Science](#)]

Programs work annually to improve the results of their student learning and program outcomes based on assessment and analysis. This can be illustrated in a sample of all outcomes for a variety of undergraduate, graduate and professional programs from colleges across the university, branch campuses (Panama City, FL and Republic of Panama), off-campus instructional sites (Sarasota, West Palm Beach, Jacksonville and Gainesville) and distance learning. The IEP allows programs to track the change in outcomes over years, make changes and monitor improvement.

### **Examples of Student Learning Outcome Assessment and Use**

As noted earlier, a 10% stratified random sample was drawn against Student Learning and Program Outcomes in the Institutional Effectiveness Portal (IEP) for all types of degree and certificate programs offered by all academic programs on the main campus, branch campuses, off-campus instructional sites and for distance learning. The sample includes bachelors, masters, specialist, doctoral and professional degrees. It also includes certificates. It includes examples of programs offered at the main campus, at off-campus instructional sites and programs offered through distance learning . This

sample includes all outcomes—student learning and program--listed for each educational program, ranging from 8 for baccalaureate degrees to 3 for Masters, Doctoral and Professional Degrees and 4 for Certificates. Information is provided for the latest three years of reviews—first 2011-2012, then 2010-2011 and finally 2009-2010. Information on 2012-2013 was not uniformly available in July 2013 since the university institutional effectiveness process calls for input of the results and improvements from that year to be input into the IEP in August and September, after the compliance certification is due. The evidence includes all the programs below, organized by the college and department of which they are a part within the IEP. The examples do not include the visual budget identification shown within the IEP when budget implications are present since that aspect of the data system cannot be easily reproduced. When there are several outcomes, as in the case of the College of Arts and Sciences, the first page of the evidence contains a table of contents referencing the page on which outcomes for a specific program begins. Information on a program offered at an off-campus instructional site or by distance learning are incorporated into the program where appropriate.

Each outcome example contains the following information:

- (1) Short Name of the Outcome,
- (2) Dates which the assessment cover,
- (3) Type of Outcome,
- (4) Definition of the Outcome,
- (5) Description of the Assessment and Evaluation Process with associated standard,
- (6) Results of the Assessment, and
- (7) Improvements made or action plan based on an analysis of the results

<b><u>College</u></b>	<b><u>Program</u></b>
College of Applied Studies	Bachelors in Recreation, Tourism and Events
College of Arts and Sciences	Bachelors in Actuarial Science
	Bachelors in Computer Science
	Bachelors in English
	Bachelors in Mathematics

	Bachelors in Psychology
	Masters in Classics
	Masters in French
	Doctorate in Philosophy
	Doctorate in Meteorology
	Doctorate in Chemistry
College of Business	Bachelors in Accounting
College of Communication and Information	Bachelors in Communication
	Masters in Library & Information Studies
	Global Pathways Certificate - Graduate
College of Criminology/Criminal Justice	Bachelors in Criminology
College of Education	Bachelors in Early Childhood Education
	Bachelors in English Education
	Bachelors in Rehabilitation Counseling
	Specialist in Reading Education/Language Arts
	Masters/Specialist Degree Measurement & Statistics
	Masters in Open & Distance Learning
	Masters in History & Philosophy of Education
	Masters in Early Childhood Education
	Doctorate in Instructional Systems
College of Engineering	Doctorate in Mechanical Engineering
College of Human Sciences	Bachelors in Athletic Training

	Masters in Clothing, Textiles, & Merchandising
College of Law	Law degree
	LL.M. in Environmental Law and Policy
College of Medicine	Masters in Biomedical Sciences
College of Nursing	Graduate Certificate in Nursing Leadership
College of Social Sciences	Bachelors in Economics
	Bachelors in Geography
	Graduate Certificate in Geographic Info Systems
	Graduate Cert in FL City & County Management
	Masters in Public Administration
	Doctorate in Economics
	Doctorate in Political Science
College of Social Work	Bachelors in Social Work
	Masters in Social Work
	Doctorate in Social Work
College of Visual Arts, Theatre and Dance	Specialist in Art Education
Film School/College of Motion Picture Arts	Bachelors in Motion Picture Arts
	Masters in Screen and Play Writing

[\[College of Arts and Sciences- Selected Student Learning Outcomes\]](#)

[\[College of Applied Studies- Selected Student Learning Outcomes\]](#)

[\[College of Business- Selected Student Learning Outcomes\]](#)

[\[College of Communication and Information- Selected Student Learning Outcomes\]](#)

[\[College of Criminology/Criminal Justice- Selected Student Learning Outcomes\]](#)

[\[College of Education- Selected Student Learning Outcomes\]](#)

[\[College of Engineering- Selected Student Learning Outcomes\]](#)

[\[College of Human Sciences- Selected Student Learning Outcomes\]](#)

[\[College of Law- Selected Student Learning Outcomes\]](#)

[\[College of Medicine- Selected Student Learning Outcomes\]](#)

[\[College of Nursing- Selected Student Learning Outcomes\]](#)

[\[College of Social Sciences- Selected Student Learning Outcomes\]](#)

[\[College of College of Social Work- Selected Student Learning Outcomes\]](#)

[\[College of Visual Arts, Theatre and Dance- Selected Student Learning Outcomes\]](#)

[\[Film School/College of Motion Picture Arts- Selected Student Learning Outcomes\]](#)

A review of the outcome examples shows each contains the improvements made or planned on the basis of assessment results. For example, in 2010-2011, for the “Functional Anatomy of Central Nervous System” student learning outcome in the bachelors degree in Psychology, the results indicated:

81% of the students (Fall and Spring combined) scored 75% correct or better, and 93% of the students scored 63% correct or better. Although we appear to be close to the criterion of having 85% of the students score 70% correct or better, we have shown no appreciable improvement in this learning outcome over the past few years. In the year prior to last, 80% of students scored 75% correct or better, and during the year prior to that, 81% of students scored 75% correct or better.

The following improvement plan was proposed. Because performance on this learning outcome had not improved over the past few years, the Director of Undergraduate Studies for Psychology directed a discussion among all frequent instructors of the core neuroscience courses to alert them to the problem and to determine how to remedy it. Instructors were asked to carefully review the content of all items related to this learning outcome to be sure that everyone still agreed that each content area that was assessed was important for all majors to master. Although all items showed adequate discrimination indices, there were two items on which fewer than 75% of the students got the correct answers (68% and 72% correct, respectively). One of these items was reworded to be clearer. Additionally, in order to be able to determine precisely what percent of students scored 70% correct or better, two new items were developed to assess material that the neuroscience instructors felt was important for our majors to know. Finally, as with all other learning outcomes, instructors will continue the strategy of giving students clear expectations about the learning outcomes that they need to master.

In 2011-2012, regarding the same outcome and standards, the following results were

recorded.

For the 10 items designed to assess the functional anatomy of the central nervous system, 88% of the students (Fall and Spring combined) scored 70% correct or better. Thus, we clearly met criterion for this learning goal. It should be noted that both new items showed very good discrimination.

The action plan for 2012-2013, based on the successful implementation of the plan proposed in 2010-2011, is to continue the strategy of having instructors of "core" neuroscience classes give their students clear expectations about the learning outcomes that they need to master.

It should also be noted the improvements suggested for student learning and improvement plans vary considerably from program to program. This variation can be seen in the following examples of the use of assessments to formulate improvement plans to improve student learning:

#### *Bachelors in Accounting*

In order to improve students' results, the Accounting Department is partnering with a commercial organization which will provide external software to our students to use in conjunction with their information systems coursework. The database design project will be reviewed by the department's professional advisory board members to determine whether it is assessing the type of learning needed to practice accounting in this area.

#### *Bachelors in Geography*

Students taking GEA 1000, World Geography, in different circumstances, scored essentially the same on the student learning outcome. This includes students taking the course online and students taking the course in the Republic of Panama. Continuation of successful performance is being maintained through regular examination of syllabi, textbooks and classroom visits to ensure teaching standards are met. The Republic of Panama, in addition, intends to place more emphasis on the thematic mapping component in the mapping exercises in order to assist students recognize and comprehend fundamental concepts, principles and processes about geographical, historical or social science knowledge.

#### *Bachelors in Motion Picture Arts*

Significant changes made in the program's curriculum plan that were implemented in 2008-2009 to improve the quality of the student's education have been reviewed. Faculty recognized there were deficits in key areas of instruction and redesigned the curriculum to address those deficits. Changes in the program plan were made to provide: 1) additional instruction and time for story development, 2) additional time for faculty to provide constructive feedback to students, 3) additional time for instruction on conceptual work, and 4) additional time for reflection on previous student projects. The new curriculum plan increases time of instruction in the classroom and allows additional time for students to reflect on their work. The scores for students in the 2009-



2010 year dropped slightly as they were part of a hybrid curriculum. As the new curriculum plan is refined, developed, and implemented, it is expected the assessment scores will return to our high standard while providing a broader and deeper education for all of our students.

#### *Masters in Early Childhood Education*

A course requiring students to analyze and critique recent trends in the field of early childhood education included several in-class activities that were instrumental, including group critiques, discussion groups and class presentations. A service learning project was included to allow students an opportunity to apply what they learned about issues and trends in early childhood education. Anecdotal reports from students in the first year indicated this project was particularly successful. It will be continued as part of the course.

#### *Masters in Public Administration*

As a result of annual review required, in part, by the National Association of Schools of Public Affairs and Administration, curricular changes in each of the two research methods classes were changed to better prepare students for their capstone course. These annual reviews and, if necessary, adjustments will continue.

#### *Doctorate in Economics*

With the change in our qualifying exam schedule (mentioned in previous improvement reports) to accelerate the exam date, the number of students passing both exams on the first try went from 27 percent to 40 percent in the first year of implementation. So far in this class, 53 percent of the students have passed, with two more left to take before the end of the second year. The analysis indicated it is possible that the main advantage of the new system is getting more students on track to development of their research sooner. The total percentage of students passing qualifying exams may not be increasing, but the percentage passing on trial one rather than on the retakes might be shifting favorably (more data is needed). There was, however, an unexpected area requiring further improvement. Moving the schedule forward means that the retakes occur at the end of the summer, and some logistics issues arose regarding faculty availability. The graduate committee is going to re-review these issues during the upcoming year.

#### *Law School*

In order to maintain their excellent results, the Associate Dean for Academic Affairs will continue to meet personally with each student on academic probation (students with GPAs of 72 or below) to provide them with individualized guidance about how to improve their performance. The Academic Dean's counseling will also aim to educate these students about how to choose classes to ensure that they graduate with sufficient knowledge to provide a solid grounding for studying for the Bar Exam and ultimately for practicing law. Helpful information for all students is available on their website. Finally, the law school administration will continue to conduct exit interviews with every

graduating student to obtain feedback on their experience in law school and to stress to them the importance of studying for the Bar Exam full-time in the months prior to the Exam. The administration will also continue to counsel students on effective bar prep strategies.

### *Graduate Certificate in Geographic Information Systems (GIS)*

In the 2012-2013 academic year, the department will monitor the percentage of students scoring above the minimum 83% in GIS5934 FL GIS Applications by ensuring the class is topical and in tune with current GIS developments; GIS software is continually upgraded and latest analytical breakthroughs are available to students; and ensuring teaching standards are excellent and that no instructor should be in the 30% category (fair and poor categories of Question 8 in SUSSAI evaluations assessing overall teaching).

The information contained in the IEP is used by the individual programs but also provides the basis for complying with the State of Florida's Board of Governors regulation governing student learning outcomes. [[Board of Governors Regulation 8.016, Student Learning Outcomes](#)] Highlights of the regulation include the requirement that universities develop processes to ensure student achievement of core student learning outcomes are identified and assessed by program faculty, for each baccalaureate program. University personnel are required to use the evaluation results to improve student learning and program effectiveness.

In response to the state mandate regarding undergraduate student learning assessment, the University requires each undergraduate degree program to identify seven student learning outcomes and these are reported on the university's undergraduate program guide along with other significant information about academic programs. Each year, the University reports on the status of the implementation of the academic learning outcome compacts to the Florida Board of Governors by CIP code. These reports are requested in January for the previous year. The report indicates whether: program faculty have identified expected core student learning outcomes; student learning outcomes and assessment methods have been communicated to prospective and enrolled students; program faculty have identified the different ways in which individual students are assessed; a system of program assessment/evaluation has been developed; and program faculty have used information from the periodic review of student learning outcomes and other evaluation mechanisms to improve student achievement and program effectiveness. [[BOG Academic Learning Compact Report January 2013](#)]

### **Academic Program Review: Quality Enhancement Review (QER)**

While the university uses the IEP as a primary tool for registering its assessment of student learning, it also relies on a Quality Enhancement Review (QER) process to review expected student learning and program outcomes, assess the extent to which it achieves these outcomes, and document improvement based on an analysis of the results. [[QER Manual, p. 3](#)] The focus of the QERs is both wide-ranging and quite detailed. The QER process integrates the statutorily-required Florida Board of

Governor's seven-year program reviews with an extensive self-examination of each program, an external independent review, the Faculty Senate Graduate Policy Committee's reviews of graduate programs, and the Provost's internal review of programs relative to unit productivity and outcomes. It also includes the Faculty Senate Undergraduate Policy Committee in the review with detailed involvement on an as-requested basis. The review process for each program is also scheduled [[QER Schedule](#)], to the extent possible, to coincide with any discipline specific accreditation review. [[Accreditation survey to BOG](#)] The combinations of these evaluation processes are designed to produce a more efficient and effective overall review. The entire review process is monitored by the Office of Planning and Programs through the academic dean of the relevant college. The QER review complements a similar cycle for a seven-year review of the outcomes achieved by university Centers and Institutes that is required by the Florida Board of Governors. [[Centers and Institutes Review Schedule](#)] Typically, the Center and Institutes Review does not involve educational programs. Reviews of Centers and Institutes will be examined in greater detail in 3.3.1.4, pertaining to research outcomes and 3.3.1.5, pertaining to community/public service.

The QER process is grounded in an extensive self-examination of each program. Each academic department or program under review prepare a self-study binder that articulates the programs goals, objectives, and intended student-learning and program outcomes in relation to its mission. The self-study addresses forty-five questions concerning faculty, curriculum, undergraduate and graduate students, resources and assessment. [[QER Questions](#)] The self-study requires the provision and analysis of information on each program. Many are directed at program outcomes, while others aim at identifying and explicating student learning outcomes and the educational impact of the program.

The responses to the self-study questions complement information developed and published on each program by the university's Office of Institutional Research. [[IR QER sample data](#)] These data, together with the answers to questions asked over the course of a two-day visit, are used by independent external reviewers to frame a judgment about each program. [[Sample 2-day agenda](#)] The reviewers report on a range of issues, including the appropriateness of the program's expected outcomes, the extent to which the program assesses and achieves these outcomes, and suitability of the improvements made in the program based on the analysis of the results. Reviewers are expected to evaluate results of the curricular offerings and the overall educational experience for both undergraduate and graduate students. [[QER Manual, p. 22](#)] [[External Reviewer's Report- Social Work](#)] [[External Reviewer's Report- Industrial and Mechanical Engineering](#)] [[External Reviewer's Report- Finance](#)] The QER process provides information used to satisfy state law and Board of Governor's rule regarding the assessment of programs. The format of the university's annual program report to Board of Governors is prescribed in rule. [[BOG Rule 8.015 Academic Program Review](#)] The components of the program review include: specifically identify and publicize expected student learning outcomes; develop assessment systems to determine how well students are achieving those learning outcomes; collect data and information on actual outputs and outcomes; analyze—and have external expert(s) in the discipline

analyze—how well students are meeting expected learning outcomes, both as articulated by program personnel and as deemed appropriate in the discipline within the context of the individual institution's mission; and plan for continuous program improvement based on the results of the review. Much of this information is developed for the annual IEP process and reported in summary form separately to the Board of Governors each December. [[QER Report to BOG-College of Business](#)] [[QER Report to BOG-Psychology](#)] [[QER Report to BOG-Mechanical Engineering](#)]

Both the Undergraduate Policy Committee and the Graduate Policy Committee of the Faculty Senate use the QER process to review student learning and program outcomes, results and improvements. The involvement of the Graduate Policy Committee is formalized in a separate set of questions within the self-study. [[QER Manual, p. 35](#)]

The purpose of the separate reviews by Graduate Policy Committee of the Faculty Senate is to ensure that FSU's graduate programs are academically sound, that they produce graduates who are adequately trained in their field, that needed improvements are identified and highlighted by both the program faculty and the university administration, and that the concerns of program students and faculty receive attention. The Graduate Policy Committee issues findings and recommendations on each graduate program. [[GPC Report- Social Work](#)] [[GPC Recommendations- Social Work](#)] [[GPC Report- Accounting](#)] [[GPC Recommendations- Accounting](#)] [[GPC Report- Meteorology](#)] In a similar fashion, the self-study questions and the external reviewer report address the concerns of the Undergraduate Policy Committee.

The QER process compiles comprehensive information on the operation and impact of the programs under review. It includes extensive information on the outcomes of faculty effort and productivity. Much of this information is developed in response to the Provost's expectations for departmental quality improvement and accountability plans. In addition, the QER evaluates the program's achievements by reviewing the placement success of its graduates, surveys of employer satisfaction and student satisfaction with academic experience at FSU, student progression and graduation rates.

Each Dean is asked to formulate action plans based on the self-assessment, external review, faculty discussions and committee reviews. [[Dean's Action Plan- Accounting](#)] [[Dean's Action Plan- Nursing](#)] [[Dean's Action Plan- Social Work](#)]

The Vice President of Planning and Programs, in turn, develops recommendations on the program for consideration by the Provost. [[VPPP Action Plan Recommendations](#)] These recommendations and the Dean's plans are discussed in the Provost's annual review of Deans. [[Provost Review- Interior Design](#)] [[Dean's Action Plan- Interior Design](#)] The QER process results in recommendations by both the Graduate Policy Committee and the Office of Planning and Programs. These recommendations, often centering on program outcomes, are implemented, where feasible, in the appropriate department or college. [[Implementation- Meteorology](#)] [[Implementation- Nursing](#)] The recommendations are revisited after two years to determine whether outstanding concerns have been addressed or resolved. [[Meteorology Two-Year Follow-up Example](#)] [[Nursing Follow-up Example](#)]

## Course Development, New Degree, and Certificate Program Approval

Each proposal for a new degree program goes through a series of reviews within the university and, for doctoral or professional degrees, approval of the Florida Board of Governors. In addition to demonstration of the need for a new degree, linkage with State University System strategic goals, opportunities for students in the new area, both in research and in employment, funding proposals, and student learning outcomes must be developed for each new degree. [[New Degree Proposal Form](#)] [[New Degree Proposal FSU MS IT Final](#)] These student learning outcomes form the basis of what will be entered and reported within the Institutional Effectiveness Portal (IEP).

In similar fashion, both a proposal to introduce a new course or change an existing one must identify the student learning outcomes involved. All new courses to be taught or changed at the university for credit must be approved by the University Curriculum Committee of the Faculty Senate before being offered. The approval process requires that a syllabus for the course be submitted to the Committee. The proposed new or changed syllabus must include the course objectives. [[New Course or Course Change Form](#)] [[Request for new course Nature History](#)] Once approved at the university level, course objectives may be incorporated into student learning outcomes by the relevant academic program for inclusion in the IEP. The Vice President for Faculty Development and Advancement provides information on the approval process and guidelines for writing acceptable outcomes. [[Example from FDA website](#)] The University Curriculum Committee reviews such requests from a university-wide perspective. In particular, it assesses how well the new or changed course relates to other courses in the university's curriculum inventory.

Each proposal for a new certificate must contain three student learning outcomes and associated assessment methods. [[Certificate Policy](#)] [[Certificate Program Project Management](#)] Once a new certificate has been approved, the Vice President for Planning and Programs, the SACS Liaison, and the Director of Institutional Effectiveness are notified. At this point, the certificate is added to the IEP and annual updates, analyses and improvement plans will be completed as they are for all other degree and certificate programs. Attached is an example of a certificate in the IEP. [[IEP Certificate Global Pathways](#)]

## Academic Support Services

Florida State University provides a broad range of degrees and certificates. The ultimate measure of our success is whether or not our students are learning. In some cases, students need additional support to achieve their educational goals.

Florida State provides a wide range of academic support services. Some such as tutoring are focused directly on course related issues. Others involve foundational skills such as writing, languages, statistics, etc. [[Tutoring Services Website](#)] Numerous colleges, schools, departments, institutes, and administrative units share the responsibility of fostering student performance and well-being. (see also CR 2.10, Student Support Services, CS 3.4.9, Academic Support Services and CS 3.3.1.3, Academic and Student Support Services.)

The majority of student support services are provided through the Division of Student Affairs (DSA) and units within Academic Affairs (Undergraduate Studies, Graduate Studies, Office of Distance Learning, International Affairs, Libraries and individual colleges). By and large, such support services are not linked directly to improvements on SLOs. These sorts of assessment linkages are difficult to measure and document.

Academic support can be found in several activities —academic advising, Center for Success Coaching, Center for Academic Retention and Enhancement, Academic Center of Excellence and the Student Disability Resource Center. Satisfaction with academic advising is a positive influence on perceptions of students' educational experiences. The quality of educational experiences is related to whether or not students persist in their studies. The Center for Success Coaching provides support through coaching one-on-one at least twice a month. The Center for Academic Retention and Enhancement provides tutorial resources, mentoring, summer transition services for pre-college, first-generation and first-time-in-college students. It focuses on serving first-generation and low-income students' developmental needs, promoting campus involvement and emphasizing academic achievement—all factors that will generate higher levels of retention and graduation. The Academic Center of Excellence was established with its mission of providing services to the diverse population of undergraduates to develop study skills and personal success habits that encourage academic achievement. The Student Disability Resource Center works to provide accommodations for unique needs for all students who need accommodation. The SDRC acts as an advocate for students in and out of the classroom, and offers assistance to students at all off-campus instructional sites and distance programs.

There are 8 living-learning communities available at the university, each with an academic director and a professional residence hall coordinator. The Honors Community houses approximately 550 students in two residence halls on the main campus. [[Living Learning Community Overview](#)]

Students needing assistance with personal issues can seek assistance at the University Counseling Center, which provides mental health counseling services and prevention programming. Services include brief, solution-focused individual counseling, unlimited group psychotherapy, psychological assessment (including alcohol and other drug assessments) and crisis intervention to help students resolve personal concerns which may be interfering with academic progress.

Graduate students have access to advising regarding their academic success from their major advisor and their committee chair. Since the numbers of graduate students are generally small within a department, individual attention is often possible.

Distance learning students are supported by the Office of Distance Learning. Services include online orientation, mentors to serve as advisors, the Reading Writing Center, the Academic Center for Excellence, technical support and library resources. [[University Services Available to Distance Learning Students](#)] [[FSU Library Services for Distance Learning](#)]












































At off-campus instructional sites, academic and other assistance is often provided

through a student's academic advisors or faculty mentors. At the Republic of Panama, student services and support are delivered through the Student Affairs Office. [[ROP Academic Advising](#)] [[ROP Academic Support](#)]


































Florida State's institutional commitment to institutional effectiveness processes and continuous improvement is demonstrated through the use of the reviews described above that include specific attention to student learning outcomes. Involvement from all levels in the university--the President, Provost, Vice Presidents, Deans, faculty and staff--is essential to this continuing review and assessment of student learning outcomes and the university's effectiveness in helping students achieve them.

#### Evidentiary Documents

-  [2008-2009 IE reviews final.pdf](#)
-  [2009-2010 IE Improvement Chart Final.pdf](#)
-  [2010-2011 IE Improvement Chart Final.pdf](#)
-  [2012 Fact Book.pdf](#)
-  [2013 College of Engineering Assessment Report.pdf](#)
-  [8.015 Academic Program Review.pdf](#)
-  [8.016 Student Learning Outcomes Assessment.pdf](#)
-  [Academic guide.pdf](#)
-  [Agenda Future Faculty in a Research University February 2013.pdf](#)
-  [Assessment Schedule \(1\).pdf](#)
-  [BOG Status Report Academic Learning Compacts Jan 2013.pdf](#)
-  [budget amendment for interior design.pdf](#)
-  [CAAD Minutes 2011.pdf](#)
-  [CAAD-SACS update.pdf](#)
-  [Centers and Institutes Review Schedule.pdf](#)
-  [Certificate Program Project Management.pdf](#)
-  [Certificate Programs July 2013.pdf](#)
-  [Chalk and Wire Assessment System and Reporting.pdf](#)
-  [Chalk and Wire Reporting Examples.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Copy of Strategic Plan.pdf](#)
-  [Dean's Action Plan - Accounting.pdf](#)
-  [Dean's Action Plan - Interior Design.pdf](#)
-  [Dean's Action Plan - Nursing.pdf](#)
-  [Dean's Action Plan - Social Work.pdf](#)
-  [Deans and Chairs agenda Spring 2012.pdf](#)
-  [Deans and Chairs agenda SPRING 2013.pdf](#)
-  [External Reviewer's Report - Industrial and Manufacturing Engineering.pdf](#)
-  [External Reviewer's Report - Social Work.pdf](#)
-  [FBOG 1.pdf](#)

-  [FBOG 2.pdf](#)
-  [FBOG 3.pdf](#)
-  [Finance, Acct, and MIS \(Combined review\).pdf](#)
-  [FSU Library Services for Distance Learning.pdf](#)
-  [FSU Policy for Certificates.pdf](#)
-  [fsu\\_2012\\_accreditation\\_review - FBOG Oct 2012.pdf](#)
-  [GPC Accounting Recommendations.pdf](#)
-  [GPC Accounting Review.pdf](#)
-  [GPC Final Recommendations - Social Work.pdf](#)
-  [GPC Subcommittee Report - Social Work.pdf](#)
-  [GPC Subcommittee Review report 2008 Meteorology.pdf](#)
-  [Graphic of Relationships in Annual Process.pdf](#)
-  [Human Sciences Agenda April 2013.pdf](#)
-  [IE Contact list 2012.pdf](#)
-  [IE Contact Request 2012.pdf](#)
-  [IE Policy Final.pdf](#)
-  [IE Portal entries reminder October 15, 2012.pdf](#)
-  [IE student learning outcome technical review rubric.pdf](#)
-  [IE Summary Page 2011-2012.pdf](#)
-  [IEP Certificate Global Pathways.pdf](#)
-  [IEP deadline of October 15, 2011 academic.pdf](#)
-  [IR QER Sample Data.pdf](#)
-  [List of IE users.pdf](#)
-  [Living Learning Community Overview.pdf](#)
-  [Major proposal packet.pdf](#)
-  [Memo to academic deans re curric cmtes eval.pdf](#)
-  [Meteorology 2 year follow up.pdf](#)
-  [Meteorology Implementation.pdf](#)
-  [New Course Form.pdf](#)
-  [New degree example.pdf](#)
-  [New Degree Proposal Form.pdf](#)
-  [New Degree Proposal FSU MS IT Final.pdf](#)
-  [New Faculty Orientation agenda 2012.pdf](#)
-  [New Faculty Orientation 2012 Presentation.pdf](#)
-  [NFOAgenda2011.pdf](#)
-  [Nursing Follow up to Action Plan.pdf](#)
-  [Nursing Implementation.pdf](#)
-  [objectives.pdf](#)
-  [Planning Framework.pdf](#)
-  [Q&A IE.pdf](#)
-  [QER questions 25-30.pdf](#)
-  [QER Schedule.pdf](#)
-  [QER Manual .pdf](#)



-  [Random Sample Spreadsheet Academic.pdf](#)
-  [Republic of Panama Academic Advising.pdf](#)
-  [Republic of Panama IE entries academic support 2011-2012.pdf](#)
-  [Request for new course NatureHistory.pdf](#)
-  [Rubric for Academic Dean.pdf](#)
-  [Rubric for Department Chair.pdf](#)
-  [Rubric for Departmental rep.pdf](#)
-  [SelectedSLO-Business pg num.pdf](#)
-  [SelectedSLO-CollegeofArtsandSciences 1.pdf](#)
-  [SelectedSLO-CommunicationandInformation.pdf](#)
-  [SelectedSLO-Criminology \(2\) pg num.pdf](#)
-  [SelectedSLO-Education with table of contents rev1.pdf](#)
-  [SelectedSLO-Engineering \(2\) pg num.pdf](#)
-  [SelectedSLO-Film.pdf](#)
-  [SelectedSLO-HumanSciences pg num.pdf](#)
-  [SelectedSLO-Law pg num.pdf](#)
-  [SelectedSLO-Medicine pg num.pdf](#)
-  [SelectedSLO-Nursing pg num.pdf](#)
-  [SelectedSLO-SocialSciences.pdf](#)
-  [SelectedSLO-SocialWork pg num.pdf](#)
-  [SelectedSLO-VisualArts pg num.pdf](#)
-  [SelectedSLOs applied studies pg num.pdf](#)
-  [Slide Presentation.pdf](#)
-  [Strategic Plan.pdf](#)
-  [Strategic Priorities.pdf](#)
-  [Strategic Priority 1.pdf](#)
-  [Strategic Priority 2.pdf](#)
-  [Strategic Priority 5.pdf](#)
-  [Technical Sufficiency Review Rubric.pdf](#)
-  [Training manual.pdf](#)
-  [Tutoring.pdf](#)
-  [University Services Available to Distance Learning Students.pdf](#)
-  [VPPP Recommendation.pdf](#)

**3.3.1.2** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in administrative support services. (**Institutional Effectiveness: Administrative Support Services**)

Compliance

Partial Compliance

Non-compliance

### **Narrative**

Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results in the areas of student learning, academic support, administrative support, research and community/public service. The following narrative deals with the assessment and evaluation of administrative support services. It describes the following:

- (1) Overall University Assessment Process and Use of Results,
- (2) Institutional Effectiveness Review,
- (3) Specific Aspects of the Annual Institutional Effectiveness Process,
- (4) Examples of Outcome Assessment and Use,
- (5) Planning and Assessment within the Division of Finance and Administration, and
- (6) Connection with the President's Annual Budgeting and Planning Process
- (7) Off-campus Instructional Sites and Distance Learning

Some of the narrative echoes points made in Standard 3.3.1.1. Where appropriate, the narrative discusses the assessment and evaluation of administrative support programs at off-campus instructional sites and for distance learning programs. The narrative contains a 5% stratified random sample of administrative support outcomes in the IEP.

### **Overall University Assessment and Use of Results**

Assessment of institutional effectiveness (IE) is key to the continuing improvement of Florida State. It establishes the way in which the university measures performance against its mission. [[Mission Statement 2009](#)] It also documents actions and performance intended to realize the goals and priorities in the university strategic plan. [[FSU BOT Strategic Plan 2009](#)] [[IE Strategic Plan Entries](#)]. The highest levels of administration are involved in the assessment of institutional effectiveness, from the President through his budgeting processes to all Vice Presidents and Academic Deans. The Vice Presidents and their unit directors are directly involved in the development, implementation, review, and assessment of program outcomes for the university's

administrative support services. Assessment of institutional effectiveness covers all off-campus instructional sites and modes of delivery.

There are several key elements in the overall system. These are the processes for university planning, Institutional Effectiveness Review, quality enhancement review (QER), new program development, various functional planning activities, and annual budget review. Each incorporates its own set of outcomes, assessment, analysis and reporting designed to foster change and improvement. Of these, the annual Presidential Budgeting and Planning effort, strategic planning within the Division of Finance and Administration, and the Institutional Effectiveness Review bear directly on the outcomes of administrative support services. [[Graphic of Budgeting and Planning Process Revised April 2013](#)] The results are documented in the university Institutional Effectiveness Portal and the university budgeting process. [[FSU Institutional Effectiveness Policy](#)]

Administrative Support at Florida State University includes the divisions of Finance and Administration, University Relations, President and University Advancement. [[IE Portal Menu page Admin Support Expanded](#)] Of these, Finance and Administration is by far the largest both in total expenditures and number of employees. Finance and Administration has about 1,500 employees, while University Relations has about 170 and University Advancement has around 200. Administrative support services are provided at the Panama City, Florida and Panama City, Republic of Panama off-campus sites. Such services are provided by the main campus to the Sarasota, West Palm Beach, Gainesville, and Jacksonville off-campus instructional sites as well as to on-line distance learning programs.

Staff involvement in these processes is extensive. In the effort to make sustained improvements in the university, the annual Institutional Effectiveness Review of administrative support services involves staff of all major units of the university in the development and assessment of relevant program outcomes. It also involves administrative reviews by department heads and university level staff, including the Office of Planning and Programs. In addition, institutional effectiveness issues are regularly discussed, starting at the highest levels of the university, including the President's Cabinet and regular meetings of the Vice President of Finance and Administration. [[Cabinet Agenda- Finance and Administration](#)] [[Cabinet Agenda Facility Readiness](#)] All the divisions participate in an annual statement of goals and assessment of accomplishments. The Vice President of Finance and Administration develops, implements, and monitors a strategic plan that aligns with the university strategic plan. Administrative support service goals and accomplishments are also assessed annually as part of the President's Planning and Budgeting process.

Administrative support activities are fundamental if the university is to realize its mission. Three of the eight strategic priorities established in the university strategic plan deal directly with administrative support services. One calls for the university to "ensure operational excellence while maintaining financial integrity." Its associated goals along with numerous related critical success factors are detailed in the strategic plan of the Division of Finance and Administration. The university tracks performance and improvements on two aspects of this priority within its Institutional Effectiveness Portal.

[\[FSU Strategic Plan Strategic Priority 6.0\]](#) Another relates to University Advancement, communication with external groups, and fundraising. [\[FSU Strategic Plan Strategic Priority 8.0\]](#) The final strategic priority that is associated with administrative duties is intended to create a diverse work environment through hiring minorities and women. These statistics are kept for faculty and staff alike. This information is updated annually for review by the President and the Provost. [\[FSU Strategic Plan Strategic Priority 3.0\]](#)

## **Institutional Effectiveness Review**

Overall institutional effectiveness involves coordinated relationships among the annual Presidential Budgeting and Planning process, various functional planning efforts, and the annual Institutional Effectiveness Review. [\[Graphic of Relationships in Annual Process\]](#) The Institutional Effectiveness Review is an annual, university-wide process that requires educational, administrative, support, research and community service units to report on their efforts to assess, analyze, review, and improve performance on their student learning and program outcomes. The university uses its institutional effectiveness portal (IEP) to enter the information and data associated with this review. Programs and services delivered on-line, at branch campuses and off-campus instructional sites, are reviewed in the same fashion as all other activities on the main campus in Tallahassee but are listed separately within the IEP. The IEP also contains outcomes and assessments for research and community service activities, though they are defined at the university level. The IEP is the record of just one aspect of the university's assessment system. [\[Example of Elements of a Program Outcome Admin Support President Intercollegiate Athletics 2011-2012\]](#) Outcomes, results, and plans for improvement are reviewed and approved by unit directors and division Vice Presidents as part of the institutional effectiveness process. Overall oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of the Vice President for Planning and Programs.

The IEP is a centralized database that contains information on student learning and program outcomes for all university activities. This includes the identification, assessment method and standard, results and improvement plans for each outcome. Program staff along with their unit heads are responsible for developing the outcomes and assessment methods appropriate to each functional area. They must identify at least one assessment method for each outcome along with a standard related to the assessment method. [\[Institutional Effectiveness Policy\]](#) Multiple assessment methods are not required but are incorporated when identified by staff. The IEP incorporates a template that calls for the specification in separate entries of outcomes, recording results and their analysis for each assessment method, and a planned set of actions to effect improvements on the outcome or to sustain favorable results. The IEP oversight and reporting system documents whether units have submitted assessments and plans of improvement. It should be noted that the IEP system may exist alongside other functionally specific systems that are often associated with an area. [\[Planning Framework Revised 2012\]](#) Not all functionally specific outcomes and their assessment are necessarily reported in the IEP. Some units operate parallel systems tailored to their specific needs and operational requirements.

Just over 2,000 outcomes (1,400 student learning and 600 program outcomes) are submitted, reviewed, and approved annually as part of the IEP. [[IE Summary Page](#)] Of these, approximately 155 are directly related to academic units. Each is monitored for conformance with technical construction criteria and must include assessments and plans for improvement. Entries are evaluated against rubrics for technical and substantive sufficiency including issues of continuous improvement. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair](#)] [[Rubric for Academic Dean](#)] [[Technical Sufficiency Rubric- Program Outcome](#)] [[Program Outcome Technical Sufficiency from IEP](#)]. Through regular feedback and targeted training, entries have gradually improved against the criteria in the rubrics over the last several years. [[Improvement Charts 2008-2009](#)] [[Improvement Charts 2009-2010](#)] [[Improvement Charts 2010-2011](#)] [[Training Manual](#)] [[Q&A IE](#)]

Administrative support units use analysis of their performance on outcome measures as the basis for improvements. This can be seen in a sample of examples. A 5% random sample [-- 8 examples] was drawn against Program Outcomes for all types of programs and services provided by the administrative support service units on the main campus, branch campuses, off-campus instructional sites and for distance learning. [[Random Sample Spreadsheets](#)] This sample includes all program outcomes associated with eight units over three years. Of the eight, six are from Finance and Administration, one is from Research, and the other is from University Relations.

Assessments are conducted and recorded by the respective units responsible for the outcomes. The outcomes are reviewed by their respective division heads before submission to the Office of Planning and Programs. The IEP allows programs to track the change in outcomes over years, make changes in the outcomes themselves, and monitor improvement.

### **Specific Aspects of the Annual Institutional Effectiveness Process**

The Institutional Effectiveness Review involves faculty and staff in an annual assessment, reporting and approval cycle. In the spring of each year, department heads and directors review the overall set of program outcomes and assessment mechanisms for each program and establish the basis for assessment in the upcoming year. [[Assessment Method Review Memo](#)] [[CAAD minutes](#)] [[Engineering review of assessment methods](#)] Each summer, a request is sent from the Office of Planning and Programs to each Dean and Vice President, asking for a set of IEP contacts. [[IE Contact Request](#)] This list of 58 IEP contacts form the primary avenue of communication and assistance for the requirements associated with timeliness and completeness of entries, as well as the coordination of substantive reviews through the Vice Presidents' and Deans' levels of approval. [[IE Contact list 2012](#)] The university requires 4 levels of review of all 2,000 entries into the system—departmental representative, Department Chair or Program Director, and Dean or Vice President with the Vice President for Planning and Programs as the final reviewer. The IEP Contacts coordinate the activities of all persons involved for their respective areas. There are currently just over 700 people authorized to use the IEP. [[List of IE Users](#)]

In the fall of each year, two different sets of information are entered into the portal by

the authorized departmental representative for each program. [\[Entry Reminder Email\]](#) The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to retain results for the previous academic year. The second set involves outcomes and assessment methods for the current academic year. Outcomes, standards and assessment methods are reviewed to determine if they still correctly represent priorities, and changes are made, if needed. [\[FSU Institutional Effectiveness Policy\]](#)

Reviews begin as soon as entries are completed in the IEP. The reviews are aided by a series of rubrics for each of the components of entry tailored to the level at which the review is performed. [\[Rubric for Departmental Representative\]](#) [\[Rubric for Department Chair or Program Director\]](#) [\[Rubric for Academic Dean or Vice President\]](#) Authors of the entries are required to review and approve their information. The notation of approval by the department representative signals the next level reviewer—Department head or director—that the entry is completed and ready for their review. In similar fashion, the Department director's approval indicates to the Vice President that the entry is acceptable and ready for their review. Finally, the notification of the Vice President's approval indicates the final level of review from the Vice President for Planning and Programs is ready to begin. At each stage of the review and approval process, notifications of changes necessary for subsequent review are sent to the next lowest level of review for correction and resubmission. For example, a Department director will ensure that entries under his or her purview are correct and complete before indicating approval for the Vice President's level review to begin. If the Vice President wishes changes to be made during the course of his review, the Department head is notified.

While these substantive reviews are being conducted, a computer-aided, technical review is done to ensure all required elements of submissions are entered in order to meet sufficiency requirements for our documentation of continuous improvement within the IE portal. [\[Technical Sufficiency Rubric-Student Learning Outcome\]](#) [\[Technical Sufficiency Rubric- Program Outcome\]](#) There are several requirements for each component—type of outcome, outcome statement, assessment method, results and analysis, and improvements made or action plan demonstrating progress toward continuous improvement. Beginning in 2011-2012, there are just over 2,000 outcomes per year that are reviewed for each of these components. (Prior to 2011-2012, there were approximately 1,800 outcomes per year.) Since there are two years per entry and review period (one review of the outcome and assessment mechanism and another of the outcome, assessment, results and plans for improvement), there are just over 16,000 reviews that are done annually. These technical reviews identify critical changes that must be corrected before the separate, substantive review can be completed. In order for an entry to be completely approved, all technical as well as substantive reviews must be complete, with any required revisions incorporated and re-reviewed.

In recent years, the Office of Planning and Programs has used various means to improve the Institutional Effectiveness Review by providing feedback to units entering information in the IEP. Several techniques have proven successful. These include: posting technical review comments on each outcome early in the review process for the use of the Vice President's reviews and for the person making the needed changes or

additions. Training tailored for Finance and Administration was developed and delivered to all IE contacts within Finance and Administration in 2009. [[F&A slide presentation](#)] Reminders of requirements and deadlines are emailed periodically. [[Entry Requirements and Reminder Email](#)] [[Reminder Email 2011](#)] In addition, upon request, meetings are held with departments and units to discuss the assessment process, requirements and timelines in detail. Individual instruction has been given to the Office of University Advancement and to University Relations. [[IEP Assistance for Office of University Advancement](#)] [[IEP Assistance for Office of University Relations](#)]

### **Examples of Outcome Assessment and Use**

For purposes of demonstration, a 5% stratified random sample was drawn against Program Outcomes (155) in the Institutional Effectiveness Portal (IEP) for all administrative support programs offered on the main campus, branch campuses, off-campus instructional sites and for distance learning. The sample includes all divisions of the university. Information is provided for the latest three years of reviews—first 2011-2012, then 2010-2011 and finally 2009-2010. Information on 2012-2013 was not uniformly available in July 2013 since the university institutional effectiveness process calls for input of the results and improvements from that year to be input into the IEP in August and September, after the compliance certification is due. The evidence includes all the programs below, organized by the division of which they are a part within the IEP. The examples do not include the visual budget identification shown within the IEP when budget implications are present since that aspect of the data system cannot be easily reproduced. Information on a program offered at an off-campus instructional site or by distance learning are incorporated into the program where appropriate.

Each outcome example contains the following information:

- (1) Short Name of the Outcome,
- (2) Dates which the assessment cover,
- (3) Type of Outcome,
- (4) Definition of the Outcome,
- (5) Description of the Assessment and Evaluation Process with associated standard,
- (6) Results of the Assessment, and
- (7) Improvements made or action plan based on an analysis of the results

The examples in the random sample are as follows:

#### **Administrative Support Outcomes**

F&A Human Resources - Benefits, EDM, Time and Labor

F&A Environmental Health and Safety - Building & Construction Safety

F&A Facilities - Design and Construction

F&A Police Dept. – Accreditation and Professional Standards

F&A - FSU Research Foundation Accounting

F&A Ringling - Financial and Support Services

Research - Office of Human Subjects Research and Compliance

University Relations - Community Relations and Events

[\[Administrative Support Random Sample 2009-10 through 2011-12 with table of contents\]](#)

A review of the outcome examples shows each contains the improvements made or planned on the basis of assessment results. As would be expected the improvements and plans vary considerably from program to program and across units. This variation can be seen in the following examples of the use of assessments to improve student learning. A few highlights from the outcomes evaluated in the IEP demonstrating changes for improvement are listed below.

*Finance and Administration – Police Department*

Based on the improvements made during the previous rating period, the utilization of a subject matter expert (ASME) to provide up-dated information to be included in the revisions of general orders should continue as a standing practice. General orders are policies and procedures that are in compliance with both FSU Police Department operations and the accreditation requirements set by the Commission on Florida Law Enforcement Accreditation. The Accreditation Manager is responsible for identifying those individuals who best serve as an ASME based on their skills, knowledge and ability to specified areas. It is strongly recommended the in-coming Accreditation Manager adopt this practice.

*Finance and Administration – Ringling Finance and Support Services*

To increase the Museum's revenues, the Director of Finance and Administration, the Membership Manager and the new Marketing and Communications Manager evaluated and developed a new membership level plan. In addition, they developed enhanced benefits for Patron level members.

*Finance and Administration – Design and Construction (ADA compliance)*

Improvements include upgraded door hardware from knobs to ADA lever handles for the Stone Building, Art Teaching Lab, and Dunlap Student Success Buildings, as well as at the Academic Complex at our Panama City campus. Door opener devices were improved or added to University Center C, the Medical School and Dirac. The restrooms



at the Student Union and the first floor of Shores Building were redesigned to current ADA standards. The elevator at Dodd Hall was renovated to improve its function, lighting and air flow. The sidewalk and handrails at Bryan Hall were reconstructed to conform to ADA standards. Site enhancement and improvements including defined accessible routes, curb cuts, detectible warnings and accessible parking spaces have been added in the area of Gilchrist and Landis along Honors Way up to and including the William Johnston Building. Sidewalk improvements at Convocation Way and Call Street intersection have been enhanced to include appropriate curb cuts, detectible warnings and enhanced site lighting. Sidewalk repairs also occurred near the UPS store at the Student Union, at the University Center bus stop, Smith Hall and the Law Advocacy Center. During FY 2012-13, Facilities' ADA Coordinator will continue to monitor curb cuts as required. Damaged or worn sidewalks will be repaired and new sidewalks will be provided for access to new buildings and facilities. We will continue to survey buildings/facilities to determine where additional ADA corrections are needed and request additional funding to allow the continuation of this program.

### *University Relations – Special Events*

As we move forward in anticipation of academic year 2011-2012 we will continue to reduce the number and cost of events by combining those with like purpose whenever possible. However, as the President and Board of Trustees expand their agenda for the university, many new events are being implemented to engage alumni, community and friends of the university; and to maximize fundraising opportunities. In an effort to foster greater communication of purpose we are engaging campus wide partners in a "Monthly Events Workgroup Meeting". These monthly meetings will include representatives from direct support organizations such as the Alumni Association, Seminole Boosters and FSU Foundation, and campus wide schools/colleges with like purpose. Similarly, we will begin a "University Relations Logistics Advisory Group Meeting" scheduled bi-weekly, which will include representatives from University Relations, the Office of the President, Catering Services, Parking and Transportation, FSU Police Department, University Communications, Facilities and Production Support.

### **Planning and Assessment within the Division of Finance and Administration**

While the university uses the IEP as a primary tool for registering its assessment of outcomes, it also relies on other mechanisms to identify program outcomes, assess the extent to which it achieves these outcomes, and then to make and document improvement based on an analysis of the results. Some are related to on-going planning efforts. [[Planning Framework Revised 2012](#)] This includes the use of strategic and functional planning within the Division of Finance and Administration. Many of the Division's planning process are mandated in state law or Florida Board of Governor's rule. Over the years, the Division has developed a series of strategic plans to help coordinate and prioritize its efforts. The plan articulates a series of imperatives and initiatives which the Division works to implement, monitor, assess and build upon.

The most recent strategic plan of the Division of Finance and Administration covers the years 2011-2016. It grew out of a strategic assessment conducted by the Senior Vice President and his executive staff to determine priorities for the division. They examined

current and changing trends in higher education, customer expectations, and anticipated resources, along with internal and external environmental factors most likely to affect the division in the next five years. The results were condensed and 4 major themes and several challenges and opportunities were identified and incorporated into practical strategic imperatives that will on-going guidance to the division. It established 7 strategic imperatives and a series of strategic initiatives. [[Finance & Administration strategic Plan 2012 StrategicVisionSummary](#)] [[Finance & Administration SP 2012 Strategic Imperative financial accounting](#)] At this time, complete information available on all elements of the plan has not become available.

The 2011-2016 plan builds on the 2006-2011 Strategic Plan. Information is available for the full period of the plan. The plan associated goals and accomplishments are available on the division's web site. [[Finance and Administration Strategic Plan Web Site](#)] [[Finance and Administration Strategic Initiatives 2006-2011 by department view](#)] [[Finance and Administration Strategic Initiatives Human Resources 2006-2011 list](#)] [[Finance and Administration Human Resources Initiative Develop a High Performance Organization](#)] [[Finance and Administration Human Resources Initiative Leverage Technology to Attain Maximum Performance](#)] [[Finance and Administration HR Initiative Develop a HP Organization 2011 accomplishments](#)] [[Finance and Administration HR Initiative Leverage Technology 2011 Accomplishments](#)] [[Finance and Administration Strategic Imperatives 2006-2011 List](#)]

### **Connection with the President's Annual Budgeting and Planning Process**

All divisions, including the President's Office, participate in the Annual Presidential Budgeting and Planning Process. [[Pres Budget and Plan Request to President 2012-13 Audit Services final](#)] [[University Relations Planning and Budgeting Response Example](#)] The Vice President for Finance and Administration has a direct and integral role in the Annual Presidential Budgeting and Planning Process because of the division's importance to operations throughout every aspect of the university. The institutional effectiveness policy links assessment and budget processes within the university. The budgeting and planning process requests information on the accomplishment of unit goals and the need for additional resources. This information is derived from several sources. Some comes from the IE portal. Other information emerges from related planning processes. [[F&A Strategic Initiatives BUDGET Link 2011-12 attachment](#)] [[F&A Strategic Initiatives BUDGET Link 2012-2013 attachment](#)] [[F&A Strategic Initiatives BUDGET REQUEST 2013-14 – Attachment B](#)]

### **Off-campus Instructional Sites and Distance Learning**

As noted earlier, Administrative support services are provided at the Panama City, Florida and Panama City, Republic of Panama off campus sites. Such services are provided by the main campus to the Sarasota, West Palm Beach, Gainesville, and Jacksonville off-campus instructional sites as well as to on-line distance learning programs. Both the Panama City, Florida and Panama City, Republic of Panama record their efforts to improve administrative support service performance in the IE portal. [[ROP Administrative Support Services Outcome Assessment](#)] [[PC Fla Administrative](#)]

## [Service Outcome Assessment](#)

It should be remembered that the Panama City, Republic of Panama campus operates with International Programs in the university and administrative support services report to the Rector of the campus. These services are not covered by the Division of Finance and Administration Strategic Plan. Administrative support services at the Panama City, Florida campus report directly to the Vice President for Finance and Administration on the Tallahassee campus. [[Finance and Administration Panama City FI Initiatives 2006-2011](#)] [[Finance and Administration PC FL Strategic Initiative Augment the Efficiency and Eff of Org Systems 2006-2011](#)] [[Finance and Administration PC FI Strategic Initiative Efficiency 2010 Accomplishments](#)] [[Finance and Administration PC FI Strategic Initiative Efficiency 2011 Accomplishments](#)] [[Finance and Administration PC FI Strategic Initiative Efficiency 2012 Accomplishments](#)]

### **Evidentiary Documents**

-  [2008-2009 IE reviews final.pdf](#)
-  [2009-2010 IE Improvement Chart Final.pdf](#)
-  [2010-2011 IE Improvement Chart Final.pdf](#)
-  [2013 College of Engineering Assessment Report.pdf](#)
-  [Admin Support Strategic Plan Priority 3 with table of contents.pdf](#)
-  [Admin Support Strategic Plan Priority 6 with table of contents rev.pdf](#)
-  [Admin Support Strategic Plan Priority 8 with table of contents rev.pdf](#)
-  [Administrative Support PO random sample 2009-2010 through 2011-2012 with table of contents.pdf](#)
-  [Assessment Method Review Memo.pdf](#)
-  [Assistance to University Relations.pdf](#)
-  [CAAD Minutes 2011.pdf](#)
-  [Cabinet AGENDA 2013 F&A Issue.pdf](#)
-  [Cabinet AGENDA Facility Readiness 2013.pdf](#)
-  [example of elements of a program outcome admin support president intercollegiate athletics 2011-2012.pdf](#)
-  [F&A PC FL Campus Efficiency and Effectiveness 2006-2011.pdf](#)
-  [F&A PC FL Campus Efficiency and Effectiveness 2012.pdf](#)
-  [F&A Strategic Initiatives BUDGET Link 2011-12 attachment.pdf](#)
-  [F&A Strategic Initiatives BUDGET Link 2012-13 attachment.pdf](#)
-  [F&A Strategic Initiatives BUDGET REQUEST 2013-14 - Attachment B.pdf](#)
-  [Finance & Administration SP 2012 Str Imperative financial accounting.pdf](#)
-  [Finance & Administration strategic Plan 2012 StrategicVisionSummary.pdf](#)
-  [Finance and Administration HR Initiative Leverage Technology 2011 Accomplishments.pdf](#)
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-  [Finance and Administration Panama City FI Initiatives 2006-2011.pdf](#)
-  [Finance and Administration PC FI Strategic Initiative\\_Efficiency\\_2011 Accomplishments.pdf](#)
-  [Finance and Administration Strategic Initiatives 2006-2011 by department view.pdf](#)
-  [Finance and Administration Strategic Initiatives Human Resources 2006-2011 list.pdf](#)
-  [Finance and Administration Strategic Plan Strategic Imperatives 2006-2011 List.pdf](#)
-  [Finance and Administration Strategic Plan Web Site.pdf](#)
-  [Finance and AdministrationPC FI Strategic Initiative\\_Efficiency\\_2010 Accomplishments.pdf](#)
-  [FSU IE Portal Menu Academic Support - Non-Degree Programs.pdf.pdf](#)
-  [FSU BOT Strategic Plan 2009.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [Graphic of Relationships in Annual Process.pdf](#)
-  [IE class for F&A.pdf](#)
-  [IE Contact list 2012.pdf](#)
-  [IE Contact Request 2012.pdf](#)
-  [IE Policy Final.pdf](#)
-  [IE Portal assistance University Advancement.pdf](#)
-  [IE program outcome technical review rubric\(2\).pdf](#)
-  [IE student learning outcome technical review rubric.pdf](#)
-  [IE Summary Page 2011-2012.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [List of IE users.pdf](#)
-  [Mission Statement 2009.pdf](#)
-  [PC Fla Administrative Service Outcome Assessment.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [Pres Budgetand Plan Request to President 2012-13 Audit Services final.pdf](#)
-  [Q and A for IE Portal 2013.pdf](#)
-  [reminder IE Portal entries due October 17, 2011.pdf](#)
-  [Reminder--IE Portal entries due no later than October 15, 2012.pdf](#)
-  [ROP Administrative Support Services Outcome Assessment.pdf](#)
-  [Rubric for Academic Dean.pdf](#)
-  [Rubric for Department Chair.pdf](#)
-  [Rubric for Departmental rep.pdf](#)
-  [Strategic Plan Priorities.pdf](#)
-  [Technical Sufficiency Review Rubric POs.pdf](#)
-  [Training manual.pdf](#)
-  [University Relations Planning and Budgeting Response Example.pdf](#)

**3.3.1.3** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in academic and student support services. (**Institutional Effectiveness: Academic and Student Support Services**)

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results in the areas of student learning, academic support, administrative support, research and community/public service. The following narrative deals with the assessment and evaluation of academic and student support services. It describes the following:

- (1) Overall University Assessment Process and Use of Results,
- (2) Institutional Effectiveness Review,
- (3) Specific Aspects of the Annual Institutional Effectiveness Process,
- (4) Examples of Outcome Assessment and Use, and
- (5) Planning and Assessment within Academic and Educational Support Entities
- (6) Connection with the President's Annual Budgeting and Planning Process
- (7) Off-campus Instructional Sites and Distance Learning

Some of the narrative echoes points made in Standard 3.3.1.1 and 3.3.1.2. The narrative contains a 5% stratified random sample of academic and educational support outcomes in the IEP.

### **Overall University Assessment and Use of Results**

Assessment of institutional effectiveness (IE) is key to the continuing improvement of Florida State. It establishes the way in which the university measures performance against its mission. [[Mission Statement 2009](#)] It also documents actions and performance intended to realize the goals and priorities in the university strategic plan. [[FSU BOT Strategic Plan 2009](#)] [[IE Strategic Plan Entries](#)]. The highest levels of administration are involved in the assessment of institutional effectiveness, from the President through his budgeting processes to all Vice Presidents and Academic Deans. The Vice Presidents and their unit directors are directly involved in the development, implementation, review, and assessment of program outcomes for the university's administrative support services. Assessment of institutional effectiveness covers all off-

campus instructional sites and modes of delivery.

There are several key elements in the overall system. These are the processes for university planning, Institutional Effectiveness Review, quality enhancement review (QER), new program development, various functional planning activities, and annual budget review. Each incorporates its own set of outcomes, assessment, analysis and reporting designed to foster change and improvement. Of these, the annual Presidential Budgeting and Planning effort, strategic planning within the Division of Finance and Administration, and the Institutional Effectiveness Review bear directly on the outcomes of administrative support services. [[Graphic of Budgeting and Planning Process Revised April 2013](#)] The results are documented in the university Institutional Effectiveness Portal and the university budgeting process. [[FSU Institutional Effectiveness Policy](#)]

Educational Support at Florida State University includes the divisions of Academic Affairs, and Student Affairs, which provide academic and student support services. [[FSU IE Portal Menu Academic Support – Non-Degree Programs](#)] Of these, Academic Affairs is by far the largest both in total expenditures and number of employees. Academic Affairs has nearly 4,730 full-time employees and includes most faculty members. By comparison, Student Affairs has almost 600 employees. Administrative support services are provided at the Panama City, Florida and Panama City, Republic of Panama off campus sites. Such services are provided by the main campus to the Sarasota, West Palm Beach, Gainesville, and Jacksonville off-campus instructional sites as well as to on-line distance learning programs.

Staff involvement in the institutional effectiveness processes is extensive. The annual institutional effectiveness assessment of educational support services involves staff of Undergraduate Studies, the Information Technology Services, Registrar, International Programs, the Graduate School, Financial Aid, Admissions, University Libraries, Office of Distance Learning, and the Vice President of Faculty Advancement and Development. Together, they engage in the development and assessment of relevant program outcomes in the effort to make sustained improvements in the university. The review process also involves the many units within the Division of Student Affairs, including Campus Recreation, The Career Center, Counseling Services, Multicultural Affairs, the Oglesby Student Union, Student Health Services and the Center for Leadership and Civic Education. It includes administrative reviews by department heads and university level staff, as well as the Office of Planning and Programs. Although not all of these offices were selected in the random sample, their efforts are recorded in the Institutional Effectiveness Portal. In addition, there are reviews conducted outside of the IEP, such as the Senior Survey from the Division of Student Affairs. [[2012 Senior Survey](#)] Further, institutional effectiveness issues regarding educational support are regularly discussed, starting at the highest levels of the university, including the President's Cabinet and regular meetings of the Vice President of Finance and Administration. [[Cabinet Agenda- Student Health Care](#)] [[Cabinet Agenda- Student Parking, Books, and Fees](#)] [[Cabinet Agenda- Student Dining Fees](#)] All the divisions participate in an annual statement of goals and assessment of accomplishments. The Vice President of Student Affairs develops, implements, and monitors a strategic plan that aligns with the university strategic plan. [[DSA and FSU BOT Strategic Plan](#)]

[Alignment](#)] FSU educational support service goals and accomplishments within the various units also are assessed annually as part of the President’s Planning and Budgeting process.

Educational support activities are fundamental if the university is to realize its mission. Two of the eight strategic priorities and four of the urgent initiatives established in the university strategic plan deals directly with educational support services. The university tracks performance on these priorities and initiatives. The two priorities call first for the university to “enrich the student experience while supporting and improving undergraduate, graduate and professional education,” and second to “foster academic excellence.” [[Strategic Plan Educational Support Related Outcomes 2009 – 2012](#)] The plan’s related “urgent initiatives” call for the university to: 1. Ensure that graduate student stipends and benefits are nationally competitive, 2. Expand targeted financial assistance to attract outstanding students, 3. Increase funding of CARE and academic support services, and 4. Expand mental health, campus wellness, and security programs.[[Strategic Plan Urgent Initiatives Related to Educational Support](#)]

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The Institutional Effectiveness Review involves faculty and staff in an annual assessment, reporting and approval cycle. In the spring of each year, department heads and directors review the overall set of program outcomes and assessment mechanisms for each program and establish the basis for assessment in the upcoming year. [\[Assessment Method Review Memo\]](#) [\[CAAD minutes\]](#) [\[Engineering review of assessment methods\]](#) Each summer, a request is sent from the Office of Planning and Programs to each Dean and Vice President, asking for a set of IEP contacts. [\[IE Contact Request\]](#) This list of 58 IEP contacts form the primary avenue of communication and assistance for the requirements associated with timeliness and completeness of entries, as well as the coordination of substantive reviews through the



Vice Presidents' and Deans' levels of approval. [[IE Contact list 2012](#)] The university requires 4 levels of review of all 2,000 entries into the system—departmental representative, Department Chair or Program Director, and Dean or Vice President with the Vice President for Planning and Programs as the final reviewer. The IEP Contacts coordinate the activities of all persons involved for their respective areas. There are currently just over 700 people authorized to use the IEP. [[List of IE Users](#)]

In the fall of each year, two different sets of information are entered into the portal by the authorized departmental representative for each program. [[Entry Reminder Email](#)] The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to retain results for the previous academic year. The second set involves outcomes and assessment methods for the current academic year. Outcomes, standards and assessment methods are reviewed to determine if they still correctly represent priorities, and changes are made, if needed. [[FSU Institutional Effectiveness Policy](#)]

Reviews begin as soon as entries are completed in the IEP. The reviews are aided by a series of rubrics for each of the components of entry tailored to the level at which the review is performed. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair or Program Director](#)] [[Rubric for Academic Dean or Vice President](#)] Authors of the entries are required to review and approve their information. The notation of approval by the department representative signals the next level reviewer—Department head or director—that the entry is completed and ready for their review. In similar fashion, the Department director's approval indicates to the Vice President that the entry is acceptable and ready for their review. Finally, the notification of the Vice President's approval indicates the final level of review from the Vice President for Planning and Programs is ready to begin. At each stage of the review and approval process, notification of changes necessary for subsequent review are sent to the next lowest level of review for correction and resubmission. For example, a Department director will ensure that entries under his or her purview are correct and complete before indicating approval for the Vice President's level review to begin. If the Vice President wishes changes to be made during the course of his review, the Department head is notified.

While these substantive reviews are being conducted, a computer-aided, technical review is done to ensure all required elements of submissions are entered in order to meet sufficiency requirements for our documentation of continuous improvement within the IE portal. [[Technical Sufficiency Rubric- Program Outcome](#)] [[Program Outcome Technical Sufficiency from IEP](#)] There are several requirements for each component—type of outcome, outcome statement, assessment method, results and analysis, and improvements made or action plan demonstrating progress toward continuous improvement. Beginning in 2011-2012, there are just over 2,000 outcomes per year that are reviewed for each of these components. (Prior to 2011-2012, there were approximately 1,800 outcomes per year.) Since there are two years per entry and review period (one review of the outcome and assessment mechanism and another of the outcome, assessment, results and plans for improvement), there are just over 16,000 reviews that are done annually. These technical reviews identify critical changes that must be corrected before the separate, substantive review can be completed. In

order for an entry to be completely approved, all technical as well as substantive reviews must be complete, with any required revisions incorporated and re-reviewed.

In recent years, the Office of Planning and Programs has used various means to improve the institutional effectiveness review by providing feedback to units entering information in the IEP. Several techniques have proven successful. These include: posting technical review comments on each outcome early in the review process for the use of the Deans and Vice President's reviews and for the person making the needed changes or additions. The requirements for successful entries into the IEP are presented often. Reminders of requirements and deadlines are emailed periodically. In addition, upon request, meetings are held with departments and units to discuss the assessment process, requirements and timelines in detail. [\[IE Assistance with Student Affairs\]](#) [\[IE Assistance with Admissions\]](#) [\[IE Assistance with Libraries\]](#)

### **Examples of Outcome Assessments and Their Use**

For purposes of demonstration, a 5% stratified random sample was drawn against Program Outcomes (101) in the Institutional Effectiveness Portal (IEP) for all academic and Educational support programs offered on the main campus, branch campuses, off-campus instructional sites and for distance learning. The sample includes the Academic and Student Affairs divisions of the university. Information is provided for the latest three years of reviews—first 2011-2012, then 2010-2011 and finally 2009-2010. Information on 2012-2013 was not uniformly available in July 2013 since the university institutional effectiveness process calls for input of the results and improvements from that year to be input into the IEP in August and September, after the compliance certification is due. The evidence includes all the programs below, organized by the division of which they are a part within the IEP. The examples do not include the visual budget identification shown within the IEP when budget implications are present since that aspect of the data system cannot be easily reproduced. Information on a program offered at an off-campus instructional site or by distance learning are incorporated into the program where appropriate.

Each outcome example contains the following information:

- (1) Short Name of the Outcome,
- (2) Dates which the assessment cover,
- (3) Type of Outcome,
- (4) Definition of the Outcome,
- (5) Description of the Assessment and Evaluation Process with associated standard,
- (6) Results of the Assessment, and
- (7) Improvements made or action plan based on an analysis of the results

<b><u>Program Outcome Sampling Matrix: Program Outcomes (PO) only</u></b>
<b><u>Academic Support, Non-Degree</u></b>
Admissions
Career Center
Dean of Students
Information Technology Services (ITS)
Learning Systems Institute
Office of Distance Learning
Student Health Service

[\[Example of selected program outcomes 3.3.1.3 2009-2010 through 2011-2012\]](#)

A review of the outcome examples shows each contains the improvements made or planned on the basis of assessment results. The improvements and plans vary considerably from program to program and across units. This variation can be seen in the following examples of the use of assessments to improve student learning. The following examples show evidence of continuous improvement and change as a result of analysis of results.

*Admissions*

Enrolling FTIC students is becoming more and more unpredictable as the country struggles with an uncertain economy. Our analysis of historical data has been key to our success in meeting our target. The analysis of historical data is critical to refining our prediction models. We will continue to look for trends and triggers in our historical data. We will also continue to explore new ways of attracting students. Our efforts in electronic recruiting are becoming more and more robust as we continue to explore all aspects of social media to make contact with prospective students.

*Information Technology Services*

ITS has and will work with university academic units to evaluate classrooms and instructional technology initiatives that aren't directly associated with and managed by ITS. One example of this effort relates to the new William Johnson building renovation,

which involves several academic units and many rooms with audiovisual presentation equipment and with instruction teaching, lab and general purpose computers.

### *Student Health Services*

Peer to peer brief motivational interviewing (BMI) showed effectiveness in reducing negative consequences and maximal alcohol consumption among high risk college students. Health Promotion will continue to use these techniques to assist students in identifying and reducing their harmful behaviors. This outcome has been concluded and a new outcome will be selected for 2011-2012. (The new outcome selected was a Patient Education Series, covering topics such as health insurance information, filling a prescription, maintaining healthy lifestyle behaviors, identifying reliable sources of health information and identifying appropriate self-care when sick.)

### **Planning and Assessment within Academic and Educational Support Entities**

While the university uses the IEP as a primary tool for registering its assessment of outcomes, it also relies on other mechanisms to identify program outcomes, assess the extent to which it achieves these outcomes, and then to make and document improvement based on an analysis of the results. Some are related to on-going planning efforts. [[Planning Framework Revised 2012](#)] This includes the use of strategic and functional planning within the Division of Student Affairs. Some of the Division's planning process are mandated in state law or Florida Board of Governor's rule. Over the years, the Division has developed a series of strategic plans to help coordinate and prioritize its efforts. The plan articulates a series of imperatives and initiatives which the Division works to implement, monitor, assess and build upon. [[Student Affairs Strategic Plan 2010 - 2015](#)]

The most recent strategic plan of the Division of Student Affairs covers the years 2010-2015. It grew out of a strategic assessment conducted by the Senior Vice President and his executive staff to determine priorities for the division. They examined current and changing trends in higher education, customer expectations, anticipated resources, along with internal and external environmental factors most likely to affect the division in the next five years. The results were condensed into 4 major goals related both to current initiatives and division priorities. It established 7 strategic priorities.

The 2010-2015 plan builds on earlier planning. The plan-associated goals and accomplishments are available on the division's web site. [[Student Affairs Strategic Plan 2010 - 2015](#)] [[DSA and FSU BOT Strategic Plan Alignment Grid](#)] [[DSA and FSU BOT Strategic Plan Alignment](#)] [[DSA SP Highlights 10-11](#)] [[DSA Highlights 11-12](#)] [[DSA Highlights 12-13](#)] The Division conducts ongoing assessment activities. [[Student Affairs Assessment Efforts](#)] The analyses are distributed widely and used in the formulation of on-going policy implementation. [[Student Affairs-Housing Report March 2013](#)] [[Student Affairs –Housing Report June 2013](#)]

The Office of Undergraduate Studies within the division of Academic Affairs also conducts on-going studies of a variety of activities for which they are responsible. For example, advising has long been seen as key to retention efforts on campus. The

Retention Office tracks advising activities closely and intervenes as necessary. [[Undergraduate Studies Advising Longitudinal Tracking Rep 2011-2012](#)] [[Undergraduate Studies Advising Longitudinal Tracking Rep 2012-2013](#)] Undergraduate Studies also follows and analyzes university administered testing and surveys in order to make changes in on-going operations. [[Undergraduate Studies CLA 0711 Longitudinal Report Florida State University](#)] [[Undergraduate Affairs NSSE The Student Experience in Brief](#)] [[NSSE 2011-SFI Final Report](#)] [[Enrollment Committee Minutes](#)] [[Enrollment Targets in State GAA 2011](#)] Units such as the Academic Center for Excellence conduct and evaluate their extensive offerings to students in areas such as tutoring. [[ACE Tutoring Annual Report 2011-12](#)]

### **Connection with the President's Annual Budgeting and Planning Process**

All divisions, including the educational support offices, participate in the Annual Presidential Budgeting and Planning Process. [[Pres Budget and Plan Request to President 2012-13 Audit Services](#)]

The Vice Presidents for Academic Affairs and Student Affairs submit Budget and Planning requests annually. The Institutional Effectiveness Policy links assessment and budget processes within the university. The Budgeting and Planning process requests information on the accomplishment of unit goals and the need for addition resources. This information is derived from several sources. Some come from the IE portal. Other information emerges from related planning processes. Student Affairs typically ties its requests to its strategic plan. [[Student Affairs Budgeting and Planning Submission Example](#)] Academic Affairs does not have a separate strategic plan. Units' goals are developed in discussions with the Provost and reported on as part of the annual process. [[Academic Affairs budget Planning Document](#)] [[CAPD 2013-2014 Planning Budget](#)] [[ODL Budget Plan Progress Report AY 2013-14](#)] [[libraries FY13 planning report](#)] [[libraries FY13-14 Budgeting](#)] [[libraries FY12 planning report](#)] [[libraries FY12 Budget](#)] [[libraries 2011 planning report](#)] [[Admissions and Budget Request 2012](#)] [[Admissions Request for New Resources](#)] [[Admissions TranscriptsPlus Proposal](#)] [[Financial Aid Budget and Planning](#)] [[Financial Aid Request for New Resources](#)]





### **Off-campus Instructional Sites and Distance Learning**

As noted earlier, educational support services are provided at the Panama City, Florida and Panama City, Republic of Panama off campus sites. Many such services are provided by the main campus to the Sarasota, West Palm Beach, Gainesville, and Jacksonville off-campus instructional sites, as well as to on-line distance learning programs. Specifically, these sites receive many educational support services on-line in addition to face-to-face activities. Both the Panama City, Florida and Panama City, Republic of Panama record their efforts to improve educational support service performance in the IE portal. [[Panama City, FL Academic Support Outcomes](#)] [[Republic of Panama IE entries Academic Support](#)]

It should be remembered that the Panama City, Republic of Panama campus operates with International Programs in the university, and its educational support services report to the Rector of the campus. These services are not covered directly by the Division of

Student Affairs Strategic Plan nor directly in the Presidential Annual Budgeting Planning Process. Educational support services at the Panama City, Florida campus report directly to the Vice President for Student Affairs and the Provost on the Tallahassee campus. [[Republic of Panama Organizational Chart](#)]

### Evidentiary Documents

-  [2008-2009 IE reviews final.pdf](#)
-  [2009-2010 IE Improvement Chart Final.pdf](#)
-  [2010-2011 IE Improvement Chart Final.pdf](#)
-  [2013 College of Engineering Assessment Report.pdf](#)
-  [2013-2014 Strategic Budget and Planning Final \(2\).pdf](#)
-  [Academic affairs budget planning document.pdf](#)
-  [ACE Annual Report 2011-12.pdf](#)
-  [Assessment Method Review Memo \(1\).pdf](#)
-  [BOG+Housing+Report+March+2013.pdf](#)
-  [BOT.Housing-02-June2013.pdf](#)
-  [budgetrequest2013 \(2\).pdf](#)
-  [CAAD Minutes 2011.pdf](#)
-  [Cabinet April 29 2013 Student Parking Books and Fees.pdf](#)
-  [Cabinet January 22 2013 Student Health Care.pdf](#)
-  [Cabinet March 4 2013 Student Dining fees.pdf](#)
-  [CAPD Financials.pdf](#)
-  [CLA\\_0711 Longitudinal Report\\_Florida State University.pdf](#)
-  [DSA 13-14 Budget and Planning.pdf](#)
-  [DSA Highlights 10-11.pdf](#)
-  [DSA Highlights 11-12.pdf](#)
-  [DSA Highlights 12-13.pdf](#)
-  [DSA Strategic Plan.pdf](#)
-  [Enrollment Mgmt041511 - retention et al.pdf](#)
-  [Enrollment Targets in State GAA for 2011-2012.pdf](#)
-  [FSU IE Portal Menu Academic Support - Non-Degree Programs.pdf.pdf](#)
-  [FSU Republic of Panama Organization Chart 2013.pdf](#)
-  [FSU SP DSA SP and BOG grid.pdf](#)
-  [FSU BOT Strategic Plan 2009.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [IE Assistance Student Affairs.pdf](#)
-  [IE assistance to Admissions.pdf](#)
-  [IE Assistance to Libraries 1.pdf](#)
-  [IE Contact list 2012.pdf](#)
-  [IE Contact Request 2012.pdf](#)
-  [IE program outcome technical review rubric\(2\).pdf](#)

-  [IE Summary Page 2011-2012.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [libraries 2011 planning.pdf](#)
-  [libraries 2012 budget.pdf](#)
-  [libraries 2012 planning.pdf](#)
-  [libraries 2013 planning.pdf](#)
-  [libs 2013 budget.pdf](#)
-  [List of IE users.pdf](#)
-  [Longitudinal Tracking Rpt 2011-2012.pdf](#)
-  [Longitudinal Tracking Rpt 2012-2013.pdf](#)
-  [Mission Statement 2009.pdf](#)
-  [NSSE+one-sheet--FINAL.pdf](#)
-  [NSSE2011Report.pdf](#)
-  [ODL Budget Plan Progress Report AY 2013 14.pdf](#)
-  [Panama City, FL Academic Support outcomes.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [PORandomSampleAcademicSupport3.3.1.32009-2010through2011-2012.pdf](#)
-  [Pres Budgetand Plan Request to President 2012-13 Audit Services final.pdf](#)
-  [Q and A for IE Portal 2013.pdf](#)
-  [Reminder--IE Portal entries due no later than October 15, 2012.pdf](#)
-  [Republic of Panama IE entries academic support 2011-2012.pdf](#)
-  [Request for New Resources - Attachment C Final \(2\).pdf](#)
-  [Request for New Resources Admissions and Records - Attachment C \(2\).pdf](#)
-  [Rubric for Academic Dean.pdf](#)
-  [Rubric for Department Chair.pdf](#)
-  [Rubric for Departmental rep.pdf](#)
-  [Spring 2012 Senior Survey General Report.pdf](#)
-  [Strategic Plan Educational Support Related Outcomes 2009 - 2012 with table of contents.pdf](#)
-  [Strategic Plan Priorities pg nums and table of contents.pdf](#)
-  [Strategic Plan Urgent Initiatives related to Educational Support.pdf](#)
-  [Student Affairs Major Assessment Initiatives.pdf](#)
-  [Technical Sufficiency Review Rubric POs.pdf](#)
-  [Training manual.pdf](#)
-  [TranscriptsPlus Proposal \(2\).pdf](#)
-  [University Libraries Example of Outcome 2011-2012.pdf](#)

**3.3.1.4** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in research within its mission, if appropriate. **(Institutional Effectiveness: Research)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results in the areas of student learning, academic support, administrative support, research and community/public service. The following narrative deals with the assessment and evaluation of research. It describes the following:

- (1) Overall University Assessment Process and Use of Results,
- (2) Institutional Effectiveness Review,
- (3) Specific Aspects of the Annual Institutional Effectiveness Process,
- (4) Research Outcome Assessments and Their Use, and
- (5) Other Assessments of Research

Some of the narrative echoes points made in Standard 3.3.1.1 and 3.3.1.2 and 3.3.1.3. Beginning in 2011, the areas of research and community/public service were addressed annually on a university-wide basis within a framework that recognizes that many related assessments cannot be placed in the university IEP repository for logistical and organizational reasons. The IEP contains only the university-wide outcomes and assessments.

The areas of research and community/public service are addressed annually on a university-wide basis. Individual faculty research productivity is assessed annually by functional units within the university.

### **Overall University Assessment Process and Use of Results**

Research is an integral element of the mission of Florida State University. Its mission has been approved by the University Board of Trustees and approved by the Florida Board of Governors Under its mission, developed as part of the current university strategic plan, “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.” [\[FSU BOG Strategic Plan 2009\]](#) The university is classified by the Carnegie Foundation for the Advancement of Teaching as a “research university with very high



research activity.” [\[Chapter No. 2013-27, p. 67\]](#)

Research at Florida State University is defined in terms of the scholarly or creative activities of its faculty, staff and students. Faculty members assigned to research are expected to make a contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity includes, but is not limited to: published books; chapters in books; articles in refereed and unrefereed professional journals; musical compositions, exhibits of paintings and sculpture; works of performing art; papers presented at meetings of professional societies; reviews; and research and creative activity that has not yet resulted in publication, display, or performance. These activities result in the enhancement of learning, cultural advancement, and the production of new knowledge. [\[Faculty Handbook Research Definition\]](#) Individual academic departments often build on the university definition in their by-laws. [\[By Laws Finance Research\]](#) The various units apply a similar definition that includes both scholarly and other forms of creative activity in reference to staff and student research. For example, the Office of Undergraduate Research indicates that research culminate in various products, including: published manuscripts, oral presentations, exhibited posters, artistic expositions, musical compositions or performances, theatrical productions.

Research activities within the university fall under the responsibility of the Provost who also serves as the Vice President for Academic Affairs as well as the Vice President for Research. The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the university. She leads the development and improvement of research activities and evaluated university academic activity. The Vice President for Research heads up the Office of Research and Division of Sponsored Research. It provides assistance to University faculty seeking information and assistance in applying for and managing contracts and grants with outside agencies. It also provides information to faculty on agency funding sources and requirements for proposal submission. The Vice President for Research chairs the University Council on Research and Creativity. Research activities are tracked as part of the institutional effectiveness process, but are also fundamental to annual faculty evaluations within academic departments through the university.

Assessment of institutional effectiveness (IE) is key to the continuing improvement of Florida State. It establishes the way in which the university measures performance against its mission. [\[Mission Statement 2009\]](#) It documents performance intended to realize the goals and priorities in the university strategic plan. [\[FSU BOT Strategic Plan 2009\]](#) [\[Program Outcomes Tracked for Research Related Strategic Plan Priorities and Urgent Initiatives\]](#) The highest levels of administration are involved in the assessment of institutional effectiveness, from the President through his budgeting processes to all Vice Presidents and Academic Deans. The Vice Presidents and their unit directors are directly involved in the development, implementation, review, and assessment of program outcomes. Assessment of institutional effectiveness covers all off-campus instructional sites and modes of delivery.

There are several key elements in the overall system. These are the processes for

university planning, institutional effectiveness review, quality enhancement review (QER), new program development, various functional planning activities and annual budget review. Each incorporates its own set of outcomes, assessment, analysis and reporting designed to foster change and improvement. Of these, Strategic planning and institutional effectiveness review bear directly on the outcomes of research activities. [[Graphic of Budgeting and Planning Process Revised April 2013](#)] The results are documented in the university Institutional Effectiveness Portal and the university budgeting process. [[FSU Institutional Effectiveness Policy](#)]

Research activities at Florida State University are generally the responsibility of the divisions of Academic Affairs, and Research. University-wide outcomes are tracked by the Office of Research. [[List of Activities Tracked for Outcomes in IE in Office of Research](#)] Of these two divisions, Academic Affairs is by far the largest both in total expenditures and number of employees. Academic Affairs has nearly 4,730 full-time employees and includes most faculty members. By comparison, Research has almost 325 employees. Most Academic Affairs outcomes are recorded in the individual academic departments.

Panama City, Florida and Panama City, Republic of Panama are both off campus instructional sites. They are branch campuses whose mission is primarily instructional. [[Faculty- Bylaws PC FI campus re – Mission](#)] While faculty members involved at the other off-campus sites may be involved in research activities, the sites have been established primarily to serve instructional activities as well. The exception is the Sarasota campus of the Asolo Conservatory for Actor Training. Faculty members at the Sarasota campus engage in creative activities associated with the Asolo Theatre. These creative activities are not tracked as part of the university-wide monitoring of research activities but are monitored as part of the annual faculty evaluation. On-line distance learning is an instructional delivery mode, and does not house research per se. The Office of Distance Learning does conduct research concerning on-line distance learning but the results are used in house and are not part of the university-wide monitoring of research activities.

Staff involvement in the institutional effectiveness processes is extensive. Maintaining the annual institutional effectiveness assessment of university-wide is the responsibility of the Office of Research. In addition, institutional effectiveness issues regarding research are regularly discussed, starting at the highest levels of the university, including the President's Cabinet and regular meetings of the Vice President of Finance and Administration. [[President's Cabinet Meeting – Research Item](#)] All the divisions participate in an annual statement of goals and assessment of accomplishments. The Vice President of Research. [[Research IE Budget Related 2010-2011](#)] [[Research IE Budget Related 2011-2012](#)] FSU Office of Research goals and accomplishments within the various units also are assessed annually as part of the President's Planning and Budgeting process.

Research activities are fundamental if the university is to realize its mission. Four of the eight strategic priorities and three of the urgent initiatives established in the university strategic plan deal directly with educational support services. The university tracks

performance on these priorities and initiatives. The four priorities call first for the university to “enrich the student experience while supporting and improving undergraduate, graduate and professional education,” to “Enhance research and Creative endeavors,” to “Foster academic excellence,” and to “Build the university’s national reputation.” The plans related to “urgent initiatives” call for the university to: 1. Expand faculty research collaborations, and 2. Maintain the stature of top-ranked academic programs, and 3. Provide enhanced resources to programs on the cusp of national recognition. [[Program Outcomes Tracked for Research Related Strategic Plan Priorities and Urgent Initiatives](#)] For each priority and initiative, the university has used the results of assessment to frame actions designed to achieve the priority or initiative objective. The Office of Undergraduate Research has expanded its offerings. The assessment of undergraduate retention, has helped the university enrollment management committee focus on implement and sustain changes that improved retention. [[Enrollment Mgmt04511 – Retention et al](#)] [[Minutes Enrollment Mgmt092410 – Retention](#)]

### **Institutional Effectiveness Review**

Overall Institutional Effectiveness involves coordinated relationships among the annual Presidential Budgeting and Planning process, various functional planning efforts, Florida Board of Governors Work Plan, and the annual institutional effectiveness review. [[Graphic of Budgeting and Planning Process Revised April 3013](#)] The Board of Governors Work plan has a set of specific metrics and targets associated with research. The Work Plan is approved by both the University Board of Trustees and the Florida Board of Governors. The Work Plan submissions are used to demonstrate to the Board of Trustees and the Florida Board of Governors that the university is effectively accomplishing its mission, including its research mission. [[FSU BOG Work Plan 2012-13 Workplan FINAL](#)] [[FSU BOG Work Plan2012-13 Workplan Research-related](#)] The work plan has narrative that lays out university plans for reaching the established targets.

The institutional effectiveness review is an annual, university-wide process that requires educational, administrative, support, research and community service units to report on their efforts to assess, analyze, review and improve performance on their student learning and program outcomes. [[Graphic of Relationships in Annual Process](#)] The university uses its institutional effectiveness portal (IEP) to enter the information and data associated with this review. Programs and services delivered on-line, at branch campuses and off-campus instructional sites are reviewed in the same fashion as all other activities on the main campus in Tallahassee but are listed separately within the IEP. The IEP also contains outcomes and assessments for research and community service activities, as defined at the university level to be indicative of overall university performance. The IEP is the record of one aspect of the university’s assessment system. The IEP contains several other of research program outcomes that are listed by individual program and not compiled as indicative of overall university performance [[Example of Research Outcome – Psychology Undergraduate Research](#)] Outcomes, results, and plans for improvement are reviewed and approved by unit directors and division Vice Presidents as part of the institutional effectiveness process, Overall

oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of the Vice President for Planning and Programs.

The IEP is a centralized database that contains information on student learning and program outcomes for all university activities. This includes the identification, assessment method and standard, results and improvement plans for each outcome. Program staff along with their unit heads are responsible for developing the outcomes and assessment methods appropriate to each functional area. They must identify at least one assessment method for each outcome along with a standard related to the assessment method. [[FSU Institutional Effectiveness Policy](#)] Multiple assessment methods are not required but are incorporated when identified by staff. The IEP incorporates a template that calls for the specification in separate entries of outcomes, recording results and their analysis for each assessment method, and a planned set of actions to effect improvements on the outcome or to sustain favorable results. The IEP oversight and reporting system documents whether units have submitted assessments and plans of improvement. It should be noted that the IEP system may exist alongside other functionally specific systems that are often associated with an area. [[Planning Framework Revised 2012](#)] Not all functionally specific outcomes and their assessment are necessarily reported in the IEP. Some units operate parallel systems tailored to their specific needs and operational requirements. In the case of research, the most detailed summary of research activity exists as part of each faculty member's annual evaluation. The university does not compile and centralize these evaluations. It does collect faculty curriculum vitae and these are gathered in Faculty Expertise and Advancement System (FEAS) maintained by the Vice President for Faculty Advancement and Development. [[Faculty Expertise and Advancement System Web site](#)] One report from the FEAS is the source of a program outcome in the IEP.

Just over 2,000 outcomes (1,400 student learning and 600 program outcomes) are submitted, reviewed, and approved annually as part of the IEP. [[IE Summary Page](#)] Each is monitored for conformance with technical construction criteria and must include assessments and plans for improvement. Entries are evaluated against rubrics for technical and substantive sufficiency including issues of continuous improvement. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair](#)] [[Rubric for Academic Dean](#)] [[Technical Sufficiency Rubric- Program Outcome](#)] [[Program Outcome Technical Sufficiency from IEP](#)] Through regular feedback and targeted training, entries have gradually improved against the criteria in the rubrics over the last several years. [[Improvement Charts 2008-2009](#)] [[Improvement Charts 2009-2010](#)] [[Improvement Charts 2010-2011](#)] [[Training Manual](#)] [[Q&A IE](#)]

Assessments are conducted and recorded by the respective units responsible for the outcomes. In the case of university research, they are listed under the Office of Research. The outcomes are reviewed by their respective division heads before submission to the Office of Planning and Programs. The IEP allows programs to track the change in outcomes over years, make changes and monitor improvement.

### **Specific Aspects of the Annual Institutional Effectiveness Process**

The Institutional Effectiveness Review involves faculty and staff in an annual

assessment, reporting and approval cycle. In the spring of each year, department heads and directors review the overall set of program outcomes and assessment mechanisms for each program and establish the basis for assessment in the upcoming year.

[\[Assessment Method Review Memo\]](#) [\[CAAD minutes\]](#) [\[Engineering review of assessment methods\]](#) Each summer, a request is sent from the Office of Planning and Programs to each Dean and Vice President, asking for a set of IEP contacts. [\[IE Contact Request\]](#) This list of 58 IEP contacts form the primary avenue of communication and assistance for the requirements associated with timeliness and completeness of entries, as well as the coordination of substantive reviews through the Vice Presidents' and Deans' levels of approval. [\[IE Contact list 2012\]](#) The university requires 4 levels of review of all 2,000 entries into the system—departmental representative, Department Chair or Program Director, and Dean or Vice President with the Vice President for Planning and Programs as the final reviewer. The IEP Contacts coordinate the activities of all persons involved for their respective areas. There are currently just over 700 people authorized to use the IEP. [\[List of IE Users\]](#)

In the fall of each year, two different sets of information are entered into the portal by the authorized departmental representative for each program. [\[Entry Reminder Email\]](#) The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to retain results for the previous academic year. The second set involves outcomes and assessment methods for the current academic year. Outcomes, standards and assessment methods are reviewed to determine if they still correctly represent priorities, and changes are made, if needed. [\[FSU Institutional Effectiveness Policy\]](#)

Reviews begin as soon as entries are completed in the IEP. The reviews are aided by a series of rubrics for each of the components of entry tailored to the level at which the review is performed. [\[Rubric for Departmental Representative\]](#) [\[Rubric for Department Chair\]](#) [\[Rubric for Academic Dean\]](#) Authors of the entries are required to review and approve their information. The notation of approval by the department representative signals the next level reviewer—Department head or director—that the entry is completed and ready for their review. In similar fashion, the Department director's approval indicates to the Vice President that the entry is acceptable and ready for their review. Finally, the notification of the Vice President's approval indicates the final level of review from the Vice President for Planning and Programs is ready to begin. At each stage of the review and approval process, notifications of changes necessary for subsequent review are sent to the next lowest level of review for correction and resubmission. For example, a Department director will ensure that entries under his or her purview are correct and complete before indicating approval for the Vice President's level review to begin. If the Vice President wishes changes to be made during the course of his review, the Department head is notified.

While these substantive reviews are being conducted, a computer-aided, technical review is done to ensure all required elements of submissions are entered in order to meet sufficiency requirements for our documentation of continuous improvement within the IE portal. [\[Technical Sufficiency Rubric- Program Outcome\]](#) [\[Program Outcome Technical Sufficiency from IEP\]](#). There are several requirements for each component—

type of outcome, outcome statement, assessment method, results and analysis, and improvements made or action plan demonstrating progress toward continuous improvement. Beginning in 2011-2012, there are just over 2,000 outcomes per year that are reviewed for each of these components. (Prior to 2011-2012, there were approximately 1,800 outcomes per year.) Since there are two years per entry and review period (one review of the outcome and assessment mechanism and another of the outcome, assessment, results and plans for improvement), there are just over 16,000 reviews that are done annually. These technical reviews identify critical changes that must be corrected before the separate, substantive review can be completed. In order for an entry to be completely approved, all technical as well as substantive reviews must be complete, with any required revisions incorporated and re-reviewed.

In recent years, the Office of Planning and Programs has used various means to improve the institutional effectiveness review by providing feedback to units entering information in the IEP. Several techniques have proven successful. These include: posting technical review comments on each outcome early in the review process for the use of the Deans and Vice President's reviews and for the person making the needed changes or additions. The requirements for successful entries into the IEP are presented several times per year. Reminders of requirements and deadlines are emailed periodically. [[Entry Requirements and Reminder Email](#)] [[Reminder Email 2011](#)] In addition, upon request, meetings are held with departments and units to discuss the assessment process, requirements and timelines in detail. [[Example of Assistance for Research IE Outcomes](#)]

### **Research Outcome Assessment and Their Use**

The university identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results for university-wide research activities.

Research, of course, occurs throughout the university. It is evaluated in a number of different ways and in different sites. The university's framework views research in terms of who produces it – faculty members, undergraduate or graduate students – and where the locus of responsibility over such research resides. [[University Research Framework](#)]

Most research is conducted by faculty members in academic departments. Their work is evaluated annually, subject to departmental By Laws and collective bargaining contracts. For tenure track faculty, their research is subject to the tenure and promotion process as well as the sustained performance evaluations. These evaluations are largely not transparent, protected by a number of privacy considerations, although the ultimate results of the evaluations – retention, promotion, merit pay, bonus awards – are public.

In similar fashion, many faculty members submit proposals for funding research. These proposals are subject to evaluation and subsequent research results are reviewed by funding agencies. Again, while the results of such evaluation are known – proposals are funded, research is accepted, awards are renewed – the evaluations are largely beyond

public scrutiny.

In part as a reaction to such considerations, beginning in 2011, the university began the process of setting specific research outcomes outside either the BOG Work Plan or the University Strategic Plan but separate from those of individual departments or faculty members. It was decided to review the evaluation of research, and record key indicators in the university IEP. These new entries would complement on-going entries regarding the priorities of the university strategic plan or the activities of the Office of Research. Under the framework, selected outcomes were chosen as representative of the overall set of research activities based on the university research framework. Those outcomes broadly captured research and creative activities at the university subject to some constraints.

It was decided that since most faculty research is evaluated and acted upon within academic departments in records largely beyond public use that there would not be an attempt to include these in the IEP. Instead aggregated counts of publications by faculty members were selected. Similarly since the results of the Quality Enhancement Plan have a format agreed upon by the administration, the Graduate Policy and

Undergraduate Policy Committee of the Faculty Senate, and must be submitted in a fixed format to the Florida Board of Governors that these results would not be duplicated for submission in the IEP since this would require a major work effort and not add to the results or use of the evaluation. Instead more specific aspects of the framework such as externally funded grants were chosen. Likewise, the evaluations of Centers and Institutes required by and submitted to the Florida Board of Governors were not considered for inclusion in the IEP since their level of detail far exceeded that easily rendered in the IEP.

As noted, it was decided to incorporate a range of items in the IEP that sample broadly from the university research enterprise and capture its most prominent features. This entails including strategic priorities and urgent initiatives from the university strategic plan and outcomes that capture university-wide aspects of research by faculty, undergraduate and graduate students. These entries comprise the IEP elements of the university research assessment framework. [[University Research Assessment Framework](#)] For example, the university strategic plan calls for the university to enhance research and creative endeavors. There are many aspects to this effort and numerous possible indicators. One outcome taken as representative of the overall goal aimed to increase scholarly activity by faculty members across campus in 2011-12. The intent was to see an increase of 3% in faculty journal articles. There is not a direct means to accomplish this outcome, University-wide. But the target can be approached indirectly. The IEP action plan calls for increased emphasis on having faculty member make vitae entries in the FEAS system and expanding the activities of the Office of Faculty recognition. Both those activities have taken place and will be assessed in the 2012-13 IEP entry. Along the same lines, the university-wide research outcomes for 2011-12 call for increased externally funded research expenditures. An analysis of developments on campus revealed that the number of proposals for such funds as declined, at least in part due to the declining number of assistant professors. As a result, faculty hiring has

been expanded and it is anticipated that the number of proposals will increase, leading subsequently to an increase in external research funding. [[Research Activities in IEP – Office of Research](#)]

The assessments, standards, results and analysis frame the basis for improvements in the various areas of research. The previous examples demonstrated this and the range of improvements units propose. Below are some examples of improvements made based on an analysis of results.

#### *National High Field Magnetic Laboratory*

The cause of the voltage drop in the buswork was found and addressed with no impact to the facility or to users of the magnet. The units were returned to the manufacturer to be reworked. Subsequent ownership changes at the manufacturer delayed completion of the rework. Consequently the repaired passive filter inductors are scheduled to be tested and installed in 4Q 2012 during the annual facility maintenance shutdown. During this time the original passive filter system has been used so that impact to the user schedule was minimized. The remaining two power supplies will be upgraded in stages during 2013 in order to minimize impact on the operation of the facility due to the upgrade process and to allow for the delivery of the second set of passive filter inductors. The manufacture and delivery of the second set of passive filter inductors awaits successful testing and installation of the reworked first set in fourth quarter of 2012.

#### *Office of National Fellowships (ONF)*

Most of the awards that the ONF supports honor students who engage in academics and research, but also leadership, service, and international experience. This knowledge allows us to partner with various campus entities to help identify students who are pursuing a strong academic path coupled with community and global engagement. Thus, the improvements the ONF pursue fall into three distinct, yet inter-related categories: 1) number of applicants for awards, 2) outreach for awards, and 3) campus partnerships.

We increased the number of student applicants of the listed awards from 105 to 106 between 2010-11 and 2011-12. It is also the case that the staff of ONF has become more knowledgeable in helping students put together compelling applications. In an effort to increase the number of qualified and successful applicants, the ONF continued to build relationships and partnerships with other entities on campus to help identify and encourage potential award applicants, this was coupled with programmatic pieces to increase the visibility and accessibility of the awards programs and ONF services to students on our campus. We have partnered with the Center for Leadership and Civic Education, Orientation, Success Coaching, Student Athletic Academic Support, and various departments and colleges to promote our programs.

While the increase in national awards is a result of these efforts of the Office of National Fellowships and partnerships with the Office of Undergraduate Research and the Office of Graduate Fellowships and Awards, once the applications have been submitted there



is no control over the evaluation of these materials at the national level, so any action plan must take this into account and focus our efforts on the continued development of the student applicants. For the upcoming year we will increase the student outreach for the various awards, providing new means for students to investigate the programs at the ONF. This should result in an increase in the qualified applicants and will hopefully lead to continued success in the national competitions.

### *Graduate Student Recognition*

In the previous year we did not meet our 20% target. This was due to a decrease in the NSF GREF awards-. FSU had a record year in 2010 with 5. In 2011-2012, the number fell. Our analysis suggests that this is mostly a result of the change in leadership at the director position of the Office of Graduate Fellowships and Awards (OGFA) office. During this transition the office was without a director for 5 months. Both the number and quality of applications slipped during this period. The new director of the office has planned departmental specific outreach to encourage students and their major professors to apply for the fellowships. This will complement the workshops and one-on-one meetings. We therefore anticipate an increase in the number of proposals for these awards. We anticipate that an increase will translate to a commensurate increase in the number of FSU graduate students receiving these external awards and meeting our target of a 20% year over year increase.

### *Office of Faculty Recognition*

Based on an analysis of the results, the OFR considered a number of ways to help increase recognition of research and scholarship on campus. The following will be implemented to improve performance:

1. The Office of Faculty Recognition will refine and implement an improved methodology for consistently applying awards won to the correct calendar year.
2. The Office of Faculty Recognition will make presentations at New Chair Orientation, New Dean Orientation, Deans and Chairs Education Workshops, and New Faculty Orientation meetings to increase awareness of national and international awards and services offered that support nominations.
3. The Office of Faculty Development and Advancement and the Office of the Provost will implement a recognition program for faculty garnering NRC Highly Prestigious and Prestigious awards. This reward program will include a permanent salary increase in recognition of accomplishment. This effort should influence the number of faculty recognized for their work and provide an incentive for increased research and scholarly productivity on campus.

### *Office of Intellectual Property Development and Commercialization*

The Office will continue such activities as the annual Sneak Peek showcase and selected product forums. It will also continue the equipment and infrastructure enhancement grant programs as a means by which faculty and staff can acquire

equipment they cannot obtain through other internal or external funding channels. Many of the Office's efforts depend on staff initiated contacts. As a result, the Office intends to fill the vacant Life Sciences Licensing position as increasing contact and promoting additional licenses and options. In addition, it anticipates following up on interest expressed in contacts this year by expanding efforts aimed at licensing of in the emerging area of biomaterials. Continued efforts will be made to promote Options/Licenses with existing and new Start-Up companies in the area.

### *Contract and Grant Activity*

The externally funded research expenditures for fiscal year 2011 reflect, in part, expenditures tied to the federal American Recovery and Reinvestment Act (ARRA or "Stimulus") funding. The decline in externally funded research expenditures for fiscal year 2012 is due to the winding down of "Stimulus"-funded projects as well as the continued decline in the number of grant and contract proposals submitted by our faculty and the continued pressure on state and federal budget. It should be noted that the number of proposals authored by FSU faculty declined in FY 12 to a five year low of 1251, down from an average of about 1375 in the previous three years. Our action plan for increasing externally funded research expenditures includes the following elements: (a) Assisting Academic Affairs in the hiring of tenure track faculty through the provision of competitive start-up packages and (b) Developing new resources to assist faculty in finding funding sources and developing and submitting contract and grant proposals. The aim is to provide faculty with the resources needed to submit and be successful in funding proposals. It is anticipated that state funded expenditures will increase slightly as state fiscal pressures subside.

The IEP entries filed by the Office of Research on behalf of responsible units across campus complement the research outcomes noted earlier associated with the university strategic plan and other elements of the university research framework.

### **Evaluation of Research within Academic Departments**

While the university uses the IEP as a primary tool for registering its assessment of outcomes, it also relies on other mechanisms to identify program outcomes, assess the extent to which it achieves these outcomes, and then to make and document improvement based on an analysis of the results. This includes activities within Academic Affairs and Research. [[Planning Framework Revised 2012](#)]

Most research within the university occurs within academic departments and is part of faculty member's annual assignment of responsibilities. Each department/unit must have specific written criteria and procedures by which to evaluate faculty members. [[Bylaws university web site via FDA](#)] These criteria must be consistent with the University criteria and the Faculty Collective Bargaining Agreement. The annual evaluation is based upon the assigned duties. [[Annual Evaluations FSU Faculty Handbook via FDA](#)] The basic purpose of the evaluation is to acknowledge a faculty member's performance; to communicate member's performance effectiveness; to aid in improving performance of assigned duties; and when necessary, to develop a performance plan to assist in correcting deficiencies. The evaluation process assesses

the quality of performance in the functions of teaching, research or creative activity, service, and any other assigned duties. Throughout the university, these evaluations are intended to enhance learning, cultural advancement, and the production of new knowledge. [[Sample Faculty Evaluation letter via FDA](#)] Each faculty member's history of annual evaluations is considered in recommendations and final decisions on tenure, promotions, salary increases, and reappointment or non-reappointment.

The evaluation process is marked by several milestones. [[Sample Faculty Evaluation letter via FDA](#)] Assistant professors receive a dedicated tenure review in their second and fourth years. These reviews are mentoring opportunities during which each department/unit's promotion and tenure committee provide specific feedback and advice to the faculty member reflecting expectations for tenure and how the faculty member is progressing toward meeting those expectations. The faculty member meets with the department/unit's chair to discuss the report. Both the "Second Year Report" and the "Fourth Year Report" are included in the tenure materials that are reviewed as part of the tenure decision.

For tenure track faculty, the promotion decision takes account of (1) second and fourth year reports for assistant professors and progress toward promotion letters for all other faculty members; (2) annual assignments; (3) fulfillment of the department/unit written promotion criteria, as related to the candidate's assignments; and (4) evidence of effective performance of assigned responsibilities, including scholarly and creative activities. [[UFF Collective Bargaining Agreement – Promotion](#)] [[UFF Collective Bargaining Agreement Entire CBA](#)]. Given their centrality of many key aspects of university life, faculty evaluations tied to unit by laws are a powerful tool in university improvement. Annual faculty evaluations are critical to the research enterprise since they spur continuous improvement.

The university uses the annual evaluation process in yet another milestone. Every regular tenured faculty member who has been in rank for at least seven years since being promoted or since achieving tenure is reviewed once every seven years to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development.

The evaluation is a rigorous ongoing assessment of faculty and their research. It is linked to the recognition of faculty efforts in a couple of ways: first, through salary adjustments and second, through recognition activities. The university offers a number of awards designed to promote and recognize research. [[Faculty Award Program 2012](#)] These include:

1. Robert O. Lawton Distinguished Professor: The Robert O. Lawton Distinguished Professor award is the highest honor faculty can bestow on a colleague. To be eligible for this award, the faculty member must be a tenured professor, have been at the University for at least ten years, and have achieved true distinction nationally and/or internationally in his discipline or profession. Although scholarly distinction is the primary qualification, emphasis is placed on the evidence of quality teaching including the directing of graduate research, and service to the University and academic community.

2. **Developing Scholar Awards:** The Developing Scholar Awards are given to mid-career, associate professor level faculty to support their research programs. The recipients receive a one-time award of \$10,000.
3. **Distinguished University Scholar Awards:** The Distinguished University Scholar Awards program is open to non-tenured or non-tenure seeking employees who are actively engaged in research and/or scholarly activity. A one-time award of \$10,000 and the distinction of using the title, Distinguished University Scholar, while at Florida State University.
4. **Distinguished Research Professor Awards:** The Distinguished Research Professor Awards acknowledge outstanding research and/or creative activity at the professor level with a one-time award of \$10,000 and the distinction of using the title, Distinguished Research Professor, while at Florida State University or until that honor is surpassed by a higher university award.
5. **Graduate Faculty Mentor Awards:** The Graduate Faculty Mentor Awards recognize faculty members who have been outstanding in their service to graduate students.
6. **Undergraduate Research Mentor Award:** The Undergraduate Research Mentor Award recognizes faculty commitment to undergraduate research. Recipients, nominated by students, demonstrate a substantive and long-term involvement in undergraduate research. One award is reserved for faculty participating in the Undergraduate Research Opportunity Program (UROP). Winners receive a \$2,000 award funded by the FSU Student Foundation.

### **Other Assessments of Research**

The university reviews research productivity as part of its program reviews. By BOG regulation, all university academic programs are reviewed every seven years. These are done every seven years as are the substantive reviews of university centers and institutes which is also required by BOG regulation. The on-going review of academic programs is managed by the Office of the Provost. [[QER Manual Process 2012\\_REV](#)] The review process involves a self-study by each program, examination by committees of the Faculty Senate, and by relevant deans. [[QER-Industrial Engineering Self Study 2011](#)] [[External Review Industrial Engineering 2011](#)] [[IM Eng GPC Subcommittee Report Draft](#)] [[ind man eng data QER booklet](#)] [[GPC Rec Industrial Engineering 2011](#)] [[GPC Report Industrial Engineering 2011](#)] [[Engineering Dean QER Action Plan Engineering FinalVersion 2011](#)] An external review by faculty from peer institutions is also part of the process that evaluates the quality of each department's students, faculty, curriculum and outcomes. These Quality Enhancement Reviews incorporate external assessment and are summarized and then submitted to the Florida Board of Governors. The Office of Institutional Research maintains an archive of the complete reviews with the data elements on-line. [[QER Elements Office of Institutional Research – Florida State University 2013](#)]

Many of the university's research activities are performed within centers and institutes. Florida State has over 100 Centers and Institutes, many of which are focused on

research. They include the Center for Advanced Power Systems, Center for Ocean-Atmospheric Studies, Institute for Molecular Biophysics and the Autism Institute. [[Research Centers and Institutes](#)] These Centers and Institutes are reviewed on a seven-year cycle [[Centers and Institutes Review Cycle](#)] for consistency with their mission statement, faculty publications or presentations at conferences and symposia and provision of opportunities for students. [[Centers and Institutes Report 2010](#)] [[Centers and Institutes Report 2011](#)] Center directors, many on so-called “soft money” from cost recovery funding sources are not asked to evaluate activities annually outside the budgetary aspects of the institutional effectiveness process and track activities in the IEP. An archive of all Center and Institutes is maintained on the Provost’s web page. [[Institutes and Centers at FSU on Provost Site](#)].

University research is the special purview of the FSU Council on Research and Creativity (CRC) is a university-wide committee of faculty drawn from a variety of academic disciplines and appointed by the Vice President for Research. [[Council on Research and Creativity](#)] Founded in 1968, the CRC's mission is to advise the Vice President of Research on ways to stimulate growth and innovative thinking within the University's research community. The Council on Research and Creativity sponsors several annual awards programs for FSU faculty intended to stimulate and promote an improved climate for research, scholarship and creativity in all disciplines. Each program carries a different level of financial support that serves as a salary supplement or as direct support of research and creative activities. The CRC also administers several programs of internal grants to support development of research and recognize creative endeavors among FSU faculty. Funding for these programs is provided by overhead monies generated by FSU-sponsored research activity administered by the Office of Research. [[CRC Funding Program Supporting Research by Year](#)]

These Programs include:

- [Arts & Humanities Program Enhancement Grants \(AHPEGs\)](#)
- [Committee on Faculty Research Support \(COFRS\) Regular Summer Awards](#)
- [First Year Assistant Professor Awards \(FYAP\) Summer awards](#)
- [Funding Agency Travel Program \(FAT\)](#)
- [Multi-Disciplinary Support Program \(MDS\)](#)
- [Planning Grants \(PG\) \(fall and spring\)](#)
- [Small Grant Program \(SGP\) \(fall and spring\)](#)

The Programs fund competitive reviewed and approved proposals. [[CRC Programs and Funded Proposals by Year](#)] The competitive review provides on-going assessment to the CRC research initiatives.

The university encourages research among undergraduates. The Office of



































Undergraduate Research promotes and supports the engagement of FSU undergraduates in research and creative projects with the supervision or collaboration of FSU faculty. [[Undergraduate Research Office](#)] It administers FSU undergraduate research awards, sponsors opportunities for undergraduates to present the results of their research projects, including two annual research symposia and the FSU Undergraduate Research Journal; provides advising and resources to undergraduates seeking research experiences; assists faculty in engaging with undergraduates on research projects; and serves as a central source of information for students, faculty, advisors, and staff on matters related to undergraduate research. The annual Undergraduate research symposium provides an opportunity for 125 student researchers to present their work as oral and poster presentations. In similar fashion, the university sponsors an annual DIGITECH fair design to showcase FSU student innovation with technology. Annually Student work from several FSU technology courses are featured and 50 student exhibits are selected as finalists for awards providing students with an opportunity to be recognized for their work. [[DIGITECH Innovation Fair](#)] DIGITECH draws from many of the same students interested in the InNOLEvation Challenge as business plan competition open to undergraduate students, many of them in the College of Business. It allows students to compete with one another's ideas judged by seasoned professionals. It is complemented by [The Owl](#), the Florida State University Undergraduate Research Journal initiated in 2011. [[The Owl Undergraduate Research Journal](#)] The Owl is an online peer-reviewed publication sponsored by the Office of Undergraduate Research and the Student Government Association. The Owl can be found in DigiNole Commons Repository, a service of the FSU libraries designed to house the research and scholarly materials of university department, research units and faculty. [[Florida State University – DigiNole Commons Repository](#)]

The Women in Math, Science & Engineering Program (WIMSA) is yet another effort to provide undergraduates with research opportunities. It is a living-learning community housed in a university resident hall, Cawthon Hall. [[WIMSE brochure 2013](#)] WIMSE is committed to the success of women in the fields of science, technology, engineering and mathematics (STEM). The Research Experience Program (REP) provides funding for students to participate in current research in their chosen field. In the spring, WIMSE also hosts a Research Symposium to showcase the work of the students.

Research is integrally woven into the activities of graduate, especially doctoral students Florida State University. It includes activities in the sciences and scholarship in the humanities Research as understood at FSU is defined to include creative endeavors. The Graduate School provides both dissertation research grants and graduate student research and creativity awards annually. It encourages faculty to work closely with their graduate students on research of mutual interest both at an annual new graduate student orientation and the annual celebration of graduate student excellence. It has established a Fellow Society to bring together outstanding graduate students holding competitive university-wide fellowships. Perhaps as important the Graduate School is charged with emphasizing the responsible conduction of research among graduate students. This involves a broad range of topics, including research misconduct, animal welfare, conflicts of interest and data sharing. It offers training in the responsible

conduct of research to students at all levels. [[Research-and-Scholarly Integrity – Responsible Conduct of Research](#)]

#### Evidentiary Documents

-  [2008-2009 IE reviews final.pdf](#)
-  [2009-2010 IE Improvement Chart Final.pdf](#)
-  [2010-2011 IE Improvement Chart Final.pdf](#)
-  [2013 College of Engineering Assessment Report.pdf](#)
-  [Annual Evaluations FSU Faculty Handbook via FDA.pdf](#)
-  [By Laws Finance Research.pdf](#)
-  [Bylaws university web site via FDA.pdf](#)
-  [CAAD Minutes 2011.pdf](#)
-  [Center and Institutes Report 2010.pdf](#)
-  [Centers and Institutes Review Schedule.pdf](#)
-  [Centers and Institutes Report 2011.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Council on Research and Creativity.pdf](#)
-  [CRC Funding Programs Supporting Research by Year.pdf](#)
-  [CRC Programs and Funded Proposals by Year.pdf](#)
-  [Engineering Dean QER Action Plan Engineering FinalVersion 2011.pdf](#)
-  [Enrollment Mgmt041511 - retention et al.pdf](#)
-  [Example of Research Outcome - Psychology Undergraduate Research.pdf](#)
-  [Examples of assistance for FSU Research IE entries.pdf](#)
-  [External Review Industrial Engineering 2011.pdf](#)
-  [Faculty Award Programs 2012.pdf](#)
-  [Faculty Expertise and Advancement System Web site.pdf](#)
-  [Faculty Handbook Research Definition.pdf](#)
-  [Faculty-Bylaws PC FL campus re - Mission.pdf](#)
-  [Florida State University - DigiNole Commons Repository.pdf](#)
-  [FSU DIGITECH.pdf](#)
-  [FSU Research Activities in IEP.pdf](#)
-  [FSU BOG Work Plan 2012-13 Workplan Research related.pdf](#)
-  [FSU BOG Work Plan 2012-13 Workplan FINAL.pdf](#)
-  [FSU BOT Strategic Plan 2009.pdf](#)
-  [FSU BOT Strategic Plan 2009.pdf](#)
-  [GPC Rec Industrial Engineering 2011.pdf](#)
-  [GPC Report Industrial Engineering 2011.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [Graphic of Relationships in Annual Process.pdf](#)
-  [IE Contact list 2012.pdf](#)
-  [IE Contact Request 2012.pdf](#)

-  [IE program outcome technical review rubric\(2\).pdf](#)
-  [IE Summary Page 2011-2012.pdf](#)
-  [IM Eng GPC Subcommittee Report Final Draft.pdf](#)
-  [ind\\_man\\_eng\\_data QER booklet.pdf](#)
-  [Institutes and Centers at FSU on Provost Site.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [List of IE users.pdf](#)
-  [Memo to academic deans re curric cmtes eval.pdf](#)
-  [Minutes Enrollment Mgmt092410 - re retention.pdf](#)
-  [Mission Statement 2009.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [Planning Framework TB Revised 12 2012.pdf](#)
-  [President's Cabinet Meeting -- Research Item.pdf](#)
-  [Program Outcomes Tracked for Research Related Strategic Plan Priorities and Urgent Initiatives.pdf](#)
-  [Q and A for IE Portal 2013.pdf](#)
-  [QER Elements Office of Institutional Research - Florida State University 2013.pdf](#)
-  [QER-Industrial Engineering Self Study 2011.pdf](#)
-  [QER Manual Process 2012 REV.pdf](#)
-  [reminder IE Portal entries due October 17, 2011.pdf](#)
-  [Reminder--IE Portal entries due no later than October 15, 2012.pdf](#)
-  [Research Centers and Institutes.pdf](#)
-  [Research IE Budget Related 2010-2011.pdf](#)
-  [Research IE Budget Related 2011-2012.pdf](#)
-  [Research Outcomes from IEP with content pages.pdf](#)
-  [Research-and-Scholarly Integrity -- Responsible Conduct of Research.pdf](#)
-  [Rubric for Academic Dean.pdf](#)
-  [Rubric for Department Chair.pdf](#)
-  [Rubric for Departmental rep.pdf](#)
-  [Sample Faculty Annual Report and Evaluation.pdf](#)
-  [Technical Sufficiency Review Rubric POs.pdf](#)
-  [The Owl Undergraduate Research Journal.pdf](#)
-  [Training manual.pdf](#)
-  [UFF Collective Bargaining Agreement - Promotion.pdf](#)
-  [UFF Collective Bargaining Agreement Entire CBA.pdf](#)
-  [Undergraduate Research Office.pdf](#)
-  [University Research Assessment Framework.pdf](#)
-  [University Research Framework.pdf](#)
-  [WIMSE brochure 2013.pdf](#)



**3.3.1.5** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in community/public service within its mission, if appropriate. **(Institutional Effectiveness: Community/Public Service)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results in the areas of student learning, academic support, administrative support, research and community/public service. The following narrative deals with the assessment and evaluation of community/public services. It describes the following:

- (1) Overall University Assessment Process and Use of Results,
- (2) Institutional Effectiveness Review,
- (3) Specific Aspects of the Annual Institutional Effectiveness Process,
- (4) Community/Public Service Outcome Assessments and Their Use,
- (5) Service at Off-Campus Sites and in Distance Learning, and
- (6) Other University Community/Public Service Activities.

Some of the narrative echoes points made in Standard 3.3.1.1 and 3.3.1.2. Until 2011, the areas of research and community/public service were included in the IEP only as elements of the university strategic plan. Following changes in the regional accreditation process, the assessment process was changed. Now a set of outcomes representative of the whole as determined by a overall framework are included in the IEP. The areas of research and community/public service are addressed annually on a university-wide basis within a framework that recognizes that many related assessments cannot be placed in the university IEP repository for logistical and organizational reasons.

Florida State University identifies expected outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of improvement based on analysis of results in the area of community/public service. The performance of selected community/public service programs is addressed annually on a university-wide basis. Individual unit community/public service is addressed and assessed annually by functional units within the university.

### **Overall University Assessment and Use of Results**

The mission of Florida State University includes community/public service. Its mission has been approved by both the University Board of Trustees and the Florida Board of

Governors. Under its mission, developed as part of the current university strategic plan, “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.”

[[FSU BOG Strategic Plan 2009](#)] The university is classified by the Carnegie Foundation for the Advancement of Teaching as a “research university with very high research activity.” Since 2010, the university has had an elective classification for “Curricular Engagement and Outreach and Partnerships” by the Carnegie Foundation for Advancement of Teaching. [[Carnegie Foundation for Advancement of Teaching – FSU Community Engagement](#)] This is an elective classification that involves data collection and documentation of important aspects of institutional mission, identity, and a commitment related to service and requires substantial effort invested by participating institutions.

FSU’s community service efforts often involve the Center for Leadership and Social Change (Center). Located on the main Tallahassee campus and a unit in the Division of Student Affairs, the Center’s mission is to transform the lives of students through leadership education, identity development and community engagement. The Center coordinates a number of programs available to all FSU students that serve the needs of the local and global communities. Its efforts complement those of other units on campus aimed at community/public service.

For faculty members, service, as defined in the Faculty Handbook, are activities that relate to and further “the mission of the University, including service on departmental, college, and university committees, council and senate; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops; service on local, state, and national governmental boards, agencies and commission; and service to public schools.” [[Faculty Handbook Definition of Service](#)] Such service, the Handbook continues, should contribute to the orderly and effective functioning of the faculty member’s academic unit; the university community; local, state, regional and national communities; scholarly and professional associations; and other responsibilities appropriate to the annual assignment of responsibilities. This view is echoed in the Faculty Collective Bargaining Agreement. [[UFF Collective Bargaining Agreement Service](#)]

It is common to think that the mission of universities centers on and is realized by teaching, research and public service. However, the meaning of service within such an understanding of mission is often unsettled. Typically, it embraces a central aspect of the faculty perspective and focuses on activities by those in the university community designed to contribute to the well-being and improvement of the campus, much like the definition in the FSU Faculty Handbook. Often service is seen purely in terms of institutional and disciplinary activities. Institutional activities refer to services provided directly to a department, some unit or the larger university. Disciplinary service is provided to professional associations and organization, journal, national committees and academic panels.

This understanding of service hardly exhausts its meaning, especially in public universities. There are a range of activities clearly related to university's mission in teaching and research yet standing on their own merits. These engage the university, faculty, students, and staff in outreach activities targeted at and based on the needs of constituencies outside the university. In these terms, university community/public service involves producing, preserving, disseminating, and applying knowledge for the direct benefit of external audiences in ways that are consistent with and enhance university and unit educational missions. [[LBARPS Public Service in the University 2001](#)] [[Florida Statutes 1004.58 Leadership Board for Applied Research and Public Service](#)] Community/public service has both direct and indirect effects. This means that many existing definitions of service, even when centered on public service, are too narrowly drawn. They focus on the direct outcomes of service to the neglect of the indirect contributions, if often more central contributions, of service to the overall university. It is these indirect contributions that actually justify service appropriately provided by the public university rather than by other enterprises, public or private. Florida State University has adopted this broader perspective on community/public service. [[University Service Definition – ServScript-Program](#)]

Community/public services activities, especially those directly involving students, fall under the responsibility of the Vice President for Student Affairs. The Vice President for Student Affairs heads the Division of Student Affairs. The Division of Student Affairs collaborates with students, faculty, and staff to create welcoming, supportive, and challenging environments that maximize opportunities for student learning and success. The Division facilitates student development and promotes civic and global responsibility. [[Faculty Handbook Student Affairs](#)] The Division of Student Affairs oversees the Center for Leadership and Social Change (formerly the Center for Civic Education and Service), the International Student Center, University Housing, Health and Counseling services, Oglesby Student Union, and the Career Center. The community/public service mission of the university is not only performed by the Division. The service mission of the university is addressed broadly across campus. It is part of faculty assignments of responsibility and the special goal of a variety of units, including various centers.

To advance the university mission, FSU's strategic plan includes as one of its eight strategic priorities, the aim to "strengthen the public service mission of the university." The goal associated with this priority is to "Foster a university commitment to problem solving." This entails the broad range of community/public service activities. The measure indicative of progress on this priority was chosen for its representativeness of university-wide progress in this area. It deals with student volunteer hours. Specifically, it is the "number of volunteer hours recorded by students in a process called the ServScript Program" maintained by the Center for Leadership and Social Change. [[FSU BOT Strategic Plan 2009 p. 17](#)]

The ServScript Program is one element in the assessment of institutional effectiveness (IE). The ServScript program allows students to keep an official record of their service to the community. [[University Strategic Plan Public Service Program Outcomes public service over time](#)] The ServScript program uses three criteria as the basis for approved

ServScript entries: (1) Community service is defined as an unpaid, non-punitive, intentional activity to benefit a community need, (2) Community is defined as the geographic or demographic setting, ranging from local to global contexts, and (3) Need is defined as the civic actions necessary to solve current social problems. [\[ServScript-Program\]](#) Needs are most commonly identified by the mission-based work of not-for-profit agencies, and by for-profit agencies seeking to end pain and suffering. These criteria are consistent with the university perspective on community/public service. Over 4,500 FSU students logged almost 246,000 hours of community/public service in 2011.

The university Strategic Plan lays out a number of factors critical to realizing its priority on public service. These include: encouraging use of the Center for Leadership and Civic Education (now the Center for Leadership and Social Change); seeking and receiving the Carnegie Classification for Community Engagement; increasing the number of internships and the extent of partnerships with agencies and organizations providing internships; increasing student awareness of internship opportunities and benefits; encourage service, civic engagement, and exchange experiences; encouraging student success in disciplines of state strategic emphasis; and supporting research that addresses national and state needs. [\[FSU BOT Strategic Plan 2009, p. 34\]](#) As noted previously, the university did apply for and receive the Carnegie Classification for Community Engagement. Other elements are ongoing and have aspects included as part of the university institutional effectiveness process. Some are part of the functional planning activities on campus. [\[FSU Institutional Effectiveness Policy\]](#)

Staff involvement in the institutional effectiveness processes is extensive. Maintaining the annual institutional effectiveness assessment of university-wide community/public service is the responsibility of the Division of Student Affairs. In addition, institutional effectiveness issues regarding community/public service are regularly discussed, starting at the highest levels of the university, including the President's Cabinet and regular meetings of the Vice President of Finance and Administration. [\[CABINET AGENDA 2012 Westminster Oaks Agreement\]](#) [\[CABINET AGENDA 10-8-12 United Way Example\]](#)

## **Institutional Effectiveness Review**

Overall Institutional Effectiveness involves coordinated relationships among the annual Presidential Budgeting and Planning process, various functional planning efforts, Florida Board of Governors Work Plan, and the annual Institutional Effectiveness Review. [\[Graphic of Budgeting and Planning Process Revised April 2013\]](#) The Board of Governors Work Plan has a set of specific metrics and targets associated with the university's mission. The Work Plan is approved by both the University Board of Trustees and the Florida Board of Governors. The Work Plan submissions are used to demonstrate to the Board of Trustees and the Florida Board of Governors that the university is effectively accomplishing its mission, including its research. [\[FSU BOG Work Plan 2012-13 Workplan FINAL\]](#) The metrics followed by the BOG typically focus on the instructional and research aspects of the university mission. The associate annual Accountability Report work plan to the BOG does contain information on

community/public service, but only to the extent done by individual university centers or mentioned without specific targets. [[FSU 2011-12 Accountability Report FINAL Center of Excellence Public Service](#)]

The Institutional Effectiveness Review is an annual, university-wide process that requires educational, administrative, support, research and community service units to report on their efforts to assess, analyze, review and improve performance on their student learning and program outcomes. The university uses its institutional effectiveness portal (IEP) to enter the information and data associated with this review. [[IEP UserManual](#)] Programs and services delivered on-line, at branch campuses, and off-campus instructional sites are reviewed in the same fashion as all other activities on the main campus in Tallahassee but are listed separately within the IEP. The IEP also contains outcomes and assessments for community/public service activities, as defined at the university level to be indicative of overall university performance.

The IEP is the record of one aspect of the university's assessment system. The IEP also contains several other Community/public Service program outcomes that are listed by individual program and not compiled as indicative of overall university performance [[Example Service Related Activity within Academic Setting – Urban and Regional Planning](#)] Outcomes, results, and plans for improvement are reviewed and approved by unit directors and division Vice Presidents as part of the institutional effectiveness process. Overall oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of the Vice President for Planning and Programs.

The IEP is a centralized database that contains information on student learning and program outcomes for all university activities. This includes the identification, assessment method and standard, results and improvement plans for each outcome. Program staff along with their unit heads are responsible for developing the outcomes and assessment methods appropriate to each functional area. They must identify at least one assessment method for each outcome along with a standard related to the assessment method. [[FSU Institutional Effectiveness Policy](#)] Multiple assessment methods are not required but are incorporated when identified by staff. The IEP incorporates a template that calls for the specification in separate entries of outcomes, recording results and their analysis for each assessment method, and a planned set of actions to effect improvements on the outcome or to sustain favorable results. The IEP oversight and reporting system documents whether units have submitted assessments and plans of improvement. It should be noted that the IEP system may exist alongside other functionally specific systems that are often associated with an area. [[Planning Framework Revised 2012](#)] Not all functionally specific outcomes and their assessment are necessarily reported in the IEP. Many units operate parallel systems tailored to their specific needs and operational requirements. [[Social Work Service Overview web site](#)] [[Science Outreach Physics Efforts](#)] [[International Medical Outreach](#)] In the case of public service, the most detailed summary of service activity exists as part of each faculty member's annual evaluation. The university does not compile and centralize these evaluations. It does collect faculty curriculum vitae and these are gathered in Faculty Expertise and Advancement System (FEAS) maintained by the Vice President

for Faculty Development and Advancement. [[FEAS CV Service Report](#)] The university also compiles information on the effort faculty make on the elements in their assignments of responsibility. This includes total faculty effort on service related activities. Over the last decade faculty members have been involved in thousands of community/public service activities. [[Faculty Service to the Community – 2004-2013](#)] State law and regulation have long required faculty members to include such activities on their assignment of responsibility as part of their required duties. [[University 12 hour rule and Public Service](#)]

Just over 2,000 outcomes (1,400 student learning and 600 program outcomes) are submitted, reviewed, and approved annually as part of the IEP. [[IE Summary Page](#)] Each is monitored for conformance with technical construction criteria and must include assessments and plans for improvement. Entries are evaluated against rubrics for technical and substantive sufficiency including issues of continuous improvement. [[Rubric for Departmental Representative](#)] [[Rubric for Department Chair or Program Director](#)] [[Rubric for Academic Dean or VP](#)] [[Technical Sufficiency Rubric- Program Outcome](#)] [[Program Outcome Technical Sufficiency from IEP](#)]. Through regular feedback and targeted training, entries have gradually improved against the criteria in the rubrics over the last several years. [[Improvement Charts 2008-2009](#)] [[2009-2010 IE Improvement Chart Final](#)] [[2010-2011 IE Improvement Chart Final](#)] [[Training Manual](#)] [[Q&A IE](#)]

Assessments are conducted and recorded by the respective units responsible for the outcomes. In the case of university community/public service, they are listed under the Office of Student Affairs. [[IEP Student Affairs Major Reporting Entries](#)] The outcomes are reviewed by their respective division heads before submission to the Office of Planning and Programs. The IEP allows programs to track the change in outcomes over years, make changes and monitor improvement.

### **Specific Aspects of the Annual Institutional Effectiveness Process**

The Institutional Effectiveness Review involves faculty and staff in an annual assessment, reporting and approval cycle. In the spring of each year, department heads and directors review the overall set of program outcomes and assessment mechanisms for each program and establish the basis for assessment in the upcoming year. [[Assessment Method Review Memo](#)] [[CAAD minutes](#)] [[Engineering Review of Assessment Methods](#)] Each summer, a request is sent from the Office of Planning and Programs to each Dean and Vice President, asking for a set of IEP contacts. [[IE Contact Request](#)] This list of 58 IEP contacts form the primary avenue of communication and assistance for the requirements associated with timeliness and completeness of entries, as well as the coordination of substantive reviews through the Vice Presidents' and Deans' levels of approval. [[IE Contact list 2012](#)] The university requires 4 levels of review of all 2,000 entries into the system—departmental representative, Department Chair or Program Director, and Dean or Vice President with the Vice President for Planning and Programs as the final reviewer. The IEP Contacts coordinate the activities of all persons involved for their respective areas. There are currently just over 700 people authorized to use the IEP. [[List of IE Users](#)]

In the fall of each year, two different sets of information are entered into the portal by the authorized departmental representative for each program. [\[Entry Reminder Email\]](#) The first set is the completion of the results and analysis sections, along with an improvements plan or a plan to retain results for the previous academic year. The second set involves outcomes and assessment methods for the current academic year. Outcomes, standards and assessment methods are reviewed to determine if they still correctly represent priorities, and changes are made, if needed. [\[FSU Institutional Effectiveness Policy\]](#)

Reviews begin as soon as entries are completed in the IEP. The reviews are aided by a series of rubrics for each of the components of entry tailored to the level at which the review is performed. [\[Rubric for Departmental Representative\]](#) [\[Rubric for Department Chair or Program Director\]](#) [\[Rubric for Academic Dean or VP\]](#) Authors of the entries are required to review and approve their information. The notation of approval by the department representative signals the next level reviewer—Department head or director—that the entry is completed and ready for their review. In similar fashion, the Department director's approval indicates to the Vice President that the entry is acceptable and ready for their review. Finally, the notification of the Vice President's approval indicates the final level of review from the Vice President for Planning and Programs is ready to begin. At each stage of the review and approval process, notifications of changes necessary for subsequent review are sent to the next lowest level of review for correction and resubmission. For example, a Department director will ensure that entries under his or her purview are correct and complete before indicating approval for the Vice President's level review to begin. If the Vice President wishes changes to be made during the course of his review, the Department head is notified.

While these substantive reviews are being conducted, a computer-aided, technical review is done to ensure all required elements of submissions are entered in order to meet sufficiency requirements for our documentation of continuous improvement within the IE portal. [\[Technical Sufficiency Rubric-Student Learning Outcome\]](#) [\[Technical Sufficiency Rubric- Program Outcome\]](#) There are several requirements for each component—type of outcome, outcome statement, assessment method, results and analysis, and improvements made or action plan demonstrating progress toward continuous improvement. Beginning in 2011-2012, there are just over 2,000 outcomes per year that are reviewed for each of these components. (Prior to 2011-2012, there were approximately 1,800 outcomes per year.) Since there are two years per entry and review period (one review of the outcome and assessment mechanism and another of the outcome, assessment, results and plans for improvement), there are just over 16,000 reviews that are done annually. These technical reviews identify critical changes that must be corrected before the separate, substantive review can be completed. In order for an entry to be completely approved, all technical as well as substantive reviews must be complete, with any required revisions incorporated and re-reviewed.

In recent years, the Office of Planning and Programs has used various means to improve the institutional effectiveness review by providing feedback to units entering information in the IEP. Several techniques have proven successful. These include: posting technical review comments on each outcome early in the review process for the

use of the Deans and Vice President's reviews and for the person making the needed changes or additions. The requirements for successful entries into the IEP are presented several times per year—Reminders of requirements and deadlines are emailed periodically. [[Entry Requirements and Reminder Email](#)] [[Reminder Email 2011](#)] In addition, upon request, meetings are held with departments and units to discuss the assessment process, requirements and timelines in detail. In addition, upon request, meetings are held with departments and units to discuss the assessment process, requirements and timelines in detail. [[Sample of Meeting with Office of Student Affairs](#)]

### **Community/Public Service Outcome Assessments and Their Use**

The university identifies expected outcomes, assesses the extent to which it achieves the outcomes and provides evidence of improvement based on analysis of results for selected university-wide community/public service activities. Beginning in 2011, the university began the process of establishing specific community/public service activities outside either the BOG Work Plan or the University Strategic Plan but distinct from the activities of individual departments or individual faculty members. This effort built on the outcomes established for the Quality Enhancement Plan dealing with leadership developed for the university's accreditation reaffirmation in 2004.

In the 1990s at the direction of the Legislature, the university had made attempts aimed at compiling all its service activities. While the effort identified literally hundreds of different projects and activities, it proved infeasible to stay abreast and track all of them on a regular basis. As a result, it was decided to construct a framework of university outreach and community service activities and then focus on a set of select efforts and track them in the Institutional Effectiveness Portal (IEP). The IEP outcomes aim to capture representative, major efforts of university community/public service. [[University Service Framework](#)]

A set of activities and services were identified that involved: (1) a large number of participants, (2) a considerable amount of money, or (3) a clear relationship to a university, community or state priority. They cover a variety of functional concerns, ranging from science-related activities to those in the arts. The Dance Marathon involving hundreds of students, for example, raised over \$700,000 in three days; faculty and staff contributed over \$400,000 to the United Way. Science for Florida's Children, on the other hand, is mostly a participant set of activities, covering a wide range of activities involving over 20,000 students. Seven Days of Opening Nights is a major community outreach effort in the arts occurring over months and involving hundreds of students, faculty and community members. Only one entry is included from the Panama City, Florida campus. Some units such as the Center for Public Management and the Institute of Government are excluded because they are subject to periodic evaluation and reports to the Florida Board of Governors. [[Major Outreach and Service Activities at FSU: 2013](#)]

As noted, not all university services are included in the IEP, for a variety of logistical and organizational reasons. Some, such as service to public schools and technical assistance rendered by faculty and staff members are individual annual evaluations or



may not be open records. Others, such as the evaluation of Centers and Institutes are subject to state-mandated evaluation every seven years and are recorded in that process rather than the IEP. While some centers do a substantial amount of service or outreach, their continued existence is subject to specific recommendations. Most service activities, it is probably fair to say, are staffed at the margin and retain only rudimentary files. Evaluation is infeasible. The University Service Assessment Framework provides an overview of the assessment of major service activities at Florida State University.

The entries in the IEP attempt to house a representative set of activities intimately related to and significant in realizing the university's mission. These include some, but certainly not all, the activities of the Center for Leadership and Social Change. The IEP entries are maintained by the Division of Student Affairs. While housed in the Division of Student Affairs for reporting purposes, it does not purport to capture all the division does. [[IEP Entries University Assessment Service Framework](#)]

The IEP entries contain not only the program outcomes associated with the major service activities but the efforts to improve such activities over the years. The Seven Days of Opening Nights Arts Festival has grown considerably since its inception. While it has a full-time director paid from the proceeds of the performances, it has benefited enormously from the suggestions and involvement of hundreds of volunteers. [[Seven Days of Opening Nights Volunteers](#)] [[Seven Days of Opening Nights IE Budget submission](#)] The student run Dance Marathon, for another example, is now one of the largest fund raising events on campus, due in no small part to the dedicated efforts of students working in a highly distributed organizational structure. [[Dance Marathon Organizational Roster 2013](#)] Similarly efforts by the Osher Lifelong Learning Institute have been expanded and additional educational opportunities provided to the older adults due to the focused efforts of their board to recruit additional instructors, offer more classes and enroll more members. [[Osher Institute Organizational Leadership 2013](#)] In all, the IEP is repository for 19 community/public service activities at FSU, most housed under the Division of Student Affairs. It should be noted outcomes for 2012-13 are not finally due until August/September 2013. [[Institutional Effectiveness Portal Entries Community – Public Service](#)]

### **Service at Off-Campus Sites and Distance Learning**

Panama City, Florida and Panama City, Republic of Panama are both off campus instructional sites. They are branch campuses whose mission is primarily instructional. [[Faculty-Bylaws Mission Panama City FI](#)] Neither have large numbers of faculty, staff or students. Nonetheless, each engages in community/public service. The Republic of Panama had 3 students complete internships in 2010-2011 and 9 in 2011-2012. It has signed internship agreements with several international organizations, including the UNICEF, International Red Cross and Red Crescent and ANCON, to ensure such activities in the future. Students volunteer with local groups such as Los Llanitos, the International Film Festival, and FSU Give Organizing Cine Scare in support of Hogar Bolivar (elderly people's Home). At Panama City, similar initiatives are conducted yearly, often with local groups who need assistance. The activities of the STEM Institute

at Panama City, Florida are included in the IEP because they relate directly to concerns to state strategic emphasis. [[STEM Institute from IEP](#)] While faculty and students involved at the other off-campus sites may be involved in community/public service activities, the sites have been established primarily to serve instructional activities as well. The exception is the Sarasota campus of the Asolo Conservatory for Actor Training. Faculty members and students at the Sarasota campus engage in outreach activities associated with the Asolo Theatre. These public services activities are not tracked as part of the university-wide monitoring of research activities but are monitored as part of the annual faculty evaluation and reflected in student portfolios when relevant. On-line distance learning is an instructional delivery mode, and does not conduct community/public service per se. The Office of Distance Learning does participate in some outreach activities involving on-line distance learning but the results are not part of the university-wide monitoring of research activities.

### **Other University Community/Public Service Activities**

The range of community/public services activities undertaken annually by university faculty, students and staff is large. It is not and cannot be fully tracked nor assessed. University records show that in just the Fall of 2011, over 4,000 employees recorded some form of service on their assignments of responsibility. [[FSU Employee Public Service Fall 2011](#)] The same source shows that just over 30 were involved with local public schools, but this does not count the involvement of literally hundreds of faculty and staff who were involved on their own time and not as part of their official assignment. [[FSU Employee Public Service in Schools 2011.pdf](#)]

Faculty and staff are not asked to report and be evaluated on their volunteer activities as well as their official ones. A sense of the scope and magnitude of faculty and staff activities can be gained through the activities of Science for Florida's Children, a collection of service activities in which FSU participates. The programs serve elementary, middle and high schools. In 2012, they involved over 23,000 local school children. [[Science for Florida's Children – FSU attendance](#)]

Only one program, Science on the Move, was chosen to be tracked, evaluated, and included in the IEP as representative of the larger effort. And while Science on the Move was evaluated, the difficulties of getting results on such efforts is clear in the evaluation – most affected students and most of the K12 teachers involved did not submit responses to requests for evaluation.

The university and its faculty, staff, and students are involved in a number of such activities. There are often organizations created by students, using some university facilities, whose activities are tracked but not evaluated due to the logistical challenges involved. [[Animal Adoption Awareness Profile](#)] [[Student Trafficked Profile](#)] [[Student Relay for Life Profile](#)] [[Student United Way Profile](#)] And while most such activities are not among the most significant activities campus wide, they are exceptionally important to the specific communities and participants involved.











FSU's service activities are widespread. They involve not only the local community and surrounding area, but also groups from across campus. The efforts at Westminster

Oaks are perhaps representative. Westminster Oaks is a continuing care retirement community on the Eastern boundary of Tallahassee. It houses many retired FSU faculty and staff. It offers a wide array of activities for its residents and FSU College and students are deeply involved in their programming. This includes the Osher Lifelong Learning Institute. In 2010, it attracted 383 participants and 33 instructors to its regular offerings of lectures and instruction – 33 in all. By 2012, this had increased to 676 participants and 39 instructors offering 46 courses. Overall, the membership has grown by 76% since 2010. The Westminster Oaks Active Living Community, as well as other partners, has been added. Negotiations are revisited annually to ensure that the current relationships formed are the most suitable. Tallahassee Community College is now an educational partner. The Tallahassee Symphony has been a partner for years.

















Notably, six different colleges, along with the Division of Student Affairs, are involved in everything from nutrition to musical performances with Westminster Oaks. Just coordinating the provision of such a diverse set of services is challenge enough. Neither the Community nor the university has attempted to assess the outcomes involved. [\[Students and Colleges at Westminster Oaks with retired faculty\]](#) As with many of the public/community services, however, there are ample testimonials to their value and significance.

Many of the university's community and public service activities are provided by centers and institutes. Florida State has over 100 Centers and Institutes, many of which are focused on community service. They range from the Center for Prevention and Early Intervention Policy to the Center for Rural Health Research and Policy to the Center for the Advancement of Human Rights. [\[Community Service Centers and Institutes\]](#) These Centers and Institutes are reviewed on a seven-year cycle [\[Centers and Institutes Review Cycle\]](#) for consistency with their mission statement, faculty publications or presentations at conferences and symposia and provision of opportunities for students. [\[Centers and Institutes Report 2011\]](#) Center directors, many on so-called "soft money" from cost recovery funding sources are not asked to evaluate activities annually outside the budgetary aspects of the institutional effectiveness process and track activities in the IEP.

#### Evidentiary Documents

-  [2008-2009 IE reviews final.pdf](#)
-  [2009-2010 IE Improvement Chart Final.pdf](#)
-  [2010-2011 IE Improvement Chart Final.pdf](#)
-  [2013 College of Engineering Assessment Report.pdf](#)
-  [Animal Adoption Awareness Profile.pdf](#)
-  [Assessment Method Review Memo.pdf](#)
-  [BOG Strategic Plan 2012-2025 FINAL.pdf](#)
-  [BOG work plan.pdf](#)
-  [BOT Strategic Plan.pdf](#)
-  [CAAD Minutes 2011.pdf](#)

-  [CABINET AGENDA 10-8-12 United Way Example.pdf](#)
-  [CABINET MEETING 2012 Westminster Oaks Agreement.pdf](#)
-  [Carnegie Foundation for Advancement of Teaching - FSU Community Engagement.pdf](#)
-  [Centers and Institutes Review Schedule.pdf](#)
-  [Centers and Institutes Review 2011.pdf](#)
-  [Community Service Centers and Institutes.pdf](#)
-  [Community Service IEP 2009-2010 through 2012-2013 with page contents \(2\).pdf](#)
-  [Dance Marathon Organizational Roster 2013.pdf](#)
-  [Example Service Related Activity within Academic Setting - Urban and Regional Planning.pdf](#)
-  [Faculty Service to the Community - 2004-2013.pdf](#)
-  [Faculty-Bylaws Mission Panama City Fl.pdf](#)
-  [facultyhandbook Definition of Service.pdf](#)
-  [Facultyhandbook Student Affairs.pdf](#)
-  [FEAS CV Service Report Report.pdf](#)
-  [Florida Statute 1004.58.pdf](#)
-  [FSU Employee Public Service Fall 2011.pdf](#)
-  [FSU Employee Public Service in Schools 2011.pdf](#)
-  [FSU 2011-12 Accountability Report FINAL.pdf](#)
-  [Graphic of Budgeting and Planning Process Revised April 2013.pdf](#)
-  [IE Assistance to Student Affairs.pdf](#)
-  [IE Contact list 2012.pdf](#)
-  [IE Contact Request 2012.pdf](#)
-  [IE program outcome technical review rubric\(2\).pdf](#)
-  [IE student learning outcome technical review rubric.pdf](#)
-  [IE Summary Page 2011-2012.pdf](#)
-  [IEP Entries University Assessment Service Framework v2.pdf](#)
-  [IEP Student Affairs Major Reporting Entries.pdf](#)
-  [Institutional Effectiveness Policy E.pdf](#)
-  [International Medical Outreach2.pdf](#)
-  [LBARPS Public Service in the University 2001.pdf](#)
-  [List of IE users.pdf](#)
-  [Major Outreach and Service Activities at FSU.pdf](#)
-  [Osher Institute Organization Leadership 2013.pdf](#)
-  [Panama City Florida STEM Institute IEP.pdf](#)
-  [planning Framework Revised 2012.pdf](#)
-  [Q and A for IE Portal 2013.pdf](#)
-  [reminder IE Portal entries due October 17, 2011.pdf](#)
-  [Reminder--IE Portal entries due no later than October 15, 2012.pdf](#)
-  [Rubric for Academic Dean.pdf](#)
-  [Rubric for Department Chair.pdf](#)
-  [Rubric for Departmental rep.pdf](#)
-  [Science for Florida's Children - FSU attendance.pdf](#)
-  [Science Outreach Physics Efforts.pdf](#)

-  [ServScript-Program.pdf](#)
-  [Seven Days of Opening Nights IE Budget submission.pdf](#)
-  [Seven Days of Opening Nights Volunteer page.pdf](#)
-  [Social Work Service Overview web site.pdf](#)
-  [Student Relay for Life Profile.pdf](#)
-  [Student Trafficked Profile.pdf](#)
-  [Student United Way Profile.pdf](#)
-  [Students and Colleges at Westminster Oaks with retired faculty.pdf](#)
-  [Technical Sufficiency Review Rubric POs.pdf](#)
-  [Training manual.pdf](#)
-  [Training manual.pdf](#)
-  [UFF Collective Bargaining Agreement Service.pdf](#)
-  [University Service Definition - ServScript-Program.pdf](#)
-  [University Service Framework.pdf](#)
-  [University Strategic Plan Public Service Program Outcomes Over time.pdf](#)
-  [University 12 hour rule and Public Service.pdf](#)

### 3.4 ALL EDUCATIONAL PROGRAMS

**3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval) **(Academic Program Approval)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

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 policies described below apply to all educational sites operated by the University (e.g., branch campuses in Panama City, Florida, and the Republic of Panama; the Asolo Conservatory for Actor Training in Sarasota; Animation and Digital Arts in West Palm Beach; and Social Work master's degree programs in Gainesville and Jacksonville) as well as all programs offered through distance learning. For example, the Faculty Senate Graduate Policy Committee reviewed and approved, in two separate meetings, a proposal to offer the first graduate program on the Panama campus, an MS in International Affairs formerly offered only on main campus. [[GPC Panama MS International Affairs Discussion](#)] [[GPC Panama MS International Affairs Decision](#)] [[Panama Undergraduate Programs](#)] [[Panama Graduate Program](#)] Likewise, the Panama City, Florida, campus has submitted and had approved degree programs. [[Public Safety and Security BS Explore PC](#)] [[Public Safety and Security BS Full Proposal PC](#)] [[Public Safety and Security BS Signature Pages PC](#)] [[Professional Communication BS Explore PC](#)] [[Professional Communication BS Full Proposal PC](#)] [[Professional Communication BS Signature Pages PC](#)] [[Corporate and Public Communication MS Explore PC](#)] [[Corporate and Public Communication MS Full Proposal PC](#)] [[Corporate and Public Communication MS Signature Pages PC](#)]

The principles that guide these procedures include acknowledging the primacy of faculty judgment in curricular decisions [[FSU Constitution](#)] as well as the deans' and the Provost's authority and responsibility for resource allocation. The procedures are consistent with the system-wide Board of Governors' definitions of program types [[New Program Authorization BOG](#)] 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 Procedures](#)]

#### Degree Programs

The degree program inventory [[Degree Program Inventory](#)] reflects a hierarchy, beginning at the top with degree programs, which include one or more majors. 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 state-wide board that shares responsibility with a separate board of trustees at each institution, authority for degree development and approval followed suit. Thus, the BOG delegated authority for approving bachelor's, master's, and specialist degrees to institutional boards of trustees (BOT) and maintained authority for approving all doctoral and professional degrees. [\[Delegation to BOT\]](#)

At every level, the elements required for justifying the development of a new educational program 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 all State, BOG, and Florida State University Faculty Senate policies related to academic degree programs. The institutional SACS liaison is an integral part of the degree approval process and helps ensure that the university complies with all SACS 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 that will be expended in the new program; financial resources that will be 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) all 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, SACS Liaison, Vice President for Planning and Programs, 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 Board of Trustees. Doctoral and professional degrees are also required to be evaluated by an external reviewer and to go before the system-wide Board of Governors for approval. [\[Degree Approval Process Flowchart\]](#) Two

examples are provided of fully approved degrees: the B.S. in Computational Science and the Ph.D. in Materials Science and related materials. [[Computational Science BS](#)] [[Materials Science Ph.D. Proposal](#)] [[Materials Science Ph.D. Approvals](#)] [[Materials Science External Reviewer's Report](#)] [[GPC Minutes](#)]

## **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 must be reviewed and approved by many of the same faculty and administrative entities as degree program proposals, with the exception of the 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 & Advancement, SACS Liaison, and Provost for final approval. [[Major Approval Process Flowchart](#)] A recent example of a fully approved major proposal is provided. [[Aquatic Environmental Science Major](#)]

## **Certificates**

Faculty members in academic units also propose new certificate programs. Because of changes in the Board of Governors interpretation of what constitutes a certificate program [[New Program Authorization BOG](#)] Florida State University's policies and procedures regarding college-credit certificates have been revised. [[Certificate Policy](#)] Groups of faculty proposing a new certificate must: describe the proposed certificate program and justify its definition as a certificate under university policy; describe admission requirements and application procedures; detail a program of studies; estimate enrollment; identify measurable learning outcomes; and specify where and how the certificate will be delivered. The approval process is very 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. [[SAS Programming and Data Analysis](#)]



## Evidentiary Documents

-  [Aquatic Environmental Science Major.pdf](#)
-  [BOG Degree Proposal Format.pdf](#)
-  [BOT Approval of Procedures.pdf](#)
-  [CAVP Pre-Proposal Form.pdf](#)
-  [Certificate Approval Process Flowchart.pdf](#)
-  [Certificate Policy.docx.pdf](#)
-  [Certificate Proposal Packet.pdf](#)
-  [Computational Science BS.pdf](#)
-  [Corporate and Public Communication MS Explore PC.pdf](#)
-  [Corporate and Public Communication MS Full Proposal PC.pdf](#)
-  [Corporate and Public Communication MS Signature Pages PC.pdf](#)
-  [Degree Approval Process Flowchart.pdf](#)
-  [Degree Program Inventory.pdf](#)
-  [Delegation to BOT.pdf](#)
-  [FSU Constitution.pdf](#)
-  [GPC Minutes.pdf](#)
-  [GPC Panama MS International Affairs Decision.pdf](#)
-  [GPC Panama MS International Affairs Discussion.pdf](#)
-  [Major Approval Process Flowchart.pdf](#)
-  [Major Proposal Packet.pdf](#)
-  [Materials Science External Reviewer Report.pdf](#)
-  [Materials Science Ph.D. Approvals.pdf](#)
-  [Materials Science Ph.D. Proposal.pdf](#)
-  [New Degree Proposal Worksheets.pdf](#)
-  [New Program Authorization BOG.pdf](#)
-  [Panama Graduate Program.pdf](#)
-  [Panama Undergraduate Programs.pdf](#)
-  [Professional Communication BS Explore PC.pdf](#)
-  [Professional Communication BS Full Proposal PC.pdf](#)
-  [Professional Communication BS Signature Pages PC.pdf](#)
-  [Proposal to Explore.pdf](#)
-  [Public Safety and Security BS Explore PC.pdf](#)
-  [Public Safety and Security BS Full Proposal PC.pdf](#)
-  [Public Safety and Security BS Signature Pages PC.pdf](#)
-  [SAS Programming and Data Analysis.pdf](#)

**3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing Education/Service Programs)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

Florida State University's commitment to professional and community outreach and service stems from its mission which says "The university is dedicated to excellence in teaching, research, creative endeavors, and service." It "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 General Bulletin, p. 51](#)] [[FSU Fact Book, p.1](#)] [[FSU Strategic Plan 2008-2013, p. 7](#)] This involves a number of different activities. The Center for Academic and Professional Development (CAPD) is the academic outreach entity for The Florida State University, operating under BOG Regulation 8.002 [[Board of Governors Agenda September 2011, p.263](#)] and FSU Regulation 5.090 [[FSU Regulations Chapter 5, p.18](#)]. While not the only unit engaged in outreach and continuing education programs, the various schools and colleges of the University report to CAPD on the programs and services they provide in support of expanding and disseminating knowledge to the community. These complement the university's numerous community /public services. Community services involving students are often organized by the Division of Student Affairs and units such as the Center for Leadership and Social Change. The full range of such activities are not organized and coordinated by a single element of the university. They involve faculty, students and the entire university community. [[Major Assessment Service Framework](#)]

### **Outreach and Continuing Education**

The Florida State University fulfills its outreach priorities in support of its mission through the delivery of lifelong learning programs and events that support excellence in teaching, research, creative endeavors, and service [[FSU General Bulletin, p.51](#)] [[FSU Fact Book, p.1](#)] [[FSU Strategic Plan 2008-2013, p. 7](#)]. The Professional Programs Unit has developed new online continuing education options. Continuing education programs include credit courses and non-degree seeking certificate programs and non-credit conferences, seminars, workshops and institutes offered by the Florida State University. [[FSU Fact Book, p.111](#)] [[Board of Governors Agenda September 2011, p.263](#)] These outreach efforts tie directly to the FSU Strategic Priorities, especially the strategic priority to strengthen the public service mission of the University, and span over many campus programs, to include: CAPD, College of Medicine, College of Social Work, Department of Civil and Environmental Engineering, The Florida Center for Public Management, Florida Institute of Government, Institute of Sports Sciences and Medicine, and The Osher Lifelong Learning Institute. [[Budget Planning and Progress Report for 2012-2013, p.1](#)] [[FSU Fact Book, p.1](#)] These programs serve multiple audiences such as: community members, including families and youth, federal, state and local government agencies, and professional and academic peers over a broad

range of disciplines.

The Center for Academic and Professional Development (CAPD) works to bring together outstanding resources from the University and beyond for the purpose of offering lifelong learning opportunities, at an academic and/or content level to meet personal aspirations for professional development and advancement for life enrichment. [[FSU Regulations Chapter 5, p.18](#)] CAPD operates and resides in the Florida State Conference Center. [[University Facilities Policy, p.2](#)] [[FSU Fact Book, p.111](#)].CAPD supports lifelong learning, community and personal productivity enhancement activities. [[CAPD Outreach Activities, p.1](#)] [[FSU Fact Book, p.1](#)] [[FSU Strategic Plan 2008-13, p.12](#)] These include:

(1)The reopening of the Florida State Conference Center (2010) has given CAPD an opportunity to showcase the work of FSU's faculty and students to academic peers and the public. [[CAPD Client Type FY2012, p. 1](#)]

(2)The Florida State Conference Center has provided government agencies, non-profit and private sector groups a state-of-the-art facility while promoting FSU to the community. The e-Media and Studio services have extended the participation and access of CAPD programs beyond the physical campus spaces with technologies such as live and on-demand webcasting of important FSU events. [[CAPD Client Type FY2012, p.2](#)]

(3)The Professional Programs unit has developed new online continuing education options, working in partnership with FSU faculty and staff [[CAPD Client Type FY2012, p. 8](#)].

(4) The Academic Credit unit has afforded more non-traditional students an opportunity to study in the classroom and online. [[CAPD Client Type FY2012, p.10](#)] Sponsored credit institutes provide educators and professionals the option to receive CEU's or undergraduate or graduate credit. [[AOSA Evaluation 2012 Level I](#)] [[AOSA Evaluation 2012 Level II](#)]

(5) CAPD coordinates the Returning Student Scholarship to provide financial assistance for those students returning for undergraduate or graduate courses on a part-time basis. [[RSS](#)]

As mentioned previously, there are continuing education activities not run directly through the Center for Academic and Professional Development. For example, the College of Medicine offers continuing medical education through different programs. The Clinical Research Network provides credits at no charge to physicians participating in the concussion and health risk assessment conducted by the same. CMEs are provided by the Medical Educational Council of Pensacola (MECOP), which is accredited by the Accreditation Council for Continuing Medical Education to sponsor CME for physicians. [[COM Clinical Research Network](#)] The Division of Health Affairs provides continuing medical education through the Center on Patient Safety to healthcare professionals on patient safety issues such as medical errors and adverse events. The Area Health Education Center (AHEC) Program provides training to FSU

clinical faculty throughout the state on the clinical practice guidelines and how to intervene effectively with their patients who smoke. [[COM Division of Health Affairs](#)]

The College of Social Work also provides significant continuing education. It is an approved and recognized provider of continuing education units as outlined by the Florida Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling and the Florida Statute - Chapter 491 [[FS Chapter 491](#)]. The department offers innovative and timely online and face-to-face CEU courses, along with electronic certification of hours completed. These CEU courses are offered to enhance FSU students' preparedness as they enter the field and to provide support for the alumni who have successfully transitioned into the work force. CEU's offered vary throughout the year [[College of Social Work](#)].

Some units provide continuing education focused on improving the public sector. The Florida Center for Public Management (FCPM) delivers a number of nationally-recognized and international certification programs in management. [[FCPM Certifications](#)] Businesses can benefit from certificates in executive leadership, supervisory management and organizational management. [[FCPM Business](#)] FCPM also provides certification programs in district and supervisory management as well as the Certified Public Management for state, local and federal governments. [[FCPM Government](#)] [[FCPM Brochure 2012](#)] [[FCPM Press Release](#)] In addition to the certification programs, FCPM also designs and delivers customized professional training on topics in the field of management, leadership and capacity building. [[FCPM Professional Training](#)]

The efforts of the Florida Center for Public Management are complemented by those of The John Scott Dailey Florida Institute of Government. The Institute is dedicated to providing lifelong learning and continuing education opportunities for government officials, personnel, and communities throughout the state. [[Florida Institute of Government](#)] Participants in the Institute's educational programs can earn continuing education units to achieve or maintain the certification status, mandatory for certain government offices [[CPTL 1](#)] [[CPTL 2](#)] [[FSAE Certified Elections Professional](#)] [[Public Records Management](#)]. The Institute also offers specialized training programs to address agency, professional association, and business needs. [[Supervisors Apprenticeship](#)] [[The Managers Journey](#)] Dedicated, professional, and highly skilled staff work within a common thread of core values that illustrate a continuing commitment to integrity, excellence, learning, and balance both on and off the job. The Institute collaborates with several other state universities in delivering educational opportunities for governmental officials and citizens.

Such collaborations are not uncommon. For example, the Institute of Sports Sciences and Medicine (ISSM) is a collaborative effort between The Florida State University's Department of Intercollegiate Athletics, College of Human Sciences, College of Medicine and founding Partner, Tallahassee Orthopedic Clinic. It serves as a multidisciplinary, developmental center providing research and educational programs in sports sciences, sports medicine, athletic/human performance, and injury prevention to the medical and scientific community and the general public. [[ISSM](#)] Experts in

medicine, exercise science, nutrition, sports psychology and athletic training come together to create programs that provide strategies, protocols, and recommendations that can improve the health and safety of athletes. [[CCSS Flyer](#)] [[CCSS Agenda](#)] [[CCSS Article](#)]

The Osher Lifelong Learning Institute (OLLI) is also involved in collaborations with various entities. It is a scholarly program that provides learning opportunities for mature adults over the age of 50 without the stress of deadlines and tests. [[OLLI](#)] Non-credit classes offered in the spring, fall, and during May semesters are taught by current or retired faculty from FSU, Florida Agricultural and Mechanical University, and Tallahassee Community College; FSU graduate students; and community members who have expertise in their field of study. [[OLLI Spring 2012 Newsletter](#)] [[OLLI May 2012 Newsletter](#)] On average, OLLI at FSU offers 35 different topics per year. In addition to academic classes, OLLI at FSU offers a Noon Lecture Series and the College of Social Science's Broad Lecture Series, field trips, special events and access to various activity groups. [[OLLI Report](#)]

### **Community/Public Service**

Community/public services activities, especially those directly involving students, fall under the responsibility of the Vice President for Student Affairs. The Vice President for Student Affairs heads the Division of Student Affairs. The Division of Student Affairs collaborates with students, faculty, and staff to create environments that maximize opportunities for student learning and success. The Division facilitates student development and promotes civic and global responsibility. [[Faculty Handbook Student Affairs](#)] The Division of Student Affairs oversees the Center for Leadership and Social Change (formerly the Center for Civic Education and Service), the International Student Center, University Housing, Health and Counseling services, Oglesby Student Union, and the Career Center. The community/public service mission of the university is not only performed by the Division, however. The service mission of the university is addressed broadly across campus. It is part of faculty assignments of responsibility and the special goal of a variety of units, including various centers.

The range of community/public services activities undertaken annually by university faculty, students and staff is large. It is not and cannot be fully tracked or assessed. University records show that in just the Fall of 2011, for example, over 4,000 employees recorded some form of service on their assignments of responsibility. [[FSU Employee Public Service Fall 2011](#)] The same source shows that just over 30 were involved with local public schools, but this does not count the involvement of literally hundreds of faculty and staff who were involved on their own time and not as part of their official assignment. [[FSU Employee Public Service in Schools 2011](#)] Faculty and staff are not asked to report and be evaluated on their volunteer activities as well as their official ones.

FSU's strategic plan does include as one of its eight strategic priorities, however, the aim to "strengthen the public service mission of the university." The goal associated with this priority is to "Foster a university commitment to problem solving." This entails the broad range of community/public service activities. The measure indicative of progress

on this priority was chosen for its representativeness of university-wide progress in this area. It deals with student volunteer hours. Specifically, it is the “number of volunteer hours recorded by students in a process called the ServScript Program” maintained by the Center for Leadership and Social Change. [[FSU BOT Strategic Plan 2009, p. 17](#)]

The ServScript Program is one element in the assessment of institutional effectiveness (IE). The ServScript program allows students to keep an official record of their service to the community. [[University Strategic Plan Public Service Program Outcomes Public Service Over Time](#)] The ServScript program uses three criteria as the basis for approved ServScript entries consistent with the university's broad definition of service: (1) Community service is defined as an unpaid, non-punitive, intentional activity to benefit a community need, (2) Community is defined as the geographic or demographic setting, ranging from local to global contexts, and (3) Need is defined as the civic actions necessary to solve current social problems. [[ServScript-Program](#)] Needs are most commonly identified by the mission-based work of not-for-profit agencies, and by for-profit agencies seeking to end pain and suffering. These criteria are consistent with the university perspective on community/public service. Over 4,500 FSU students logged almost 246,000 hours of community/public service in 2011.

Beginning in 2011, the university began the process of setting specific community/public service activities outcomes outside either the BOG Work Plan or the University Strategic Plan but separate from those of individual departments or individual faculty members. These are considerable. Previous efforts at compiling all service activities showed these amounted to literally hundreds of different efforts, beyond the capacity of the university to track and assess on a regular basis. Instead, it was decided to focus on major activities and track them in the university's institutional effectiveness repository. [[Major Assessment Service Framework](#)] These services deal with efforts involving either a substantial number of university participants, considerable resources, or of significance to the university. They cover a variety of functional concerns, ranging from science-related activities to those in the arts. The Dance Marathon, for example, raised over \$700,000 in three days; faculty and staff contributed over \$400,000 to the United Way. Science for Florida's Children, on the other hand, is mostly a participant set of activities, covering a wide range of activities involving over 20,000 students. Seven Days of Opening Nights is a major community outreach effort in the arts occurring over months and involving hundreds of students, faculty and community members. [[Dance Marathon Organizational Roster 2013](#)] [[Seven Days of Opening Nights Volunteer page](#)]

Major service activities are captured and tracked in the repository when possible. It does not incorporate annual evaluations or evaluations subject to separate processes, mandated by the state or university. It does attempt to house a representative set of activities intimately related to and significant in realizing the university's mission. This includes some, but certainly not all, the activities of the Center for Leadership and Social Change. While housed in the Division of Student Affairs for reporting purposes, it does not purport to capture all the division does.

A sense of the scope and magnitude of faculty and staff activities can be gained through the activities of Science for Florida's Children, a collection of service activities in which

FSU participates. The programs serve elementary, middle and high schools. In 2012, they involved over 23,000 local school children. [[Science for Florida's Children – FSU attendance](#)]

Only one program, Science on the Move, was chosen to be tracked, evaluated, and included in the IEP as representative of the larger effort. And while Science on the Move was evaluated, the difficulties of getting results on such efforts is clear in the evaluation – most affected students and most of the K12 teachers involved did not submit responses to requests for evaluation.

### **Off Campus Instructional Sites and Distance Learning**

Panama City, Florida and Panama City, Republic of Panama are both off campus instructional sites. They are branch campuses whose mission is primarily instructional. [[Faculty-Bylaws Mission Panama City FI](#)] Neither have large numbers of faculty, staff or students. Nonetheless, each engages in community/public service and some outreach and continuing education. The Republic of Panama had 3 students complete internships in 2010-2011 and 9 in 2011-2012. It has signed internship agreements with several international organizations, including the UNICEF, International Red Cross and Red Crescent and ANCON, to ensure such activities in the future. Students volunteer with local groups such as Los Llanito and the International Film Festival. At Panama City, Florida similar initiatives are conducted yearly, often with local groups who need assistance. The activities of the STEM Institute at Panama City, Florida are included in the IEP because they relate directly to concerns to state strategic emphasis. [[STEM Institute from IEP](#)] While faculty and students involved at the other off-campus sites may be involved in community/public service activities, the sites have been established primarily to serve instructional activities as well. The exception is the Sarasota campus of the Asolo Conservatory for Actor Training. Faculty members and students at the Sarasota campus engage in outreach activities associated with the Asolo Theatre. These public services activities are not tracked as part of the university-wide monitoring of community/public service activities but are monitored as part of the annual faculty evaluation and reflected in student portfolios when relevant. The university's continuing education, outreach and service programs are involved in only a few distance learning efforts. On-line distance learning is an instructional delivery mode, and does not conduct community/public service per se. The Office of Distance Learning and CAPD do participate in some limited outreach activities involving on-line distance learning but the results are not part of the university-wide monitoring of community/public service activities. CAPD does offer web casting services throughout the year on a number of different themes typically for specialized audiences.

#### **Evidentiary Documents**

-  [AOSA Evaluation 2012 Level I.pdf](#)
-  [AOSA Evaluation 2012 Level II.pdf](#)
-  [Board of Governors Agenda September 2011.pdf](#)
-  [BOT Strategic Plan.pdf](#)

-  [Budget Planning and Progress Report for 2012-2013.pdf](#)
-  [CAPD Client Type FY2012.pdf](#)
-  [CAPD Outreach Activities.pdf](#)
-  [CCSS Agenda.pdf](#)
-  [CCSS Article.pdf](#)
-  [CCSS Flyer.pdf](#)
-  [College of Social Work.pdf](#)
-  [COM Clinical ResearchNetwork.pdf](#)
-  [COM Division of Health Affairs.pdf](#)
-  [CPM Brochure 2012.pdf](#)
-  [CPM Press Release.pdf](#)
-  [CPTL 1.pdf](#)
-  [CPTL 2.pdf](#)
-  [Dance Marathon Organizational Roster 2013.pdf](#)
-  [Faculty-Bylaws Mission Panama City Fl.pdf](#)
-  [Facultyhandbook Student Affairs.pdf](#)
-  [FCPM Business.pdf](#)
-  [FCPM Certifications.pdf](#)
-  [FCPM Government.pdf](#)
-  [FCPM Professional Training.pdf](#)
-  [Florida Institute of Government.pdf](#)
-  [FS Chapter 491.pdf](#)
-  [FSASE Certified Elections Professional.pdf](#)
-  [FSU Employee Public Service Fall 2011.pdf](#)
-  [FSU Employee Public Service in Schools 2011.pdf](#)
-  [FSU FACT Book 2011-12.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Regulations Chapter 5.pdf](#)
-  [FSU Strategic Plan 2008-13.pdf](#)
-  [IEP Entries University Assessment Service Framework v2.pdf](#)
-  [ISSM.pdf](#)
-  [OLLI May 2012 Newsletter.pdf](#)
-  [OLLI Report.pdf](#)
-  [OLLI Spring 2012 Newsletter.pdf](#)
-  [OLLI.pdf](#)
-  [Panama City Florida STEM Institute IEP.pdf](#)
-  [Public Records Management.pdf](#)
-  [RSS.pdf](#)
-  [Science for Florida's Children - FSU attendance.pdf](#)
-  [ServScript-Program.pdf](#)
-  [Seven Days of Opening Nights Volunteer page.pdf](#)
-  [Supervisors Apprenticeship.pdf](#)
-  [The Managers Journey.pdf](#)





[University Facilities Policy.pdf](#)



[University Strategic Plan Public Service Program Outcomes Over time.pdf](#)

**3.4.3** The institution publishes admissions policies that are consistent with its mission. **(Admissions Policies)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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The institution publishes admissions policies that are consistent with its mission. The policies are designed to ensure that the knowledge generated and disseminated within the university will be appropriate to the students who enroll in the institution. All qualified persons are welcome to seek admission to Florida State University which includes our branch campuses in Panama City, Panama and Panama City, Florida. Our admissions policies and practice seek and embrace diversity of all kinds and we do not discriminate in offering access to our educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status or sexual orientation. [[FSU General Bulletin, p. 51, 2012-13](#)] [[FSU Graduate Bulletin, p. 51, 2012-13](#)]

The Board of Governors for the State University System of Florida establishes minimum entrance requirements for university admission. [[FL BOG General Admissions Regulation](#)] [[FL BOG FTIC Admissions Regulation](#)] [[FL BOG Transfer Admissions Regulation](#)] [[FL BOG Graduate Admissions Regulation](#)] When at any time the number of qualified applicants for admission exceeds the number of persons who can be admitted and enrolled, Universities are free to raise their standards accordingly. [[Chapter No. 2013-27, p. 67](#)] Those to be offered admission shall be selected based upon a competitive review of applications and supporting documentation. This competitive review policy which is reviewed annually by the University Admissions Committee [[University Admissions Committee Minutes October 2012](#)] strives to select those individuals who have the capability to successfully complete their studies and further enrich our community of scholars with their active participation and leadership. This policy shall not prevent the admission of selected applicants with special skills and talents for University programs requiring such special skills and talents. Florida State University recognizes its status as a preeminent institution in the State University System of Florida with a special responsibility to residents of Florida, but it also actively seeks and welcomes applicants from throughout the country and the world. [[FSU Admissions Policy](#)]

Information concerning all the various types of admission to the University including Freshman, Transfer, Graduate, International, Professional (Law and Medicine), is readily available on the internet. From the main campus homepage [[Main Campus Homepage](#)], the Panama City, Florida campus homepage [[FSU Panama City Homepage](#)] and the Panama City, Panama campus homepage [[FSU Panama Canal homepage](#)] there are prominent links to Admissions and prospective student information.

The main campus admissions office website [[FSU Main Campus Admissions Webpage](#)]





provides information on all the various types of admission that we offer: Freshman, Transfer, Graduate, International and Professional. Each of these segments provides detailed information about the respective admissions process including requirements and deadlines [[FSU Main Campus Freshman Admissions webpage](#)] [[FSU Main Campus Transfer Admissions webpage](#)] [[FSU Main Campus Graduate Admissions webpage](#)] [[Main Campus International Admissions webpage](#)] [[FSU Main Campus College of Medicine webpage](#)] [[FSU Main Campus College of Law webpage](#)]. Likewise, the Panama City, Florida admissions office website provides information about the various types of admission that are offered on their campus. [[FSU Panama City Campus Admissions and Records webpage](#)] and the Panama Canal, Panama campus admissions website provides information about the various types of admission that are offered on their campus. [[FSU Panama Canal Prospective Student webpage](#)] There is no admissions process separate from main university processes for online distance learning students. [[ODL admissions](#)]























In addition to the information made available on the internet, the main campus Admissions Office also produces two print publications annually for freshman that are utilized in face to face outreach efforts. Both of these publications are general information brochures that are passed out to students and parents during college fairs or high school visits. One of the brochures is for instate students [[FSU Instate General Recruitment Brochure](#)] and the other is for out of state students [[FSU Out of State General Recruitment Brochure](#)]. Like the website, these publications contain general information about the admissions process.

These centrally maintained and controlled main webpages and publications are supplemented by individual colleges and departments who provide various amounts of discipline specific information specific to their students on all the campuses. 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 will also address any additional admission criteria, such as higher cumulative GPA, portfolio review, audition, etc. This additional information and instructions for completing the college or department process is mentioned in the centrally maintained sites as well. [[College of Business Main page](#)] [[College of Business Admissions webpage](#)]

All of the policies and procedures provided in the various media for all the campuses are articulated in the admissions sections of the FSU General Bulletin and the FSU Graduate Bulletin which are available online as well. [[FSU General Bulletin, p.59-64, 2012-13](#)] [[FSU Graduate Bulletin, p. 59-62, 2012-13](#)]

#### Evidentiary Documents

-  [Admission.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [FL BOG FTIC Admissions Regulation.pdf](#)
-  [FL BOG General Admissions Regulation.pdf](#)

-  [FL BOG Graduate Admissions Regulation.pdf](#)
-  [FL BOG Transfer Admissions Regulation.pdf](#)
-  [FSU - College of Business Admission Requirements.pdf](#)
-  [FSU - College of Business.pdf](#)
-  [FSU - Panama Canal homepage.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU In-State General Recruitment Brochure.pdf](#)
-  [FSU Main Campus Admissions Webpage.pdf](#)
-  [FSU Main Campus College of Law webpage.pdf](#)
-  [FSU Main Campus College of Medicine webpage.pdf](#)
-  [FSU Main Campus Freshman Admissions Webpage.pdf](#)
-  [FSU Main Campus Graduate Admissions webpage.pdf](#)
-  [FSU Main Campus Transfer Admissions webpage.pdf](#)
-  [FSU Out of State General Recruitment Brochure.pdf](#)
-  [FSU Panama Canal Prospective Student webpage.pdf](#)
-  [FSU Panama City Campus Admissions and Records webpage.pdf](#)
-  [FSU Panama City Homepage.pdf](#)
-  [Main Campus Homepage.pdf](#)
-  [Main Campus International Admissions webpage.pdf](#)
-  [ODL Admissions.pdf](#)
-  [University Admissions Committee Minutes October 2012.pdf](#)

**3.4.4** The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangements.") **(Acceptance of Academic Credit)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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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.

### Transfer Credit

All 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 all nationally and internationally accredited institutions. (An official course-by-course evaluation is required for all academic records from non-U.S. institutions. We recommend the evaluation be done 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 sub college-level coursework, undergraduate coursework completed with grades below "D-", graduate coursework completed with grades below "B", or coursework awarded for experiential learning. Acceptable transfer credit will be 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 General Bulletin, p.104, 2012-13](#)] [[FSU Graduate Bulletin, p.85-86, 2012-13](#)]

Transfer credit for all the campuses of Florida State University is processed by the main campus Office of Admissions. The Office of Admissions determines if the transfer institution is accredited and if the credit is college level, vocational, or technical. Vocational or technical credit is not normally accepted for transfer, but 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 are asked for their assessment. 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. During the review by Undergraduate Studies, the Upper Level Department faculty, or the Graduate Department faculty, the individual course prefix, number, description, host institution catalog, syllabus and other supporting documentation are reviewed to determine if the course is logically and qualitatively equivalent to an FSU course. All undergraduate college level coursework that is not applicable to liberal studies or major/minor requirements will be designated as general elective credit. [[FSU General Bulletin, p. 104, 2012-13](#)] [[FSU Graduate Bulletin, p.85-86, 2012-13](#)]

In response to the concerns expressed by admissions personnel and a concern over unnecessary repetition of courses by transfer students, the state of Florida developed a common course numbering system 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 Articulation Manual, p. 3-6](#)]

Courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number, and are considered equivalent courses. Equivalent courses are guaranteed to transfer to any other institution participating in SCNS. The credit awarded for these equivalent courses will satisfy the receiving institution's institutional requirements on the same basis as credits awarded to native students. [[Florida Statutes, Chapter 1007.24\(7\)](#)] Courses that are not substantially like any other course in the System are given unique course numbers and are not considered equivalent. Discipline committees made up of faculty from a variety of public institutions across the state meet annually to ensure proper alignment and consistency of the SCNS. 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.

### **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 General Bulletin, p.64, 2012-13](#)] [[FSU Graduate Bulletin, p.94, 2012-13](#)] Current FSU students who wish to study for one or more semesters at another institution should 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 official guarantee of applicability prior to undertaking the coursework.

### **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 will only be awarded for military experiences, training and coursework that are recognized by the American Council on Education (ACE) in their *Guide to the Evaluation of Educational Experiences in the Armed Services*. (ACE recommendations for vocational or technical credit are not accepted as transfer credit.) Credit earned for military experiences, training and coursework will be applied to a student's academic program in the same manner as any other form of transfer credit. [[FSU General Bulletin, p. 104, 2012-13](#)] [[FSU Graduate Bulletin, p. 85-86, 2012-13](#)]

## The Florida Statewide Articulation Agreement

The Florida Statewide Articulation Agreement, established in 1971 is the most comprehensive articulation agreement in the nation. [[Florida Statutes, Chapter 1007.23](#)] [[Florida Administrative Code 6A-10.024](#)] [[Statewide 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 [[Florida Statutes, Chapter 1007.23](#)] [[Florida Administrative Code 6A-10.024](#)] [[Statewide Articulation Manual](#)]:

- Admission to one of the 11 state universities, except to limited access 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;
- Advance knowledge of selection criteria for limited access programs; and
- Equal opportunity with native university students to enter limited access programs.

### Examination Credit





Florida Statute 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." [[Florida Statute, Chapter 1007.27\(7\)](#)]. In 2001, the Florida Legislature directed the Department of Education to determine credit by examination equivalencies to provide for smooth articulation through statewide consistency of credit awarded. [[ACC-Credit by Examination Equivalencies](#)] 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 General Bulletin, p. 104-110, 2012-13](#)] To receive credit, official test scores must be sent directly to the Office of Admissions.

In addition, University policy awards students with scores of 650 or higher on the critical reading portion of the SAT or 29 or higher on the English portion of the ACT three semester hours of credit equivalent to ENC 1101 (first college composition course). Students with scores of 680 or higher on the mathematics portion of the SAT or 30 or higher on the mathematics portion of the ACT will be granted three semester hours of credit equivalent to MAC 1105 (college algebra). [[FSU General Bulletin, p. 105, 2012-13](#)]

Evidentiary Documents
 <a href="#">ACC-Credit by Exam Equivalencies.pdf</a>
 <a href="#">Florida Administrative Code 6A-10.024.pdf</a>



-  [Florida Statute, Chapter 1007.27\(7\).pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [statewide-postsecondary-articulation-manual.pdf](#)

**3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic Policies)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Development of Academic Policies and Procedures

Academic policies and procedures polices may originate from a number of 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 in question. This governance structure and authority are outlined in both the Faculty Handbook [[Faculty Handbook, pg.26](#)] and the Florida State University Constitution [[Faculty Handbook, pg.169](#)] which is excerpted below.

#### Section B - Governance

The Faculty Senate shall be the basic legislative body of the University.

1. It shall formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the University.
2. 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.
3. As the elected body of the General Faculty, the Senate may also formulate its opinion upon any subject of interest to the University and adopt resolutions thereon. Resolutions treating those areas of authority legally reserved to the President of the University and the Board of Regents will be advisory.
4. The President of the University shall have the power to veto any action of the Senate. The veto shall be communicated in writing to the Secretary of the Senate and Chairperson of the Steering Committee with reasons therefore within sixty days. By a two-thirds vote the Senate may appeal to the Board of Regents any action so vetoed.

The university Faculty Senate has thirteen formal standing committees charged with governance of the University. [[Faculty Senate Standing Committees](#)] The following seven 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 that are set by other Committees later in this narrative.

- Budget Advisory Committee [[BAC Duties and Membership](#)]
- Committee of Memorials and Courtesies [[CMC Duties and Membership](#)]
- Elections Committee [[EC Duties and Membership](#)]
- Grievance Committee [[GC Duties and Membership](#)]
- Library Committee [[LC Duties and Membership](#)]
- Student Academic Relations Committee [[SARC Duties](#)]
- Teaching Evaluation Committee [[TEC Duties](#)]

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 [[DLC Duties and Membership](#)]
- Graduate Policy Committee [[GPC Duties and Membership](#)]
- Honors Program Policy Committee [[HPPC Duties and Membership](#)]
- Liberal Studies Coordinating Committee [[LSCC Duties and Membership](#)]
- Undergraduate Policy Committee [[UPC Duties and Membership](#)]
- University Curriculum Committee [[UCC Duties and Membership](#)]

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 empanelled 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. [[UPC November 7, 2012 minutes](#)] [[GPC Agenda 10-1-12](#)] [[GPC Minutes 10-1-12](#)] [[GPC Review of Theses proposal history](#)] [[Faculty Governance Statement 8-28-12](#)] [[Faculty Senate Minutes 10-17-12, pgs 2-3](#)] 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. [[Faculty Governance Statement 8-28-12](#)] 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 a series of state mandated criteria must be met (degree length, approval process, etc.)

### **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 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 policies across all 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 2012 minutes. [[CAAD July 2012 minutes](#)]

A second example of this governance structure in action is the Ad Hoc Policy Review Committee (APRC) that was created by the Faculty Senate Steering Committee, at the request of the Office of the Registrar. The purpose of this time limited and focused committee is to support the University as it works through a multi-year project to replace its aging student information systems with a new system called Campus Solutions. The implementation of this new system, with new features and functionality, has resulted in a number of discussions about where, when and how certain academic policies might or should change to leverage new functionality or possible modifications that might be need to support current academic policy.

This committee membership includes representatives from the follow committees or offices:

- University Curriculum Committee
- Distance Learning Policy Committee
- Undergraduate Policy Committee
- Graduate Policy Committee
- Faculty Senate Steering Committee
- Faculty member-at-large
- Vice President for Faculty Development and Advancement
- Office of the Registrar and liaison from the Campus Solution project

As part the creation of the Committee, the Faculty Senate agreed to delegate the authority from each of the standing committees to this group for purpose of expediting the decision making process. This authority was delegated with the statement that the Committee could refer items back to the appropriate full committee (Graduate Policy Committee, University Curriculum Committee, etc.) or the Faculty Senate itself if the proposed change was sufficient to warrant examination by those bodies. Members from APRC routinely report back to the Faculty Senate on its discussions. [[FS Minutes 11-16-11](#)]

An example of the APRC deliberation process is illustrated with the November 8, 2011 minutes where the primary topic of discussion was whether or not to approve a numeric grading scale for the College of Law. [[APRC minutes Nov 8 11](#)] The minutes from March 14, 2012 [[APRC minutes March 14 2012](#)] and September 23, 2012 [[APRC minutes September 19 2012](#)] illustrate the discussion and revision process that is used in cases where updates to academic policy have been identified and referred to the Faculty Senate for approval.

### **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:

General Bulletin (2012-2013)

- University Notices [[pg. 13](#)]

- Admissions [[pg. 59](#)]
- Financial Information, Tuition, Fees, Aid Scholarship and Employment [[pg. 65](#)]
- Orientation [[pg. 77](#)]
- Academic Integrity and Grievances [[pg. 79](#)]
- Academic Advising and Support Services [[pg. 85](#)]
- Undergraduate Degree Requirements [[pg. 89](#)]
- Academic Regulations and Procedures [[pg. 97](#)]
- University Honors Office and Honor Societies [[pg. 111](#)]

#### Graduate Bulletin (2013-2013)

- University Notices [[pg. 13](#)]
- Admissions [[pg. 59](#)]
- Financial Information, Tuition, Fees, Aid Scholarship and Employment [[pg. 65](#)]
- Orientation and Information Sessions [[pg. 77](#)]
- Academic Integrity and Grievances [[pg. 79](#)]
- Graduate Degree Requirements [[pg. 85](#)]
- Academic Regulations and Procedures [[pg. 91](#)]

The academic policies of the individual academic colleges and departmental policies and procedures are explained in their respective sections of the General Bulletin [[FSU General Bulletin 2012 - 13, pgs. 117 - 405](#)] and Graduate Bulletin [[FSU Graduate Bulletin 2012-13, pgs. 99-372](#)].

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 [[2013 Spring Registration Guide](#)] 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 [[2012 Summer Registration Guide](#); [2012 Fall Registration Guide](#)] are published in late February. The University also publishes an Online Student Handbook, which outlines the students' rights and responsibility, code of conduct, judicial rights and penalties, university mission, and available resources [[Online Student Handbook](#)]

The Faculty Handbook [[Faculty Handbook](#)] 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: Community College Counseling Manual [[Undergraduate Academic Program Guide 2012-13](#)] provides transfer students from Florida public community colleges with information regarding policies and procedures that may differ from their community colleges. This manual is available online and in print, upon request.

Some Academic policies are also found in the Policies and Procedures website maintained by the Office of Finance and Administration. For example, there are general university policies affecting classification, compensation, payroll, telecommunications usage, Information technology resources, equipment, records and the use of university facilities. A full list of all Finance and Administration policies are published for review and reference by faculty, staff, students, and the general public. [[Listing of Online Policies and Procedures](#)] [[Preparation and Issuance of Policies and Procedures](#)]

### **Campus, Sites and Distance Learning**

The academic policies 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 campus and sites. [[FSU PC Campus General Bulletin](#)] [[FSU ROP Campus General Bulletin](#)]

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. The Faculty Senate has formed a specific committee, the Distance Learning Committee, that is charged the following responsibilities:

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. (3) To propose to the Senate modifications to existing standards and procedures as appropriate. This committee will supplement, not supplant, the functions of other existing policy committees. [[DLC duties and membership](#)]

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. This Committee also serves as an acknowledgement that distance learning classes and programs can present unique challenges when attempting to enforce academic policies that were originally created under the assumption that all activities are face-to-face in the traditional classroom on campus. The Committee responsibilities specifically state that this Committee "...will supplement, not supplant, the functions of the existing policy committees". Most recently, this committee updated the University distance learning













procedures manuals and brought change to the floor for the Senate for review and discuss. [[Faculty Senate Minutes 9-19-12, pgs 10-12 and Appendix 1, pgs 16-18](#)]

For example, unlike face-to-face classes, there is need to capture the nature, type, and percentage of technology used in the delivery of the course online. Likewise, dealing with academic matters at a distance has prompted a review of certain requirements in order to adapt them to current practices where the student and instructor may be physically separated. One such example might be a policy that required the physical presence of students at thesis or dissertation defense. Under the collaborative approach outlined previously, the Distance Learning Policy committee would be within its rights to recommend a modification to policy to allow Skype or some other visual technology as an alternate. Such a recommendation would be forwarded to the Graduate Policy Committee for review and discussion before being forward to the Faculty Senate for approval.

#### Evidentiary Documents

-  [2012 Fall Registration Guide.pdf](#)
-  [2012 Summer Registration Guide.pdf](#)
-  [2013 Spring Registration Guide.pdf](#)
-  [APRC minutes Nov 8 11.pdf](#)
-  [APRC minutes September 2012.pdf](#)
-  [APRC minutes March 14 2012.pdf](#)
-  [BAC duties and membership.pdf](#)
-  [CAAD July 2012 Minutes .pdf](#)
-  [CMC duties and membership.pdf](#)
-  [DLC duties and membership.pdf](#)
-  [EC duties and membership.pdf](#)
-  [Faculty Governance Statement 8-28-12-1.pdf](#)
-  [Faculty Senate minutes 10-17-12-3.pdf](#)
-  [Faculty Senate minutes 9-19-12-1.pdf](#)
-  [Faculty Senate Standing Committees.pdf](#)
-  [FSminutes11-16-11.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU PC Bulletin Webpage.pdf](#)
-  [FSU ROP Bulletin Webpage.pdf](#)
-  [GC duties and membership.pdf](#)
-  [GPC Agenda 10-1-12.pdf](#)
-  [GPC duties and membership.pdf](#)
-  [GPC Minutes 10-1-2012.pdf](#)
-  [GPC Review of Theses proposal history.pdf](#)



-  [HPPC duties and membership.pdf](#)
-  [LC duties and membership.pdf](#)
-  [Listing of Online Policies and Procedures.pdf](#)
-  [LSCC duties and membership.pdf](#)
-  [Online Student Handbook.pdf](#)
-  [OP-F-2 Preparation and issuance of policies and procedures.pdf](#)
-  [SARC duties.pdf](#)
-  [TEC duties.pdf](#)
-  [UCC duties and membership.pdf](#)
-  [Undergraduate Academic Program Guide 2012-13.pdf](#)
-  [UPC duties and membership.pdf](#)
-  [UPC November 7 2012 MINUTES.pdf](#)

**3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for Awarding Credit)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Credit is only awarded for successful completion of an approved course. The Florida Administrative Code defines one semester hour of credit as "the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such things as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours" [[FL Admin Rule 6A-10.033\(1\)\(a\)](#)]. The same definition is available to the faculty in the Faculty Handbook. [[Faculty Handbook, pg. 143](#)] All courses at the both graduate and undergraduate levels are subject to the same credit hour definition, regardless of delivery method or site. This is consistent with the commonly accepted practices within higher education and is expressly delineated in Standard 4.9 Definition of Credit hours.

Each academic unit has a curriculum committee that must review and approve any course proposal. [[Entrepreneurship Curriculum Committee Mar 27, 2010](#)] In schools and colleges with departments, the proposal must also be reviewed and approved by the school/college curriculum committee. [[Minutes AACSB Compliance Committee](#)] In the College of Arts and Sciences, for example, it is reviewed and approved by the department chair (if applicable) and dean of the school or college.

The various faculty curriculum committees control the curricular development and approval process, including the number of credit hours that should be earned in a given course. [[Humanities Area Curriculum Committee minutes Mar 27, 2013](#)] 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 bodies, practice or external licensure/certification requirements may be taken into account by the faculty when developing courses. These considerations will be reflected in the academic content, difficulty, and faculty-to-student contact and manifest in the appropriate number of credit hours. For example, several courses in the College of Medicine that include working with community doctors in clinical setting are eight to ten hours. Throughout this process, faculty is guided by the University definition of credit hours.

All courses are submitted and tracked through the curriculum approval process for review by the University Curriculum Committee (UCC) [[Curricular Request form](#)] [[Faculty Senate Bylaws, pg. 8](#)], a standing committee of the Faculty Senate, which meets monthly during the academic year and occasionally in summer [[University Curriculum Committee report to Faculty Senate 2011-2012](#)] [[University Curriculum](#)













[Committee annual report 2013](#)]. This committee reviews all new course and course change proposals, and in addition to ensuring appropriateness to the proposals and avoidance of duplication, pays careful attention to the substantive content of the proposals and the appropriateness of level and amount of credit. The UCC may request the college and/or department curriculum committee(s) to document and justify the number of course credits assigned to a course in cases where the UCC has concerns that the definition 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. Guidance on how to propose a new course or to change an existing course is issued each year by the committee via a memorandum sent to all units.

Any unit wishing to deliver a course by an alternate method must first obtain approval by submitting the Alternate Modes of Instruction form along with the curricular request form when creating a new course or as a stand-alone request for courses that are already approved and part of the curriculum. [[Sample Alternate Modes of Instruction form](#)] A proposal to offer a course by alternate mode must specify the precise alternate mode to be used. Such proposals originate with the unit offering the course normally and proceed via the unit curriculum committee. That committee, the department chair (if applicable), college curriculum committee (if applicable), and dean must all certify that the alternative mode offering will be educationally equivalent to the course as normally offered. Guidance on the meaning of "educational equivalence" is provided in the distance learning guidelines. [[Distance Learning Guidelines](#)] The Alternate Modes of Instruction information, together with the supporting documentation detailing how the proposed delivery differs from the normal delivery, is reviewed by the faculty chairs of the University Curriculum and the Distance Learning Policy Committees. [[Distance Learning Committee Report to the Faculty Senate April 2012](#)] Approval of alternative modes of instruction is granted for no longer than three years at a time. The Registrar's Office tracks courses offered by alternate methods to ensure that approved curriculum data is on file.

The newly approved courses, modification to existing courses or deletions of old courses are reported to the State of Florida Common Course Number Office for inclusion in the Statewide Common Course Numbering System. Course numbers are assigned based on the State taxonomy.

The procedure for curriculum submittals and credit hour determination are the same, regardless of campus or site in which the course is offered. All courses must be approved by the University Curriculum Committee before they may be scheduled and offered to students for enrollment. The same is true for all courses, regardless of campus or site that are to be offered through distance learning or online mode. In these cases the University does not distinguish or differentiate between the credit earned in courses that are face-to-face, at off-campus instructional sites and those that might be offered online or at a distance.

## Evidentiary Documents

-  [Curricular Request form.pdf](#)
-  [Distance Learning Committee Report to Faculty Senate April 2012.pdf](#)
-  [Distance learning guidelines.pdf](#)
-  [Entrepreneurship Curriculum Committee Minutes Mar 27.pdf](#)
-  [Faculty Senate Bylaws.pdf](#)
-  [FI Admin. Rule 6A-10.033.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [Humanities Areas curriculum committee minutes Jan 14 2013.pdf](#)
-  [Minutes\\_AACSB Compliance Committee\\_4-4.pdf](#)
-  [Sample Alternate Modes of Instruction form.pdf](#)
-  [University Curriculum Committee Annual report 2013.pdf](#)
-  [University Curriculum Committee report to Faculty Senate 2011-2012.pdf](#)

**3.4.7** The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "Collaborative Academic Arrangements.") **(Consortial Relationships/Contractual Agreements)**

Compliance





Partial Compliance

Non-compliance

### Narrative

Florida State University does not have any contractual agreements that involve sharing in the responsibility of developing and delivering courses and programs that meet mutually agreed-upon standards of academic quality. Florida State University has one consortial agreement with another institution for receipt or delivery of courses/programs or portions of courses or programs delivered by another institution. This consortia relationship involves a partnership with North Carolina State University, Arizona State University, Missouri University of Science and Technology, and Florida A&M University. It is funded by the National Science Foundation for an Engineering Research Center and allows students to take up to two courses counting toward the satisfaction of degree requirements via distance learning at other member institutions [[Memorandum of Agreement, SACS approval](#)]. The National Science Foundation reviews and evaluates this agreement on an annual basis based on documentation submitted by the universities. The signed written agreement delineates the responsibility and role of all parties to the agreement. The provisions of the agreement ensure compliance with the *Principles*. For example, students are provided access to course materials and appropriate library and software resources. Proctors are provided for online examinations. The home institution is responsible for dealing with issues of academic integrity and is the interface between the student and the instructor if grade dispute issues arise [[MOA](#)]. The agreement was effective in May 2012 and is consistent with Florida State University's mission to expand knowledge in the sciences [[General Bulletin, p. 51](#)] [[Graduate Bulletin, p. 51](#)]. To date, Florida State University has one student participant who has taken courses associated with this contractual agreement. The university submits an annual evaluation to the National Science Foundation, although student participation is so recent that a full evaluation will only be submitted beginning in 2014.

### Evidentiary Documents

-  [FREEDM Consortial MOA.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [SACS Approval FREEDM Consortita Relationship.pdf](#)

**3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to Credit)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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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 on this basis from another institution will not be accepted. [[FSU General Bulletin, p.104, 2012-13](#)] [[FSU Graduate Bulletin, p.85-86, 2012-13](#)]

#### **Evidentiary Documents**

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 [FSU General Bulletin 2012-13.pdf](#)

 [FSU Graduate Bulletin 2012-13.pdf](#)

**3.4.9** The institution provides appropriate academic support services. **(Academic Support Services)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

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The Florida State University emphasizes and provides a broad range of academic support services. Numerous colleges, schools, departments, institutes, and administrative units share the responsibility of fostering the student's academic well-being and academic success. By utilizing a collaborative approach in providing support, the university has established a seamless community designed to meet the student's needs and one that is in keeping with the University's mission to instill in our students "the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement. [[University Mission Statement](#)] [[Chapter No. 2013-27, p. 67](#)]

To further this balanced approach, the Undergraduate and Graduate Enrollment Management Committees were created. These committees bring together, on a regular basis, various department and branch campus coordinators to discuss the issues and concerns regarding the FSU student population. As a result of these committee interactions, the efforts of the university regarding academic support are coordinated and efficient.

#### Undergraduate

Many undergraduate students are introduced to FSU's academic support services prior to their high school graduation. The university hosts a series of open-house events at both the Tallahassee and Panama City campuses throughout the spring term to newly admitted students, providing the unique opportunity to 'Preview' The Florida State University. [[Preview](#)] [[Note Notes](#)] [[FSU Panama City Campus Open House](#)]. During Preview students can meet representatives from their respective colleges or schools and explore their prospective curricula with their future academic advisors. Mandatory summer orientation provides an additional pre-matriculation experience with academic support services being a key element of the various orientation activities. [[Orientation](#)] [[FSU Panama City Campus Orientation](#)] At the undergraduate level, all students are assigned and introduced to their respective academic advisors during orientation. Advising, parent information and academic program sessions are all designed to answer immediate questions and to introduce the many services available to FSU students that facilitate long-term academic success and emotional welfare. *It's All Academic*, a publication that covers a broad range of student activities as well as university policies and procedures, is given to students at this time. [[It's All Academic](#)] [[It's All Academic Parent edition](#)] As part of its recruiting strategies the Republic of Panama campus holds an Open House every year to allow high school students to become familiar with FSU programs in the Republic of Panama and the main campus. An Orientation session is held to introduce the policies of the university, the structure of

academic programs, Liberal Studies requirements, and academic mapping. [[ROP Orientation Packet](#)] Students are instructed in how to register, select courses, and how to access campus support services. Students are provided with a copy of the *Quest for Excellence*, the Republic of Panama's version of *It's All Academic*. [[Quest for Excellence](#)]

For many undergraduate students, employees of the Undergraduate Studies Advising First program serve as their initial academic advisors. [[Advising First](#)] This program has had a profound effect on the advising culture. By placing full-time professional advisors at various host-site locations in colleges, schools, and departments the accessibility and use of the academic advisors has increased. The Advising First advisor's objective is to assist students with their adjustment to college life and to ensure their academic progression. With this directive, the Advising First advisors establish and maintain a strong connection with their assigned student population. In the 2011-2012 academic year the Advising First advisors accounted for over 1.5 million contacts with their students, of which over 84,000 were face-to face contacts. [[Longitudinal Tracking Report](#)] At FSU Panama City, faculty members and a full-time professional advisor are jointly responsible for undergraduate advising. At the Republic of Panama campus, the Office of Admissions and Records in conjunction with the Vice Rector for Academic Affairs handles academic advising for all students. Advising takes place on a walk-in basis, or by appointment for more complex cases. Advisors have access to several tools in order to provide assistance and guidance. Advising sessions are used to reinforce university policies, tracking of student progression and other developmental advising approaches that secure timely advancement and graduation.

As undergraduate students progress through orientation and advisement they often request additional support with major selection. While FSU's Liberal Studies program offers students a wide selection of courses and many introductory curricula, the development of "Careers in the Major" courses have assisted students in making an educated selection. These seminar style courses are one credit hour classes taken on an S/U basis. Another major development designed to meet the career development of the student is the Career Center's Online Portfolio. [[Career Center Portfolio](#)] This is an interactive tool that allows the students to record, reflect upon, and evaluate their experiences, both in and out of class, while at The Florida State University.

Undergraduate students are also served by a variety of special programs developed to meet the needs of a specific population. The Office of Student Athletic Academic Support serves the student-athlete population which is enrolled only on the main campus. While this office is funded through the Department of Athletics it is housed in the Division of Undergraduate Studies and supervised by the Dean of Undergraduate Studies. [[Student Athletic Academic Support](#)] Honors students are supported by the Honors Program, which not only develops the academic environment for Honors students but offers academic advising and acts as a clearinghouse for special academic opportunities and other scholarly programs [[Honors](#)]. Students who have an undeclared major are served by the Advising First Center for Exploratory Students. [[Advising First Center for Exploratory Students](#)] To assist the exploring student with major selection the Center for Exploratory Students works closely with the Career Center and together they



have developed the Selecting Your Major with Confidence Workshop series. [[Career Center Workshop](#)] [[Advising First Workshop](#)] This advising center also serves as an Advising First site and is an available resource for any student seeking academic counsel. The Office of Student Affairs at FSU Panama City monitors and provides academic support to the special student populations at the branch campus. The office has an onsite student disability service and a veteran's affairs specialist. Students at the Panama City campus also have the opportunity to participate in Honors work by writing an Honors thesis.

The Center for Academic Retention and Enhancement (CARE) is another department that has advising as part of its central structure. CARE supports both pre-collegiate and undergraduate students and monitors and assists the student through graduation. The CARE Summer Bridge Program is an admission program for first-generation college students, and/or students who are disadvantaged by economic or educational circumstances. Summer Bridge participants receive assistance in academic support services, campus survival skills, counseling/advising, social/cultural orientation and advocacy and support services. Additionally, CARE promotes and supports high academic achievement through advising of minority student honor societies. [[CARE](#)] [[Tutorial Lab](#)] [[Summer Bridge](#)] [[Honor Societies Du Bois](#)] [[Oscars](#)]

When students decide to expand their learning experiences through study abroad programs their academic advising and mentoring programs remain supported. International Programs offers academic support to its students through focused academic advising related to the study abroad experience and to the students' specific academic disciplines. Orientation programs are also tailored to the unique challenges and opportunities of studying and living abroad. [[International Programs](#)] The Republic of Panama campus is a study abroad location and receives students for a single term or for the full academic year under the First-Year-Abroad program. In conjunction with the office of International Programs, the Republic of Panama offers a special orientation session for matriculating students with useful information about their international location. Additionally, the program provides tailored academic advising for all enrolled students to secure appropriate progression and Mapping milestones compliance.

With so many different advising programs serving the various student populations the Council of Informed Advisors (CIA), which includes both faculty and professional advisors, was established to create continuity for all undergraduate students. Advisors, both main and branch campus administrators, faculty and interested university personnel are invited to participate in the CIA's listserve, workshops and tri-annual meetings and these serve as an important means of disseminating current information about student support services. [[CIA Agenda](#)]

To support the services of both administrative and academic units FSU utilizes the services available through the Student Academic Support System (SASS) and other mechanisms developed by the Office of Technology Integration. Through the use and further development of various online tools, advisors are able to inform students of the various advising services available and in some cases the tool itself can serve as an alternative form of advising. These web-based tools are a great assistance to FSU

students who are based at one of the University's branch campuses or enrolled in one FSU's distance learning programs. Through link sites and shared online systems as well as telephone contact with main campus advisors as needed, students have virtually the same level of academic support, no matter their location. These technological advances also provide for checkpoints for Liberal Studies compliance, graduation requirements and subject area competency, ensuring timely student advancement. [[Community College Counseling Manual](#)] [[Undergraduate Academic Program Guide](#)] [[Requirement Search](#)] [[Current Student Information](#)] [[FSYOU](#)]

Through developments in web-based technologies, mandated student electronic mail accounts and expanded computer network services, students are able access the university's various services from their home computer or through one of the various computer labs based throughout campus. While each undergraduate student is assigned and introduced to his or her academic advisor during orientation, an advisor search by major or college has been added to the Current Student Academic web page to ensure that all students have on-demand information about how to contact their advisors. [[Advisor Search](#)] In addition, prior to each registration period all Basic Division (freshmen and sophomore) students are sent an e-mail notification of their advisor's name and location. Most college and departmental offices have established and staffed academic support programs, which further serve to assist students in matters of academics and progression. When needed, the advisors in these offices can also serve as a liaison to the wider campus community. The overall intent is to provide an advising system that is accessible to students and is seamless in the interpretation of state, Board of Education and university policies. Communication between the advisors at the Republic of Panama campus and the administrative departments or academic divisions on the main campus is continuous to insure that the students in the off-campus site will receive the most accurate information. Students at the Republic of Panama campus are also enrolled in a listserv that serves as a communication avenue specific to this campus. The listserv is also supported by the FSU network: [fsupstudents@lists.fsu.edu](mailto:fsupstudents@lists.fsu.edu).

Central to providing appropriate academic support during the course of the term is assisting the student with the cognitive adjustments to college academics. To assist with this transition, the university has various course tutorials and skill augmentation programs available. These services range from online assistance to course enrollment for individual instruction. Students are made aware of these services through aggressive e-mail notifications and advisor outreach programs. [[Adult Learning and Evaluation Center](#)] [[Biology Mentoring](#)] [[Blackboard](#)] [[CARE](#)] [[Disabled Student Services](#)] [[Disabled Student Services-PCC](#)] [[Distance Learning](#)] [[Reading/Writing Center](#)] [[Statistical Consulting Center](#)] Support services at the Republic of Panama campus include a Math Learning Center, the Writing Center and the Wellness Center which provides both academic and life management workshops.

The Academic Center for Excellence (ACE) was established in 2007 with the mission to help all undergraduate students at Florida State University develop the study skills and personal success habits that enhance learning and encourage the highest level of scholarship and academic achievement. The center offers free tutoring and academic support in the ACE Learning Studio in Johnston Ground (WJB) which opened in the fall

of 2011. The ACE Learning Studio provides free tutoring in many subject areas, including accounting, biology, chemistry, economics, math, statistics, physics, and more. ACE also assists students with time management, organizational strategies, effective note taking, exam preparation, learning strategies, and other tools for success in college. The ACE instructors deliver these learning modules in a variety of formats, including workshops, courses, individual consultations, and online educational materials. Additionally, ACE plays a key role in connecting undergraduate students to the range of academic support services and programs that are available at Florida State University. [\[ACE\]](#) [\[ACE Tutoring\]](#) In 2013 the Advising and Achievement Center was established at the FSU Panama City campus to facilitate academic achievement at the branch campus location. The center is modeled after ACE and provides free tutoring and test proctoring to students enrolled in courses at the regional branch.

The Office of Distance Learning is another support organization that contributes to the development, delivery, and sustainability of courses and programs of study. Key to the success of FSU online courses and programs is the student support that has been carefully integrated to serve both online and residential students. The Office of Distance Learning staff collaborated with staffs from existing student support units to ensure that the necessary administrative processes could be made available to all students online. For students at a distance, academic program coordinators lend support from the student's initial inquiry through their final semester, providing another layer of support and academic assistance. [\[Office of Distance Learning\]](#)

The Bachelor of Fine Arts in Animation and Digital Arts (ADA) major, located in West Palm Beach, provides their students with a variety of technical resources to enable them to produce and screen films to build their portfolio. The program is housed in a 12,000 square foot facility in downtown West Palm Beach that includes a classroom, screening room, computer lab, green screen room and lighting grid, three editing/sound/coloring suites, student lounge, study area/library with film screening capabilities, film equipment storage room, data storage and server room, conference room, and faculty/staff offices. Students are provided with 24/7 access to the classroom, lab, library, and student lounge areas. In addition, Florida State University provides all students, staff, and faculty with full access to lynda.com software tutorials, which have been integrated into the curriculum for the ADA major. Many of the required courses for the major also incorporate lynda.com tutorials as supplemental resources to enhance student learning.

In another effort to produce a fluid experience for the student, the Council of Associate and Assistant Deans was created. This monthly gathering of deans from all colleges provides an open forum for deans to discuss both student and policy issues. This not only produces a more common application of university policies but also establishes a dialogue regarding program successes and issues. [\[CAAD Minutes Nov. 2011\]](#) [\[Jan 2012\]](#) [\[April 2012\]](#)

Faculty meetings at the Republic of Panama and the Panama City campuses are a forum for discussing academic items and concerns. These are also a useful venue to update faculty members on any changes in university policies, to discuss student

performance and to determine the needs of the student population.

With the development and implementation of several FSU generated surveys, exit interviews and inventories, the university has been able to determine clearly areas of student interest and concern. [[Undergraduate Satisfaction Inventory](#)] Using the information accumulated from the Undergraduate FSU Satisfaction Inventory since its first administration in 1999, considerable effort has been made to increase the prominence of academic and career advisement. Recent measures show increased levels of satisfaction in the areas of registration, academic advising, faculty interaction, academic quality, individual educational gains, and overall student experiences. Advising First also regularly surveys students and annually compiles the results in order to assess the effectiveness of services that program provides. [[Advising First Satisfaction Survey Results](#)] The introduction of the FSU Libraries Graduate Student Assessment survey has also facilitated improvements to library services for graduate students.

The Dean of Undergraduate Studies provides the Faculty Senate Steering Committee with periodic updates on issues related to academic support. For example the Faculty Senate Steering Committee requested and reviewed an assessment of the new Academic Success course after the first two cohorts of students had completed the course. [[Executive Summary](#)] [[Preliminary Analysis](#)]

## **Graduate**

The Graduate School provides general oversight of all graduate programs at The Florida State University. Communication with enrolled students is facilitated by the Blackboard site Gradspace. All enrolled students are automatically enrolled in the Blackboard site each semester. The site includes the general Graduate Student Handbook [[Graduate Student Handbook](#)], information on graduate policies and procedures, various forms, and general information of interest to graduate students. The site is used by on-line students and students at the relevant off-campus instructional sites.

A university-wide orientation is offered annually by the Graduate School in August at the start of each academic year. [[Orientation](#)] Many departments and colleges also hold discipline specific orientations. This is true for the graduate programs offered at the off-campus sites, as well. In addition, the Graduate School offers a professional development workshop series [[Professional Development Workshop Series](#)] during the academic year to enhance the academic experience of graduate students. A wide range of topics are addressed including advice on choosing a mentor and major professor, developing a dissertation topic, and preparing for a career after graduate school. These workshops complement advice students obtain in their departments and colleges through various "pro-seminars" that are discipline-oriented. The Graduate School oversees two certificate programs (Preparing Future Faculty (PFF) and Preparing Future Professionals (PFP)) that tie together coursework, research, workshops, and self-reflection to prepare students for academic and non-academic careers. [[PFF program](#)] [[PFP program](#)] The Program for Instructional Excellence offers an annual

conference [[PIE Annual Conference](#)] and workshops [[PIE Workshops](#)] throughout the year to prepare graduate students to be effective instructors in the classroom. The PIE Associate program [[PIE Teaching Associate Program](#)] provides support to a select group of graduate TAs who are interested in developing their teaching skills. The Office of Graduate Fellowships and Awards offers workshops and individual consultations to identify and nominate students for external fellowships and awards. The Center for Intensive English Studies offers classes for international graduate students to improve their English speaking and writing skills. The Manuscript Clearance advisor in the Graduate School offers workshops and individual consultations for thesis and doctoral students who are preparing theses, dissertations, or treatises. A guide for the clearance of a manuscript and information on deadlines is made available on the Blackboard site Gradspace. [[ETD Guide](#)] A student's thesis or doctoral manuscript must be approved by the Graduate School as part of the final clearance process for graduation.

The Dean and Senior Associate Dean of the Graduate School are available to assist graduate students find solutions to problems that may arise in their home program. This advice ranges from clarifying university policies to providing advice on how to work effectively with major professors and committees. Serious academic problems that arise from time to time such as plagiarism are generally referred to the Associate Dean of Faculty Development and Advancement who handles all violations of the university Academic Honor Policy. [[Academic Honor Policy](#)] Each of the off-campus sites similarly have individuals assigned to help graduate students at their sites.

The web-based Graduate Student Tracking system facilitates the monitoring of the academic progress of all graduate students. Faculty and staff have ready access to transcript information through this portal. Graduate School and program staff are able to input additional information such as the composition of student committees, the completion of various milestones such as annual reviews, completion of preliminary exams and the prospectus, attendance at professional meetings, attendance at professional development workshops etc. The system can also be queried using various pre-set and self-generated reports. For example, a list of all students who are nearing the 5-year deadline for completion of the dissertation can be generated and emails can be sent to the students as well as relevant staff. The system is used to track students in on-line programs and off-campus sites as well as those on the main campus.

The University Libraries provides targeted support to graduate students and postdocs. A webpage describes the various services available to graduate students to support their research and teaching (if a Graduate Teaching Assistant) efforts. Other special services include group study rooms, a computer lab, a reading room, and private individual study carrels. [[Library support](#)] The service is available to all graduate students regardless of location or mode of delivery

Academic excellence is fostered through the offering of assistantships and fellowships to graduate students. The Fellows Society includes all graduate students who hold university-wide fellowships and some of the nationally competitive external awards such as the NSF Graduate Research Fellowships, Ford Fellowships, Fulbright etc. Numerous workshops and activities [[Fellows Society Orientation](#)] [[Interdisciplinary Forum](#)] are held

throughout the year to foster leadership and interdisciplinary engagement.

Florida State University has off-campus sites in Gainesville, Jacksonville, and Sarasota that support their graduate students through both services and programs available through the main campus and from their site. [[Gainesville Academic Support Services](#)] [[Jacksonville Academic Support Services](#)] [[Asolo Academic Support Services, p.41](#)] [[Asolo Academic Support Services, p.175](#)] Students enrolled in the MFA, Acting program at the FSU/Asolo Conservatory for Actor Training located at the FSU/John and Mable Ringling Center for the Arts in Sarasota are considered to be enrolled as students in the School of Theatre. Students enrolled in the MSW program in Jacksonville and Gainesville have academic support services available through the College of Social Work. As a result, these students have access to the same support staff members as those students seeking graduate degrees in Tallahassee. In addition, FSU employs an Academic Support Specialist on the Sarasota campus to assist those students as they move through the graduate program. In those instances where a member of the academic staff cannot meet student issues (i.e. medical, mental health) the university has identified local resources that may be contracted on as needed basis to assist the students.

## **Financial Aid**

The Office of Financial Aid in Tallahassee coordinates financial aid services for students on all campuses, sites, and distance programs with the overarching goal of making postsecondary education available to all who aspire to it and who have the ability to participate. Financial Aid is committed to:


- Assisting students with identifying and applying for financial assistance. Processing data received from students to meet verification requirements of federal, state, institutional and private donor policies.
- Awarding financial aid to assist students in meeting their educational goals.
- Ensuring that institutional financial aid policies and practices are in keeping with the overall institutional mission and policies, and are not in violation of federal or state regulation.
- Acting as advocates for the student in matters of financial aid policy at the institutional, state, and federal level.





























Florida State University is a Title IV-participating institution, and the Office of Financial Aid seeks to adhere to Good Practices set by the National Association of Student Financial Aid Administrators. [[Policy and Procedures Manual 2012-13](#)]

The Student Affairs Office in Panama City, Republic of Panama, provides information about scholarships, grants, work-study and loans available in the Republic of Panama and through the Tallahassee campus. Financial aid in off-campus instructional sites (Panama City Florida, Sarasota, West Palm Beach, Jacksonville and Gainesville) is coordinated by the university Office of Financial Aid working on-line, over the phone and

face-to-face.

### Evidentiary Documents

-  [2008 Report Theatre.pdf](#)
-  [Academic Center for Excellence.pdf](#)
-  [Academic Honor Policy.pdf](#)
-  [Accepted Student Preview website\\_1.pdf](#)
-  [Accepted Student Preview website\\_2.pdf](#)
-  [ACE Tutoring Services.pdf](#)
-  [Adult Learning Evaluation Center.pdf](#)
-  [Advising First Program website.pdf](#)
-  [Advisor Search link.pdf](#)
-  [Biology Mentoring.pdf](#)
-  [Blackboard online course information.pdf](#)
-  [CAAD April Minutes 2012.pdf](#)
-  [CAAD January Minutes doc.pdf](#)
-  [CAAD November Minutes 2011.pdf](#)
-  [Career Center Portfolio website.pdf](#)
-  [Center for Exploratory Students.pdf](#)
-  [Center for Retention and Academic Enhancement CARE website\\_1.pdf](#)
-  [Center for Retention and Academic Enhancement CARE website\\_2.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Courses That Satisfy University Requirements Search Screen website.pdf](#)
-  [Current Student Information Index.pdf](#)
-  [Disabled Student Services FSU\\_PCC.pdf](#)
-  [Disabled Student Services.pdf](#)
-  [ETD Guide.pdf](#)
-  [Exec Summary -SLS 1122.pdf](#)
-  [faculty Professional Development in Libary 2010-2013.pdf](#)
-  [Fall 2012 CIA Agenda.pdf](#)
-  [Fellows Society Orientation.pdf](#)
-  [FSU - Panama City Campus Open House.pdf](#)
-  [FSU - Panama City Campus Orientation.pdf](#)
-  [FSU mission\\_vision.pdf](#)
-  [FSYOU Studentsfirst Access.pdf](#)
-  [Graduate Student Handbook.pdf](#)
-  [GVLORGSITE-MSW.pdf](#)
-  [Honor Societies for minorities\\_1.pdf](#)
-  [Honor Societies for minorities\\_2.pdf](#)
-  [Honors Program website.pdf](#)
-  [iaa09.pdf](#)

-  [IAAparent2011.pdf](#)
-  [Interdisciplinary Forum.pdf](#)
-  [International Programs website.pdf](#)
-  [JAXORGSITE-MSW.pdf](#)
-  [Library Support.pdf](#)
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-  [Major\\_Career Open House website\\_1.pdf](#)
-  [Major\\_Career Open House website\\_2.pdf](#)
-  [Office for Distance and Distributed Learning Online Learning website\\_1.pdf](#)
-  [Orientation website.pdf](#)
-  [Orientation.pdf](#)
-  [PFF program.pdf](#)
-  [PFP program.pdf](#)
-  [PIE Annual Conference.pdf](#)
-  [PIE Teaching Associate Program.pdf](#)
-  [PIE Workshops.pdf](#)
-  [Policy and Procedure Manual 2012-2013 with PM.pdf](#)
-  [Reading Writing Center.pdf](#)
-  [ROP Orientation Packet.pdf](#)
-  [Satisfaction Survey Results-2012.pdf](#)
-  [SLS 1122 Preliminary Report - Feb 2009 FINAL.pdf](#)
-  [Statistical Consulting Center.pdf](#)
-  [Student Athletic Academic Support website.pdf](#)
-  [Summer Bridge Program.pdf](#)
-  [The Quest for Excellence--Academic Year 2012-2013.pdf](#)
-  [Undergraduate Academic Program Guide.pdf](#)
-  [Undergraduate Satisfaction Inventory.pdf](#)
-  [Web based technologies and computer network services.pdf](#)



**3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for Curriculum)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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The Constitution of Florida State University grants 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, p.1](#)] 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, all 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, as described in Requirement 3.4.1, 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 Board of Trustees. [[Degree Approval Process Flowchart](#)] [[Major Approval Process Flowchart](#)] [[Certificate Approval Process Flowchart](#)])

The University's commitment to faculty governance of curricular decisions applies equally to all educational sites operated by the University (e.g., branch campuses in Panama City, FL and Panama; the Asolo Conservatory for Actor Training in Sarasota; Animation and Digital Arts in West Palm; and Social Work master's degree programs in Gainesville and Jacksonville) as well as all programs offered through distance learning. The Panama City, Florida, branch campus houses the College of Applied Studies whose faculty propose curricula for their programs. Their proposals go through the same process used on the main campus. The curriculum of programs offered at the Republic of Panama are the same as those offered on the main campus. [[Panama Undergraduate Programs](#)] [[Panama Graduate Program](#)] One example of how the

curricular approval process has functioned in the College of Applied Studies at Panama City is the approval of its BS in Professional Communication. [[Professional Communication BS Proposal to Explore PC](#)] [[Professional Communication BS Full Proposal PC](#)] [[Professional Communication BS Signature Pages PC](#)] In addition, the Graduate Policy Committee reviewed and approved (in two separate meetings) offering an existing master's degree in International Affairs at the Republic of Panama branch campus. [[GPC Panama MS International Affairs Discussion](#)] [[GPC Panama MS International Affairs Decision](#)]

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. [[UPC Report to Faculty Senate](#)]

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 will transmit the recommendations to the Senate for action. [[Graduate Policy Committee](#)] [[GPC Minutes](#)]

## **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-level curriculum committees are required to review all learning outcomes established for courses offered in their unit and report the results of their reviews to the Vice President for Planning and Programs. [[Curriculum Outcomes Dean Guidance](#)] [[VATD Curriculum Committee Outcomes Review](#)] [[Arts and Sciences Curriculum Committee Outcomes Review](#)] [[Engineering Curriculum Committee Outcomes Review](#)]

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. [[UPC Review Letter](#)] [[UPC Review Report](#)]

### **Curriculum Effectiveness**

The effectiveness of all 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. [[QER Example](#)] 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 Faculty Senate reviews all course changes and new courses. [[Course Add/Change Form](#)] To approve these courses, the Faculty Senate reviews and approves required syllabi. [[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. [[Syllabus Guidelines](#)] [[Syllabus Checklist](#)]

To ensure that every program and course communicates information necessary for every student, all 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 all 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.





























## **Distance Learning**

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. (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, shall be an ex-officio member. The Director of the Office of Distance Learning and the Vice President for Academic Affairs or his or her designee shall be 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](#)]

#### Evidentiary Documents

-  [Arts and Sciences Curriculum Committee Outcomes Review.pdf](#)
-  [Certificate Approval Process Flowchart.pdf](#)
-  [Curriculum Outcomes Dean Guidance.pdf](#)
-  [Degree Approval Process Flowchart.pdf](#)
-  [Distance Learning Committee.pdf](#)
-  [Engineering Curriculum Committee Outcomes Review.pdf](#)
-  [FSU Constitution.pdf](#)
-  [GPC Minutes.pdf](#)
-  [GPC Panama MS International Affairs Decision.pdf](#)
-  [GPC Panama MS International Affairs Discussion.pdf](#)
-  [Graduate Policy Committee.pdf](#)
-  [Major Approval Process Flowchart.pdf](#)
-  [New Course Form.pdf](#)
-  [Panama Graduate Program.pdf](#)
-  [Panama Undergraduate Programs.pdf](#)
-  [Professional Communication BS Explore PC.pdf](#)
-  [Professional Communication BS Full Proposal PC.pdf](#)
-  [Professional Communication BS Signature Pages PC.pdf](#)
-  [QER Example.pdf](#)
-  [Syllabi Review.pdf](#)
-  [Syllabus.pdf](#)
-  [SyllabusChecklist.pdf](#)
-  [Undergraduate Policy Committee.pdf](#)
-  [University Curriculum Committee.pdf](#)
-  [UPC Report to Faculty Senate.pdf](#)
-  [UPC Review Letter.pdf](#)
-  [UPC Review Report.pdf](#)
-  [VATD Curriculum Committee Outcomes Review.pdf](#)

**3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic Program Coordination)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The Florida State University Constitution, Article V, The Colleges and Schools, gives the faculty of each college or school primary responsibility for all aspects of the curriculum. [[Florida State University Constitution, Article V](#)] One aspect of this responsibility is the appointment of academically qualified faculty to coordinate degree programs and academic majors.

The process of coordinating academic majors and degree programs varies across the 16 colleges of the University. Depending on the size of the college or department and the variety of degree programs and majors that department offers, responsibility for program coordination and curriculum rests with department chairs, program directors, or undergraduate/graduate coordinators for specific programs or majors. The various majors in the College of Human Sciences, for example, are coordinated by Department Chairs in the three departments housed within that college. The College of Music does not have departments but identifies qualified program coordinators in each of the various performance areas as well as for majors such as Music Performance, Music Therapy, and Music Education. In the Department of English, a large department within the College of Arts and Sciences, the undergraduate and graduate Creative Writing majors are coordinated by the Director of the Creative Writing Program, the Graduate Literature majors are coordinated by the Director of the Literature Program, and the Undergraduate Literature major is coordinated by the Director of Undergraduate Studies.

The Florida State University Constitution, Article V, The Colleges and Schools, requires each college or school to file bylaws with the Secretary of the Faculty Senate that describe rules governing internal operations of the college or school. These include program operation and curriculum development and review. [[Florida State University Constitution, Article V](#)] The bylaws of units, colleges, and schools outline which faculty members are responsible for various aspects of program coordination and curriculum along with their duties. For example, Article 4, Section B. of the bylaws of the Department of Family and Child Sciences within the College of Human Sciences describe the department chair as “the chief administrative officer of the Department” and state that, “The Chairperson, in conjunction with the appropriate committees of the Department, coordinates all segments of the academic program” including “degree requirements, curricular offerings, catalog announcements...curricular planning.” [[Family and Child Sciences Bylaws](#)]

A degree inventory listing the responsible individual(s) for each major currently available to students at the university, with the highest degree earned, discipline, and name of degree granting institution, is included as evidence. [\[Academic Program Coordinators\]](#) It should be noted that many majors are closely related to the academic program in which they are embedded and may often have many courses in common; coordinators may therefore oversee a variety of majors within a given degree program. With very few exceptions faculty members hold either the doctoral degree or the terminal degree as determined by the faculty of that unit and reported to the Office of Institutional Research. [\[Statement on Terminal Degrees\]](#) All of these individuals have a demonstrated record of accomplishment as faculty members in their respective fields. In the context of this standard, the term “field” refers to an academic discipline or teaching/research/creative or performance specialty that bears relation to the academic program in question.

The academic program coordinators provide oversight for assessing the quality of the program on an ongoing basis. Coordinators participate in curriculum committee meetings, approve (or facilitate the approval of) new courses, and implement department policy in the field. In the Department of English, for example, the Director of Undergraduate Studies chairs the undergraduate curriculum committee, implements departmental policies relating to the undergraduate curriculum, guides the process of new course development, review and assessment of needs within the undergraduate literature major, and brings new course proposals forward to the department for review and approval. In the Department of Family and Child Sciences, the Department Chair, who serves as Program Coordinator as per departmental bylaws, signs off on new courses, reviews the curriculum and departmental policies, and brings issues of concern to the departmental faculty for discussion. [\[Faculty meeting minutes.10-24-12\]](#) [\[English Department Meeting Minutes\]](#) [\[FAD4805 curricular request frm.6 credits\]](#) In the College of Education, the Program Coordinator for the major in Elementary Education, Dr. Angela Davis, serves on the School of Teacher Education Curriculum Committee and represents the department on the College Curriculum Committee. Among her responsibilities, she assesses curricular needs, helps to develop new courses, and brings course proposals forward to School and College Curriculum Committees. [\[College of Education Minutes\]](#)

While, in select cases, the relationship between the program coordinator’s terminal degree and the academic program may not be readily apparent, the inventory also explains how such program coordinators bring expertise in the appropriate field that qualifies them to provide program oversight. For example, Dr. Jayne Standley coordinates the bachelor's and master's degree programs in Music Therapy. While she holds the Ph.D. in Special Education/School Psychology, she holds bachelors and master's degrees in music therapy and is an internationally acclaimed researcher in the field of medical music therapy. She has published extensively on music in learning and music in medical settings with refereed publications appearing in nursing, early childhood, and music therapy journals. Most recently, she has specialized in research studies investigating music therapy to facilitate medical treatment and early intervention with premature infants in neonatal intensive care. Dr. Standley is the inventor of the Pacifier Activated Lullaby device (PAL) that has FDA approval to teach feeding skills to

premature infants. This experience provides Dr. Standley with the knowledge and expertise appropriate for her role as the Director, and for her oversight of curriculum development and review of the degree programs within the department.

Upon appointment, all faculty submit vitae and transcripts, which are maintained in the Office of the Faculty Development and Advancement and are posted electronically through the Faculty Expertise Advancement System. The sixteen colleges at Florida State University have web pages that link to the sites of individual departments/majors. [[FSU Departments and Majors](#)] These sites also contain information about faculty members that include faculty vitae or a listing of faculty accomplishments.

As part of the University's commitment to faculty governance, both Faculty Senate policy and the Collective Bargaining Agreement with the United Faculty of Florida require that all units give faculty members a significant role in program review and the development of high-quality programs. [[Collective Bargaining Agreement UFA 27.5 \(b\)](#)] Much of this work is carried out by departmental curriculum committees, and the work of these committees supplements individual program coordination in a variety of ways. Some units have curriculum committees for each graduate and undergraduate program and a committee that oversees the work of the program committees at the unit or the college/school level. The College of Business, for example, has a curriculum committee for each graduate and undergraduate program within a department and a committee that oversees the work of these program committees at the college/school level. The curriculum committee for each program annually reviews the learning goals 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 where the program is located. Department chairs are included in the approval process because all departments in the College of Business support multiple programs. (In the case of the MBA program, which crosses department lines, the faculty program director of the MBA program fills the role of 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. Any proposed changes that impact the core requirements for all business students must also be approved by a vote of the general faculty. After all of the approvals are obtained within the college, any changes requiring university approvals are then forwarded to the appropriate university committee or office for approval. [[example: Department of Finance Activity Log](#)] In the College of Visual Arts, Theatre and Dance, the overall college Curriculum Committee reviews and makes recommendations on curricular changes and new course proposals that are brought to that committee by the various undergraduate and graduate curriculum committees in the School of Theatre and the other departments that make up the college. [[College of Visual Arts, Theatre and Dance Bylaws](#)] [[Art Department Bylaws](#)].

Other units have only one curriculum committee comprised of either some or all faculty members. The College of Communication and Information, for example has a single Academic Affairs Committee composed of two faculty from each School within the College and one from the College's Interdisciplinary Program, a faculty chair appointed



by the Dean of the College, and graduate student members who have a voice but no vote. This committee is charged among other things with approving new course proposals and curriculum changes at all levels, conducting a periodic review of curricula of the College, and monitoring grading practices. [[CCI Bylaws Section D3](#)] Within the Department of Earth, Ocean, and Atmospheric Sciences, the Program in Meteorology has a five member committee consisting of the Graduate Program Director, Undergraduate Program Director, and three additional members appointed by the Chair from members of the Undergraduate and Graduate Program Committees that handles both undergraduate and graduate degree requirements and course proposals. [[Meteorology Bylaws](#)] The College of Social Work has an Academic Affairs Committee consisting of five elected members and all Program Directors. This committee oversees coordination of the academic programs, and develops, approves, and monitors policies and procedures related to issues of curriculum, admissions, program requirements, program structure, and other matters referred to it by the faculty. Matters involving substantive changes in the curriculum or program structure are brought to the entire faculty for review and approval prior to being implemented except for the Doctoral Program which are brought to the tenured and tenure-earning faculty for review and approval prior to being implemented. [[Bylaws of the College of Social Work](#)]

The Office of the Vice President for Faculty Development and Advancement coordinates the development and approval process for new majors as well as the process for approval of changes to existing majors. The attached outline of the approval procedures for any new major within a degree program as well as the signature page for approval of any new or changed major indicate the role of the deans, department chairs, and the various curriculum committees in this process. [[Florida State University; New Major Within Existing Degree Program Approval Procedures and Proposal for New or Changes Major Within an Approved Degree program Signature Page](#)]

Discipline-specific accreditation bodies govern 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 standards concerning various aspects of curriculum development and review. For example, Urban and Regional Planning in the College of Social Sciences and Public Policy is accredited by the Planning Accreditation Board, and the School of Social Work's undergraduate and master's programs are accredited by the Council on Social Work Education. Reports to these accrediting groups include a review of the curriculum and document the proficiencies of faculty responsible for program coordination and curriculum planning and review [[Department of Urban and Regional Planning Self-Study](#)] [[Social Work Self-Study, highlighted in yellow](#)].

Florida State University conducts Quality Enhancement Reviews (QER) of all academic disciplines by integrating specialized accreditation review, peer evaluation, the provost's unit review, and reviews by the Undergraduate and Graduate Policy committees. As part of this review process an assessment of the program's curriculum and its faculty research productivity and reputation is conducted by nationally and internationally renowned experts in their disciplines who are independent of Florida State University and the state of Florida. As noted in the overview of the QER process posted on the

Provost's website [[QER Process on Provost Website](#)], the measures used in reviews of graduate and undergraduate programs include indicators of instructional activities, and the review includes "an evaluation of the quality of degree programs based on qualitative measures of the reputation of the faculty, significance of research and scholarly activities to the profession, and the currency of the curriculum, all ascertained by external review." The QER process also has internal components that include an extensive review by the University's Graduate Policy Committee as well as participation by a designated member of the Undergraduate Policy Committee. Goals of the Graduate Policy Committee review include ensuring that FSU's graduate programs are academically sound and are producing graduates who are adequately trained in their field, and assisting program faculty and administration in improving the academic quality of their graduate program. [[GPC Review Process on Provost Website](#)]












Faculty productivity in terms of research, teaching, and service is also evaluated each year by the professor's department chair and academic dean as part of the annual review of all faculty as described in the Faculty Handbook 2008 (revised December 1, 2011) [[Section 5: Faculty Development, Annual Evaluation](#)] and in the BOT-UFF Collective Bargaining Agreement [[Article 10, Performance Evaluations](#)]. Criteria for review are included in each unit's Bylaws which are approved by the unit faculty, the Dean of the College and the Vice President of Faculty Development and Advancement. As noted in the Faculty Handbook, Section 5, the minimum qualifications for appointment to Graduate Faculty status are: (1) completion of the doctorate or its equivalent and (2) proven expertise in the teaching area. Appointment to Graduate Faculty Status (GFS) must be by affirmative super majority (2/3) vote of all individuals who hold GFS in the department (or college) and approval by their department chair, their academic dean, and the Dean of the Graduate School.

Program coordination as well as curriculum development and review for majors offered in whole or in part at the University's offsite instructional sites and distance learning are governed by the processes in place on the main campus with the exception of those offered in the College of Applied Studies on the Panama City, Florida, branch campus. [[Florida State University Panama City Faculty ByLaws](#)] Majors offered both on the main campus and offsite are coordinated by the same individual, and all of those responsible for program coordination and review are listed on the inventory provided. For example, at the FSU/Asolo Conservatory for Actor Training, the MFA curriculum and all academic matters are run through the School of Theatre on the main campus. The curriculum for this program is reviewed by the School of Theatre curriculum committee, and the program is accredited by the National Association of Schools of Theatre. Likewise, at the off-campus instructional sites in Jacksonville and Gainesville, the MSW curriculum and academic matters are run through the College of Social Work on the main campus. The curriculum for the MSW program is reviewed by the College of Social Work curriculum committee, and the program accredited by the Council on Social Work Education.

Most majors offered at the FSU Panama City campus are tied to academic units in Tallahassee and are governed by the same individuals and process that applies to the main campus. The BFA curriculum offered in West Palm Beach is overseen and

coordinated from the main campus. The Panama City, Florida, Associate Dean and program faculty work closely with the respective main campus academic programs and department chairs on all academic matters. The College of Applied Studies at Panama City was created in 2010 and currently offers 2 B.S. degree programs: Public Safety and Security; and Recreation, Tourism, and Events as well as an M.S. degree program in Corporate and Public Communication. Each degree program has a program coordinator who is listed in the inventory [[Academic Program Coordinators](#)] who oversees all curriculum development. All courses that program faculty create are approved by the program coordinator before being reviewed by the college curriculum committee.

### Evidentiary Documents

-  [Academic Program Coordinators.pdf](#)
-  [ByLaws of the College of Social Work.pdf](#)
-  [CCI Bylaws.pdf](#)
-  [Collective Bargining Agreement UFFAgreement04-07.pdf](#)
-  [Department of Art Bylaws.pdf](#)
-  [Department of Finance Activity Log.pdf](#)
-  [Department of URP PAB Main Report.pdf](#)
-  [English Department Meeting Minutes.pdf](#)
-  [facultyhandbook\(3\).pdf](#)
-  [Facutly meeting minutes.10-24-12.pdf](#)
-  [FAD4805 curricular request frm.6 credits.pdf](#)
-  [Family and Child Sciences By-laws 2-10-09 REVISED.pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSU Departments and Majors.pdf](#)
-  [Meteorology bylaws.pdf](#)
-  [New Major Proposal.pdf](#)
-  [October 3 2012 College of Ed Meeting Minutes.pdf](#)
-  [PC Faculty Bylaws.pdf](#)
-  [provost.fsu.edu.priorities.qer.gpc.pdf](#)
-  [provost.fsu.edu.vppp.qer..pdf](#)
-  [Social Work Self-Study - BSW for SACS.pdf](#)
-  [Terminal Degrees Statement.pdf](#)
-  [VAT&D By-Laws.pdf](#)

**3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology Use)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The Florida State University Office of Distance Learning (ODL) and Information Technology Services (ITS) collaborate to provide the infrastructure and support for the institution's technology that is available to faculty, students and staff. ODL and ITS work together with academic and administrative units at all campus locations (Main Campus, BFA Film, West Palm Beach; MFA Acting, Asolo Conservatory, Sarasota; MSW Social Work, Jacksonville, Gainesville and Panama City Campus; Republic of Panama Campus; and the Panama City, Florida Campus) to acquire, deploy and support technologies as well as develop and implement procedures that ensure the integrity of FSU course and program offerings that enhance student learning. These efforts help ensure that IT resources are adequate in quality, scope and condition to support the mission of the university programs and services. The services offered by ITS are advertised using the ITS Service Catalog and other methods. [[ITS Service Catalog](#)]

In addition to these services, ODL faculty and staff members collaborate with faculty and teaching assistants to promote instructional excellence at Florida State University through the use of effective educational and communications technologies, evidence-based instructional principles and strategies, and research studies on teaching innovations. Descriptions of and access to these services as well as the policy and processes documents are available online. [[FSU ODL Website](#)] [[FSU ITS Website](#)] [[FSU Distance Learning Policy](#)]

The institution uses technology to enhance student learning and meet the objectives of its programs at all campus locations. The resulting student learning and program outcomes are incorporated into the university's institutional effectiveness system (IEP). The Institutional Effectiveness Portal [[IEP Overview](#)] contains student and program learning outcomes for all of the university's academic programs on campus and at external sites [[BFA West Palm Beach SLO](#)] [[MFA Asolo SLO](#)] [[MSW Offsite SLO](#)]. Specific additional technologies available and how those technologies impact learning outcomes at each individual off-campus site are reported annually. [[Technology at FSU Off-Campus Sites](#)]

Faculty, students and staff have access (24/7) to technology and asynchronous training in the use of various technologies through the university Blackboard learning management system as well as other resources cited in and attached to this narrative. The ODL Technology and Blackboard Unit collects and documents faculty, student and staff use of distance learning and on-campus teaching and learning technology training monthly. Measurement of usage is collected [[Blackboard Activity Report](#)] monthly to assess ongoing technology training services and infrastructure needs at the on-campus

and off-campus sites.

ITS distributes a university IT Resources Survey annually to faculty, staff, students and unit representatives. [[Information Technology Resources Survey - Student Results](#)] [[Information Technology Resources Survey - Faculty and Staff Results](#)] [[Information Technology Resources Survey - Unit Rep Results](#)] Academic units provide information about instructional technology resources through the use of the Expenditures on Instructional Technology by the Colleges & Central IT Organizations Survey. This information is used by ITS and the University IT Governance Committee to evaluate technology use and future needs. [[Instructional Technology Survey Instructions 2011-2012](#)] [[Instructional Technology Cost Survey Response 2011-2012](#)] [[Tech Fee Utilization Reports FY 2011-2012](#)]

ODL and ITS provide additional technology resources to promote, implement, facilitate, and assess university initiatives related to teaching enhancement and technology-mediated learning environments that support student academic achievement. Working with the university community, ITS and ODL deploy technology and employ procedures that ensure the integrity of FSU course and program offerings that enhance student learning. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a course or program is the same student as the one who participates in and completes the course or program and ultimately receives credit for those activities. These security measures include secure logins and unique pass codes. [[Security of Students Records](#)]

The Florida State University offers a variety of technologies to improve teaching and learning for instructors and students that include but are not limited to:

- Blackboard: FSU's learning management system, Blackboard, provides the university community a secure online environment for teaching and learning, participating in sponsored organizations, access to Webmail, and using Secure Applications to transact university business. [[Blackboard Secure Login](#)]
- Distance learning student support services include registrations, advising, library and bookstore assistance and financial aid information. [[Distance Learning Student Services](#)]
- Online Library Resources for Distance Learners. [[Library Resources for Distance Learners](#)]
- Instructional Development Services for faculty. [[Instructional Development Services](#)]
- Evaluation of Instruction. [[Course Evaluation Policy and Procedures](#)]
- Evaluation of Course Quality. [[Quality Matters Overview](#)]
- Online Course Development Services for faculty. [[Instructional Development](#)]

## [Model\]](#)

- Teaching Enhancement Services for faculty. [\[Teaching Enhancement Services\]](#)
- Assessment and Testing services include online and onsite testing, test proctoring, scanning, program evaluation and student/faculty satisfaction surveys. [\[Assessment and Testing Services\]](#)
- Classroom Support: includes installation, management, administration, and support of computers and audio/visual equipment in over 250 "general purpose" classrooms on the main FSU campus. [\[ITS Technology Enhanced Classrooms\]](#) Various academic units also provide classrooms and technologies within their academic areas.
- iClicker: Remote devices that allow students to participate in classroom activities such as polling and quizzes. [\[iClicker Tutorial\]](#)
- iTunesU: Some courses post podcasts of course materials for student playback. [\[iTunes University\]](#)

In addition, ITS manages three physical computer labs [\[Computer Labs\]](#) and a virtual lab [\[myFSUVirtualLab\]](#). The virtual lab provides students with 24/7 access to software applications through the use of any Internet-connected computer on or off campus. 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. Nearly 600 computers and other devices are available for student use in the university's libraries. [\[Library IT Resources for Students\]](#)

ITS maintains university secured wired and wireless networks. Students have the ability to use the wireless network through the use of their unique university account credentials. Wireless networks are available in all libraries, outdoors and many classrooms. Over 6000 users connect to the wireless network daily.

ITS operates and uses two large data centers to host enterprise servers and other resources. These facilities are also used by other departments for hosting servers and other equipment.

ITS works with university academic and administrative units and groups, including the Faculty Senate, University IT Managers Group and IT Governance Council on evaluating their IT needs and developing various strategic initiatives. This includes the Research Computing Center (RCC) that manages a broad portfolio of computing and data storage resources including the High Performance Computing, high throughput compute, interactive systems, large scale data storage, cloud computing and consulting for faculty and students. ITS also has developed administrative and support programs that enhance the relationship between the central IT organization (ITS) and academic and non-academic units. Examples include the Information Technology Administration Partnership Program [\[ITAPP\]](#), Computer Technology Support [\[Desktop Support\]](#) and




the Information Technology Assessment program [[IT Assessment Program](#)]. ITS also offers students technology support through the Computer Repair Center and Student Software Support program. [[Computer Repair Services for Students](#)]

ITS and the IT Governance Council manages the collection and distribution of the university's Student Technology Fee. Nearly a third of the money collected is used to support enterprise technologies students routinely use. Roughly another third is provided to academic units to use for instructional technology resources within the unit. On an annual basis, academic units have to report how the money was used. The remaining amount is offered to units, faculty, staff and students through a grant submission process. Proposals are evaluated for approval by a Student Tech Fee committee, which includes representatives from Student Affairs, Student Government Association, ITS and academic units. The recommendations of the committee are reviewed for approval by the IT Governance Council. [[Student Tech Fee](#)] [[IT Governance Council](#)]

Students, faculty and staff have access to and training in the use of technology. Through a subscription to lynda.com, ITS offers training on a wide variety of technologies. [[Lynda IT training](#)] Training opportunities for educational technologies are offered during orientation, in campus technology labs, and through Blackboard support. ODL and ITS provide FSU faculty and students with access to the technology necessary for students to matriculate at FSU, from application and registration to checking grades and getting transcripts. In addition, ODL works with the ITS, Admissions, the Registrar's Office, and the Controller's Office to develop and maintain a mandatory online orientation process for students. These services can be accessed in person, online or via Email and telephone. [[Distance Learning Student Services](#)]

- Blackboard User Support: The Support tab in Blackboard offers guides, tutorials, and other help materials for students and instructors covering a wide range of topics. [[Blackboard User Support](#)]
- Information Technology Services(ITS) Student Support Site: The university offers a 'Getting Started' site for new a student that covers all the essentials for accessing and using learning technology on campus. [[ITS Student Services](#)]
- FSU New Student & Family Programs Site: The Dean of Students Department hosts a website containing orientation materials for new students. This site contains basic information about many services on campus, including technology resources. Links to detailed information are available here. [[Orientation Materials for New Students](#)]

#### Evidentiary Documents

-  [BFA West Palm Beach SLO.pdf](#)
-  [Blackboard Activity Report.pdf](#)
-  [Blackboard Secure Login.pdf](#)

-  [Blackboard Support Online.pdf](#)
-  [Computer Labs.pdf](#)
-  [Computer Repair Services for Students.pdf](#)
-  [Course Evaluation Policies Procedures.pdf](#)
-  [Distance Learning Student Services.pdf](#)
-  [Establishing an ITAPP Partnership ITAPP - Computing Information Technology Services FSU - Information Technology Services.pdf](#)
-  [FSU Assessment and Testing Services.pdf](#)
-  [FSU Distance Learning Policy.pdf](#)
-  [FSU Office of Distance Learning Website.pdf](#)
-  [FSU on iTunes.pdf](#)
-  [iClicker Tutorial.pdf](#)
-  [IEP Overview.pdf](#)
-  [Information Technology Resources Survey - Faculty & Staff Results.pdf](#)
-  [Information Technology Resources Survey - Student Results.pdf](#)
-  [Information Technology Resources Survey - Unit Rep Results.pdf](#)
-  [Instructional Development Model.pdf](#)
-  [Instructional Development Services.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 by area.pdf](#)
-  [Instructional Technology Survey Instructions 2011-2012.pdf](#)
-  [IT Assessment.pdf](#)
-  [IT Governance Council.pdf](#)
-  [ITAPP.pdf](#)
-  [ITS Service Catalog.pdf](#)
-  [ITS Service Center and Help Desk.pdf](#)
-  [ITS Student Services.pdf](#)
-  [ITS Technology Enhanced Classrooms.pdf](#)
-  [Library IT Resources for Students.pdf](#)
-  [Library Resources for Distance Learners.pdf](#)
-  [lynda IT training.pdf](#)
-  [MFA Asolo SLO.pdf](#)
-  [MSW Offsite SLO.pdf](#)
-  [myFSUvLab.pdf](#)
-  [Quality Matters Overview.pdf](#)
-  [Response to Standard 3.9.2 Security of Student Records.pdf](#)
-  [Student Tech Fee.pdf](#)
-  [Teaching Enhancement Services.pdf](#)
-  [Tech Fee Utilization Reports FY 2011-2012.pdf](#)
-  [Technology at FSU Off-Campus Sites.pdf](#)
-  [University Services Available to Distance Learning Students.pdf](#)



## 3.5 UNDERGRADUATE EDUCATIONAL PROGRAMS

**3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(General Education Competencies)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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Florida State University identifies college-level general education competencies, and assesses and documents the extent to which students have attained them.

### Introduction and Overview of Policies and Core Requirements

Florida State University's commitment to liberal education is evidenced by the reference in the university's mission statement to "a philosophy of learning strongly rooted in the traditions of the liberal arts" and in the identification of its General Education curriculum as the "Liberal Studies Program." [[FSU Strategic Plan Mission Statement](#)] The Liberal Studies program sees an understanding of the self and of the natural and social environment as essential to the student's quest for knowledge and to responsible participation in society. It seeks to help students develop their minds as instruments of analysis and synthesis. The Liberal Studies Program is intended, therefore, to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations they have created, and the natural and technological world they inhabit. The Program encompasses five areas—Mathematics, English Composition, History and Social Sciences, Humanities and Fine Arts, and Natural Sciences. Students are required to complete (or be exempted from with credit) a minimum of six (6) semester hours of mathematics and six (6) semester hours of English composition, six (6) to twelve (12) semester hours in social science/history, five (5) to eleven (11) semester hours in humanities/fine arts, and seven (7) semester hours in natural science (one course must be accompanied by a scheduled laboratory) for a total of thirty-six (36) semester hours. The listing of approved Liberal Studies courses is published in the General Bulletin and includes courses from a broad range of departments and disciplines. [[Liberal Studies Requirements from General Bulletin](#)] The distribution of required course experiences is designed to provide students with as broad a General Education as possible, while staying within the restrictions placed on course hours by the Legislature of the State of Florida [[1001.02\(6\), F.S.](#)]

The five areas of Liberal Studies provide students with essential competencies and introduce the student to broad areas of knowledge that can be continued throughout their college experience. Two of these areas, writing and mathematics, also align with state mandates with regard to college-level communication and computation skills. [[FAC 6A-10-030](#)] In addition to those incorporated in the Liberal Studies areas, the University has identified three additional competencies: multicultural understanding, oral

communication, and computer competency. Both native and transfer students are required to demonstrate these additional competencies. Students are informed of the Liberal Studies and additional competency requirements through their academic advisors and through the General Bulletin. Students may also search online for courses that satisfy specific requirements using the “Courses that Satisfy Requirements Search Screen”. [[Course Requirements Search](#)]

Liberal Studies requirements must be met by completion of appropriate coursework or by combination of coursework and credit by examination within the following limits:

1. Credit by Examination. A maximum of thirty semester hours of credit earned through examination may be applied to the Liberal Studies requirements.
2. Coursework. An overall 2.0 average or better is required for coursework used to satisfy the Liberal Studies requirements.
3. Courses listed as “directed individual study” (DIS), “senior honors thesis,” or “senior seminar” cannot apply to the Liberal Studies Program.
4. No course may be applied to more than one area of the program.
5. No courses taken on a satisfactory/unsatisfactory (S/U) basis may apply to the Liberal Studies requirement.
6. A student who transfers to Florida State University from a Florida public community/junior college or senior institution will be deemed to have satisfied the University’s Liberal Studies requirement if all general education requirements stipulated by the community/junior college or senior institution have been met and the student’s transcript has been so marked. (The multicultural requirement may overlap with but is not technically part of Liberal Studies.)
7. A course approved for Liberal Studies credit at the time the course was completed will meet Liberal Studies requirements, even if the course was not listed as a Liberal Studies course in the *General Bulletin* under which the student entered.

As part of the undergraduate core curriculum, all courses that are part of the Liberal Studies and additional Competency Curricula are designed to ensure that all undergraduate students at The Florida State University and its off-campus sites develop a range of skills and perspectives that will enable them to build a successful program of studies. Consistent with the mission of Florida State University to provide excellence in undergraduate education, competencies have been identified in the following areas: mathematics, English composition, history/social sciences, humanities/fine arts, and natural sciences, multicultural understanding, oral communication, and computer skills. The university-level review of the Liberal Studies Program is under the purview of the Undergraduate Policy Committee (UPC), a standing committee of the Faculty Senate with membership representative of all of the Schools and Colleges housing undergraduate programs. [[UPC Membership](#)] The UPC also reviews and approves

courses that provide Computer Skills Competency, Oral Communication Competency, as well as those that meet the Writing requirements and the University's Multicultural requirement.

### **Details on Competencies**

Competencies for each of these areas/requirements are described within the University's Institutional Effectiveness Portal and are summarized below.

1. Computation (Mathematics): Students will demonstrate the ability to convert information among various representations (verbal, graphical, or analytical) and to work within a deductive system (logical, algebraic, or geometrical).
2. Writing: Students will demonstrate the ability to communicate effectively in writing at the college level.
3. History/Social Science: Students will demonstrate the ability to understand significant aspects of historical and social scientific study in order to make informed judgments and thereby mold the future. Students will also demonstrate the fundamental skills to critically examine and evaluate their place in society and, more generally, develop an understanding of the network of relationships of people at the individual, local, national, and global levels.
4. Humanities/Fine Arts: Students will demonstrate the ability to understand and appreciate intellectual and artistic expression through the study of culture and civilization. They will also demonstrate analytical and interpretive skills within this context, and/or develop the skills to become an appreciative and discriminating audience of the fine and performing arts.
5. Natural Sciences: Students will demonstrate the knowledge of the observed natural world and their ability to understand basic scientific constructs and the roles of observation and experiment in arriving at conclusions.
6. Multicultural Understanding: Students will demonstrate an understanding of the contemporary cultural context that is characterized by a rich diversity of cultures and experiences
7. Oral Communication: Students will demonstrate the ability to clearly transmit ideas and information orally in a way that is appropriate to the topic, purpose, and audience.
8. Computer Competency: Students will demonstrate basic computer skills.

### **Approval and Oversight**

The UPC reviews and approves all courses that are added to the Liberal Studies curriculum or are approved to meet university-wide competencies. In Fall 2012, 268 courses were approved as part of the Liberal Studies curriculum. [[LS Courses Fall 2012](#)] As part of this process, the Committee has developed general criteria to be used

for determination of eligibility as a Liberal Studies course. For example, a course in the history/social sciences area must fall within the scope of history or social sciences; deal with fundamental concepts, principles and processes stressing general disciplinary knowledge as opposed to narrower specialized knowledge, such as courses designed for upper division majors; and have no prerequisites. All courses presented for approval must meet the stated criteria for the appropriate Liberal Studies or competency area as outlined on the Faculty Senate website. [[Liberal Studies Competency Criteria](#)] [[Liberal Studies Competency Forms](#)] [[UPC Faculty Senate](#)] [[Liberal Studies Request Form Multicultural](#)] [[Liberal Studies Request Form Computer](#)] Liberal Studies courses recommended by the UPC must also be approved by the Faculty Senate and the Senate is informed of all additions to the competency course offerings. This faculty-review process ensures that all courses include substantive, college-level content. The Undergraduate Policy Committee meets every month during the academic year and generally reviews an average of two requests for designation as an approved Liberal Studies course at any given meeting. [[UPC agenda November 28 2012](#)] [[UPC SYD 3020 Request](#)] [[Notification to Department](#)] [[Notification to Faculty Senate](#)] New courses must receive approval from the University Curriculum Committee before they can be considered by the UPC. Once approval is granted by the Curriculum Committee, request forms for Liberal Studies or competency credit can then be forwarded to the UPC. The decision regarding designation of a course as satisfying the Liberal Studies requirements or competency criteria becomes effective for the term following its approval. The UPC conducts a five-year review on a rotating basis by area and competency of all approved Liberal Studies and other competency courses. Departments may request for courses to be removed from the list of approved courses at any time, although most, if they decide to do this, do so during their five year review.

The approval process, time frame, and criteria forms were reviewed and revised by the UPC in 2011-2012 to ensure that the desired learning outcomes for each component of Liberal Studies and the additional required competencies were updated and clearly expressed and that the criteria and competencies for each area meet collegiate standards. As part of the approval process, syllabi for courses proposed for inclusion in the Liberal Studies or Required Competency curriculum are reviewed by the area, department, and school or college curriculum committees before they are sent to the Undergraduate Policy Committee for final approval. Syllabi must clearly state the course objectives and, where appropriate, acknowledge that the course is part of the Liberal Studies curriculum. Departments are also expected to explain clearly how the proposed course meets the criteria for the proposed Liberal Studies area and/or competency. Departments requesting approval of new Liberal Studies/competency courses must also certify that they will assess student attainment of the relevant competencies by collecting data on student learning outcomes related to the appropriate area. Oral Communication Competency, Multicultural Requirement, Computational Competency, Computer Skills Competency, and Writing requirement courses further require that the student complete the course with a grade of C- or better. [[FSU General Bulletin, p. 90](#)] [[FAC 6A-10.030](#)]

## **Evidence of Student Success**

Our students are very successful in demonstrating competence in these key areas of undergraduate learning. Evidence of student attainment of these competencies is reported annually through the university's Institutional Effectiveness Portal (IEP). [\[Liberal Studies results from portal 2009-2010 through 2011-2012\]](#)

Student learning outcomes have been developed that correspond to each of the competencies described above. They are reported as part of the Institutional Effectiveness assessment, an annual university-wide process that requires educational, administrative, support, research and community service units to report on their efforts to assess, analyze, review and improve performance on their student learning and program outcomes. The university uses its institutional effectiveness portal (IEP) to enter the information and data associated with this review. This includes the identification, assessment method and standard, results and improvement plans for each outcome. Student attainment of the core competencies at the Republic of Panama and instruction delivered through distance learning are also included in the IEP review, and are listed separately. Results from face-to-face instruction on the main campus are compared with results from the Republic of Panama and instruction delivered online (approximately 10% of liberal studies courses are also delivered online). Any adjustments that are warranted to better align the results are also noted.

Faculty and staff involvement in the institutional effectiveness processes and in determining the benchmarks for student attainment of the competencies is extensive. The UPC develops the outcomes associated with each competency area, sets benchmarks, analyzes data collected from sample courses, and, in consultation with additional faculty members in the relevant departments, develops improvements and action plans based on the analysis of the results. Florida State gives wide latitude to faculty to set their own benchmarks for student learning outcomes. For the Liberal Studies curriculum and other competencies, the UPC sets the benchmarks for individual assessments within courses designated to measure these competencies. Students must attain a score of at least 70% on the assignment selected to demonstrate these skills. This is consistent with other student learning outcomes on campus and with state standards, and it correlates to the minimum grade of C- required to receive credit for courses in mathematics and writing. In the area of writing, the standard was increased beginning with the 2008-2009 year from 75% to 85% of students scoring at least 70%. Most areas chose the benchmark to be 80% of students scoring at least 70%, however Oral Communication Competency and Computer Competency started with a higher benchmark of 90%. When the three additional areas of history/social sciences, humanities/fine arts, and natural sciences were added, the expectation that 80% of students will score at least 70% was chosen.

Overall responsibility for collecting data and recording information on outcomes for the Liberal Studies and other competency areas in the institutional effectiveness process lies with the Dean of Undergraduate Studies. Data are collected each year for each liberal studies program area (mathematics, writing, history/social sciences, humanities/fine arts, natural sciences) and for the three competency areas (computer competency, oral communication competency, multicultural understanding). The courses chosen from the above areas are, for the most part, those most often taken by

students to fulfill a liberal studies or other competency requirement (e.g., SPC 1017: Fundamentals of Speech and SPC 2608: Public Speaking for the Oral Communication Competency requirement), although some are chosen because they are representative of the type of courses in that liberal studies category (e.g., BSC 2010L: Biological Science I laboratory and CHM 1045L: General Chemistry I Laboratory). To ensure broad participation in the assessment process, smaller sections are occasionally included as part of the review. This methodology also applies to the sections taught online or at the Republic of Panama. A total of 52 courses from approximately 30 departments are surveyed. Email reminders and data collection forms are sent out each fall and spring term. In 2011-2012, a sample of 32,051 assessments was completed within the eight areas to fulfill the Liberal Studies requirements for the IEP. [[Liberal Studies assessment chart](#)] [[Data Summary Computer Competency 2011-2012](#)] [[Data Summary Mathematics 2011-2012](#)] [[Data Summary Multicultural 2011-2012](#)]

The data collection forms specifically ask each department housing a surveyed course to report on student success data, provide an analysis of such data, and indicate an improvement plan and plan of action for the next data collection year. In addition, a copy of the course syllabus is requested, and, for those areas which require it, copies of significant assignments and grading rubrics are requested. These email reminders and data collection forms are sent to the pertinent department chairs, course coordinators (if applicable), and specific instructors (if that person is historically the instructor of record). Once received, all information is reviewed for completeness, appropriate syllabus statements, and inclusion of other required materials. As information is received, tables for each area are maintained to allow for ease in comparing the courses within that liberal studies/competency area and comparing data on the same course from year to year. These tables are provided to the Undergraduate Policy Committee each September for review by UPC members during their first meeting of the academic year. [[Writing Longitudinal Data](#)] [[Computer Competency Longitudinal Data](#)] [[Mathematics Longitudinal Data](#)] The UPC also reviews the results for all courses reported in each area or competency and assists in developing a broader action plan as well as using this data to make recommendations for changes to any of the liberal studies or competency areas. Once the UPC has reviewed and made recommendations, entry of the data, data analysis, improvements made, action plan, and relevant documents are entered into the Institutional Effectiveness Portal.

Overall oversight and technical assistance for the IEP is provided by the Office of Institutional Effectiveness within the Office of the Vice President for Planning and Programs. [[IE Policy](#)]

The IEP incorporates a template that calls for the specification of outcomes, asking faculty to record assessment results; to provide an analysis for each outcome's assessment; and to describe a planned set of actions to effect improvements on the outcome or to sustain favorable results. The IEP oversight and reporting system documents whether units have submitted assessments and plans of improvement. It captures information on the six university off-campus instructional sites (Panama City, FL; Republic of Panama; Jacksonville; Gainesville; Sarasota and West Palm Beach) as well as for distance learning programs. Only the Republic of Panama location offers

Liberal Studies instruction. Assessment for this instruction is documented in the IEP.

Just over 2,000 outcomes (1,400 student learning and 600 program outcomes) are submitted, reviewed and approved, annually as part of the IEP. [[IE Summary Page 2011-2012](#)] Of these, 15 are directly related to Liberal Studies. Each outcome is monitored for conformity with technical construction criteria and must include assessments and plans for improvement or sustained success. Entries are evaluated against rubrics for technical and substantive sufficiency, and issues of continuous improvement are addressed. [[Substantive rubrics for review](#)] [[Technical Sufficiency list for Student Learning Outcome](#)] [[Student Learning Outcome Technical Sufficiency from IEP](#)] Through regular feedback and targeted training, entries have gradually improved against the criteria in the rubrics over the last several years. [[IE Training Manual](#)] [[Q&A for Institutional Effectiveness](#)]

The IEP allows programs to track the change in outcomes over years, make program and/or course adjustments, and monitor improvement.

The IE Portal houses information regarding outcomes, assessment methods, standards for success, results, analysis and plans for improvement or plans to retain good results. If results indicate success as measured against the standard set for the outcome, programs may indicate what specific actions they will take to ensure continuing success. If results indicate programs are not meeting their desired standard, specific action plans directed toward improvement of results are developed. Additional information about the IE assessment process can be found in Comprehensive Standard 3.3.1.1. Liberal Studies outcomes are assessed against standards established and reviewed annually. Results, as noted above, are collected from faculty members instructing courses. The results are subject to analysis and become of basis for changes within Liberal Studies courses.

The following examples illustrate the types of improvements undertaken to better meet the performance criteria set for each learning outcome.

## **Mathematics**

A review of the data for the 2011-2012 year by the coordinators for MGF 1106, MGF 1107, and MAC 1105 resulted in the following analysis and future action plan for each course:

MGF 1106: Data gathered by the MGF course coordinator were obtained from the finals week homework projects of students who successfully passed the course with grades of 70% or better. Twenty questions were used for the outcome of working within a deductive system (logical, algebraic, geometrical), and all questions

were word problems. For both the fall and spring terms, more than 80% of students passed the twenty-question subtest with scores of 70% or greater on their first attempt. Questions of the type that students find most difficult are chosen for the sample. Each year the question bank is updated and new scenarios are created. Student performance (81.16%) for 2011-2012 was slightly higher than student performance (79.37%) for

2010-2011. For 2012-2013, the Mathematics Department intends to continue the current question selection and rotation system for MGF 1106.

MGF 1107: The course coordinator for MGF 1107 is pleased with student results for 2011-2012. The level of student success for this year (89.14%) on working within a deductive system (logical, algebraic, geometrical) can be attributed in part to the online system of practice problems and homework which encourages students to learn the material and to develop skills as well as analytical thinking. The level of success was lower than in 2010-2011 (93.84%), and the course coordinator attributes this to the scheduling of the class at 8 a.m. for the Spring 2012 term and a drop in attendance after the spring break. The current course coordinator is leaving the University but will communicate all information and recommendations to the new course coordinator for 2012-2013.

MAC 1105: The course coordinator noted that 2011-2012 was the first year in 8 years that the goal of 80% of the students correctly responding to 70% of the assessment questions for both student outcomes was met or exceeded. Over this time frame, few changes were made to the concepts that were selected, however improvements were made to some question formats (asking the problem in a more direct way). This had a positive impact on students' performance on concepts related to exponential and logarithmic graphs. The use of required outside-of-class homework quizzes was continued as a means to review students on fundamental concepts throughout the semester. Overall course grades also showed an improvement in the Fall 2011 semester, with 82.6% of students successfully completing the course with a score of 70% or better. In the Spring 2012 term, however, only 69.7% of students successfully completed the course with a score of 70% or better. The difference can be attributed to not using a lecture class attendance policy as part of the course Participation Requirement. Even though the part of the Participation Requirement that applied to assignment completion was strengthened (number of missed quizzes allowed and penalty for exceeding), it was not enough to overcome the poor class attendance reported by the three course lecturers. For 2012-2013, the course coordinator and course instructors will strive to exceed the goal in both outcome areas and will give particular attention to improving overall grades in the Spring 2013 term. Students at risk of not doing well in the course will be identified as quickly as possible and will be reminded of and encouraged to seek sources for help. These sources of help include seeking assistance from their course instructor, from the TA assigned to their course section, from the University Math Tutoring Center, and from the varied types of tutoring offered by the Academic Center for Excellence (ACE). The use of outside-of-class homework quizzes will be continued as a means to review course material throughout the semester. Greater efforts will be expended to monitor the lab class preparation done by the TAs and to monitor their work in the lab class. A return to some type of lecture attendance policy will also be implemented.

**Republic of Panama Campus:** For 2011-2012, 149 students successfully passed MGF 1106: Mathematics for Liberal Arts (n = 22); MGF 1107: Topics in Practical Finite Mathematics (n = 23); and MAC 1105: College Algebra (n = 104) with a score of 70% or better. Individual percentages for each course for the number of students who scored



70% or higher on the assessment questions are: MGF 1106 - 81.82%; MGF 1107 - 73.91%; and MAC 1105 - 75.96%. A review of the data by the instructors for MGF 1106, MGF 1107, and MAC 1105 resulted in the following analysis and future action plan for each course:

MGF 1106: Data gathered by the course instructor were obtained from the final exams of students who successfully passed the course with scores of 70% or better. All questions were word problems. 22 students successfully completed the course with 70% or better, and 18 of these students scored 70% or higher on the assessment questions relating to Outcome 2 (ability to work within a deductive system - logical, algebraic, geometrical). The instructor considers the overall percentage of student success (81.82%) to be very satisfactory and attributes it to the relatively small group, availability of the instructor for support outside classroom time, and availability of a math learning center that provides tutoring. The instructor, however, admitted that the objectives were not clearly articulated in the course design and the results may not represent fully the students' performance. As a plan of action, guidance is being sought from the course coordinator on the main campus in order to align the Republic of Panama sections to the overall objectives and measuring tools of the department of Mathematics.

MGF 1107: The course instructor for MGF 1107 found the student success rate (73.91%) for Outcome 2 (ability to work within a deductive system - logical, algebraic, geometrical) to be slightly below the expected outcome of 80% for 2011-2012, even though the overall success rate in the class was a high one. 23 students successfully completed the course with scores of 70% or better, and 17 of these students scored 70% or higher on the assessment questions. The instructor, however, recognized that the objectives were not clearly articulated in the course design and the results may not represent fully the students' performance. As a plan of action, guidance is being sought from the course coordinator on the main campus in order to align the Republic of Panama sections to the overall objectives and measuring tools of the department of Mathematics.

MAC 1105: The specific results for MAC1105 were based on the final exams of the 104 students who passed the course with scores of 70% or better. The percentage of student success (75.96%) is lower than the expected 80% success rate for Outcome 2 with 79 of the 104 students who successfully passed the course scoring 70% or better on the assessment questions. The course instructor believes this can be attributed to the diversity of the MAC 1105 population in terms of their prior knowledge of algebra and/or level of motivation. Instructors in this academic area have recognized for years the need for a diagnostic test and the implementation of a remedial class that could help the more challenged students or those who did not have extensive exposure to algebra during high school. As part of the strategy to improve teaching and help students succeed in achieving the objectives set, the instructors in the area of mathematics met to discuss the implementation of a plan that would encourage all incoming freshman students to take the Mathematics Placement Test before they can register for a Mathematics course, particularly MAC1105. This test will be optional for Fall 2012 but will become mandatory and part of the orientation session for the Spring 2013.

Typically, the spring semester is the busiest semester on the Republic of Panama campus. Additionally, the remedial MAT1033 Intermediate Algebra class will be offered in the Fall of 2012 for students who had low SAT scores and low Math Placement results, or for those students who do not feel prepared to take MAC1105. By offering MAT 1033, students should be better prepared and the number of students failing or dropping out of College Algebra should be reduced. For 2012-2013, the course coordinator and course instructors will monitor the performance of the students in the class, evaluate the effectiveness of the class, and continue to offer the Math Learning Center tutoring services as additional support to students who need to strengthen their mathematical skills.

## **Natural Sciences**

The courses representing the Natural Science area, though fulfilling the Liberal Studies curriculum requirement in Natural Science, are also courses required for majors within the specific subject area. They are, therefore, not general survey courses within a content area but are rigorous courses within their discipline. Departments offering the courses made the following specific comments on the past year's efforts and recommendations for the 2012-2013 year:

**Biological Science:** The Department reported that the percentage of student success was similar for both outcomes and for both semesters of the 2011-2012 academic year. The Department is pleased with the high level of student success (87.75% of students scored 70% or better on the selected assignment) on Outcome 1 (ability to critically examine and evaluate scientific observation, hypothesis or model construction, and the use of experiment to explain the natural world) given the rigor of the course. Starting in the 2012-2013 academic year, the Department will initiate yearly meetings between the faculty author of the BSC 2010L manual, the lab coordinator, and some of the more experienced Graduate Teaching Assistants to evaluate the material, the way the material is presented in the manual and the classroom, and the actual questions asked in the lab report. The goal of these meetings is to determine how to improve the content and instruction of the exercises and the course in general so that a continued increase can be seen in the value of the course to the preparation of students for their advanced studies.

**Chemistry and Biochemistry:** The course coordinator reported that the percentage of students (84.33%) passing the laboratory experiment (Halogens) with a score of 70% or better is on a par with the number of students passing the course, therefore it makes a good predictor of the success of the student in the laboratory overall. It is also significant that the number of students passing the overall course is not significantly higher than those achieving the learning outcomes. The Halogens lab is based on student knowledge and understanding of chemical concepts in structure and reactivity and the ability to use this knowledge to make predictions regarding the spontaneity of reactions. It assesses student ability to critically examine and evaluate scientific observation, hypothesis or model construction, and the use of experiment to explain the natural world. It is by far the most chemical of the experiments run in the General Chemistry I laboratory which tends to be more physical than chemical due to the topics

covered. For the 2012-2013 academic year, the Department is revising the laboratories that will be used for CHM 1045L, and the laboratory that will be used to assess the overall success of the learning outcomes will need to be determined once that is completed. The keys to determining if students have successfully mastered both learning outcomes will be based on their obtaining the required 70% success rate on the scientific lab report for the chosen lab(s). It is also the intent of the Department to include the grading of the pre-laboratory exercises as part of the assessment since the program used to collect data can be set to collect data on specific learning outcomes.

**Republic of Panama Campus:** BSC 2010L is typically taken by science majors, and CHM 1045L is typically taken by science or engineering majors.

**BSC 2010L:** The course instructor attributes the success rate (85.71%) of students on the selected assignment (which assesses student ability to critically examine and evaluate scientific observation, hypothesis or model construction, and the use of experiment to explain the natural world) to small class size. The instructor also teaches both lecture and lab, therefore there is flexibility to allow for additional time for lab activities if needed. For 2012-2013 and beyond, the lab manual will be revised to incorporate modifications designed to assist students in preparing for lab activities and for successfully collecting and analyzing data for the lab report. The guidelines for the lab reports will also be reviewed to see if modifications are needed. Feedback from former students will be taken as part of the review.

**CHM 1045L:** The selected assignment is a conceptually and experimentally demanding task that requires collaborative effort and mastering of a series of procedures. The success rate (96.67%) for Outcome 1 (ability to critically examine and evaluate scientific observation, hypothesis or model construction, and the use of experiment to explain the natural world) is attributed to the combination of virtual and hands-on laboratory sessions. Through the virtual lab sessions, students gain confidence, review the theory, and practice the steps to completing the hands-on portion of the experiment. The collaborative effort involves students working in pairs in the physical lab and is also a major factor in student success. For future years, the plan is to continue to foster social collaboration among students in different levels of introductory chemistry courses in order to promote the development of a student-based scientific community willing to explore the initiative for more green labs and increased involvement in current environmental issues. There will also be an effort to continue observing the effect of the combination of virtual and real labs in achieving the objectives.

### **Oral Communication Competency**

The School of Communication is pleased that students in SPC 1017: Fundamentals of Speech and SPC 2608: Public Speaking continue to perform well above the stated goal (90%) for this outcome, formulating a clear, original, oral message that presents ideas or shares information. The percentage for 2011-2012 is only slightly lower (96.59%) than for 2010-2011 (96.99%). The faculty of the School of Communication believes that improvements made over the past few years have resulted in a very successful oral communication competency program.

The ongoing program of training and the close supervision of Graduate Teaching Assistants (TAs) have been successful in improving student performance in both courses. Training, supervision, and mentoring of instructors will be continued for 2012-2013 with an increase in offerings of the training course for incoming Graduate TAs. A support website for TAs is also in development. Weekly meetings are held to guide TAs, and individual mentoring is a staple of the program.

A School of Communication lab instructor manual has been completed, and a manual specific to SPC 2608: Public Speaking is near completion. The School has implemented a hybrid version of SPC 2608 to reach out to the non-traditional student, with increased hybrid offerings to accommodate more students. Instructor performance in these sections is monitored through in-class evaluations and close supervision to determine if additional support and/or changes are needed. A hybrid speaking lab has also been implemented.

For SPC 1017: Fundamentals of Speech, a focus group brought together at the end of the Spring 2012 term indicated a need for more impromptu exercises, particularly as an aid to more effective delivery. The opportunity for impromptu exercises will be increased for 2012-2013.

Additional enhancements made by the School of Communication to improve the ability of students, such as posting of successful student examples (print and video) will be continued.

**Republic of Panama Campus:** The lower percentage of student success compared to that of main campus students is due to the extremely small sample size. The course instructor indicated that 95.5% of the students successfully passed the course, however the success rate was lower for the chosen assignment, the Keynote Speech. The instructor attributed this to student difficulty with research skills, which the speech requires, and has begun reinforcing these skills through library workshops and presentations. In addition, less emphasis is placed on reinforcing stage confidence and more emphasis on content of the speech and the process of preparing it. The instructor has implemented Keynote Speech workshops and encouraged draft submissions early enough to provide effective feedback to students. In addition, the instructor is in contact with the main campus SPC 2608 course coordinator in order to better align course content and skill development.

### **Multicultural**

Student performance continues to exceed the 80% expectation rate (90.68% of students scored 70% or higher on the selected assignment), and this can be attributed to the efforts of course coordinators and course personnel for AMH 2097, CLT 3378, HUM 3321, and MUH 2051 to standardize course requirements and expectations, capstone assignment expectations and grading rubrics, and training of instructors.

Departments sponsoring the four courses that are currently sampled made the following

specific comments on the past year's efforts and recommendations for the 2012-2013 year:

AMH 2097: The course coordinator for AMH 2097 is pleased that student performance remains high (84.35% of students scored 70% or higher on the selected assignment), although the percentage of students attaining the goal was lower than in 2010-2011 (90.72%). Other courses within the History Department which fulfill the Multicultural Understanding requirement have similar student success rates for their capstone assignment:

AMH 2583: History of the Seminoles and Southeastern Tribes - 87% for Fall 2011; 91% of Spring 2012

ASH 1044: Middle Eastern History and Civilization - 83% for Fall 2011; 85% for Spring 2012

ASH 3100: History of Asia - 89% for Spring 2012

HIS 3464: History of Modern Science - 88% for Fall 2011; 100% for Spring 2012

LAH 1093: Latin America: A Cross-Cultural History - 82% for Fall 2011; 92% for Spring 2012

Training procedures for TAs (graduate teaching assistants) that were in place for 2011-2012 will be continued. These include the Teaching College History course and the Supervised Teaching course that TAs must take. The focus of all TA training is to ensure continuity across all sections of the course of good teaching practices, grading procedures, and course focus, especially with regard to the course's multicultural emphasis, assignment, and grading rubric.

For 2012-2013, the course will contain film components which will change the course content. A faculty member with intensive experience with the course will work directly with teaching assistants to ensure a smooth transition.

CLT 3378: The Classics Department is encouraged by its continued success in meeting the student outcome. Student performance showed a slight decrease from 97.88% of students scoring 70% or higher in 2010-2011 to 96.52% of students scoring 70% or higher in 2011-2012, however the overall success rate exceeds the expectation of 80% of the students scoring 70% or higher on the selected assignment. This continued achievement reflects the Department's consistent emphasis on preparing highly qualified instructors to teach the course. The strong focus on direct interaction between instructor and students who are at risk of not doing well on the assignment yielded beneficial results.

The Department will again strive to meet and exceed the goal of 80% of the students scoring 70% or higher on the selected assignment in 2012-2013 and to continue to look for ways in which the course can engage the new generation of learners. The diverse pedagogical needs of the Millennium generation require new ways of presenting the material and new ways for interaction, in addition to the ample opportunities the instructors provide for submitting paper drafts and receiving personalized feedback on them.

There are two major issues which the Department addressed this past year and will continue to address for 2012-2013:

- 1) How to engage the students and how to maintain their sustained interest in the material; and
- 2) How to identify early in the term the students who are potentially at risk of scoring below 70% on their assignment.

The results of the continuous efforts in this direction are encouraging, but they should not be taken for granted. Preparation of qualified instructors and emphasis on interaction and intervention with students at risk of not doing well will be continued.

After the first written assignment in the course, the instructors will continue to identify the students who are at risk of not meeting the writing component of the multicultural comparative assignment, and will encourage them to submit drafts of their work. By so doing, the students will have an opportunity to receive immediate feedback on the assignment with specific instructions on how to read and perceive texts which represent diverse and unfamiliar cultural concepts and ideas. At the end of the 2012-2013 academic year, the faculty who teach the course will meet again to review the new results and will again adjust its current strategy accordingly.

HUM 3321: The Program in Interdisciplinary Humanities is pleased with the continued high success rate for students enrolled in HUM 3321. The percentage of students attaining the goal (92.18% of students scored 70% or higher) decreased slightly from 2010-2011 (95.46%). Program personnel believe the decrease may have occurred as a result of two factors:

- 1) A caution from the Dean of the College of Arts and Sciences regarding grade inflation; and
- 2) The need to use more adjunct instructors.

Program personnel took measured steps to reduce the overall grade point average (GPA) of sections of HUM 3321 in response to the caution regarding grade inflation. The Program in Interdisciplinary Humanities has not accepted new graduate students since 2009 due to budget constraints. Most of the sections, therefore, were taught by adjuncts. The Program has made every effort to ensure adjunct instructors meet a high standard. Six of the adjuncts have completed their doctorates in Humanities and have taught extensively. Most of the adjuncts have taught the course for multiple semesters and have taken part in the coordination activities for the course. The Friday collaboration meetings were discontinued due to the number of instructors involved, but the pedagogy was continued through Blackboard. Each instructor was required to produce a Power Point lecture dealing with the articles from the anthology assigned for the pertinent movie. Each instructor was also required to create a Power Point lecture concerning the relevant chapter in the textbook used for the courses. Groups were assigned to respond to the questions posed in each Power Point with an essay and then another group responded via Discussion Board. This worked well during both semesters. Program personnel believe that the quality of discussion was due to the maturity and experience of the instructors. It is important that this pedagogy continue because different movies and articles must be used each semester due to copyright and other issues. In addition, with the relatively large number of sections of HUM 3321 and the large number of students, it is critical that all instructors present the course in a

similar fashion. Program personnel recognize that teaching styles may differ, but the content and dissemination of the material concerning multicultural issues must be uniform.

For 2012-2013, the goal is to assist adjunct instructors and qualified TAs in becoming increasingly familiar and conversant with the material in order that it may be effectively conveyed to their students. Although the Program has not been able to accept new graduate students since 2009, it has tapped into other related programs such as Religion to search for qualified instructors. TAs drawn from other areas will first serve as graders for classroom-based sections of HUM 3321 (during the summer term), and will receive their initial pedagogy through hands-on experience. All instructors and graders will be required to participate in the Blackboard pedagogy for the next academic year, at a minimum. The Program will continue to use proven instructors and train others as needed.

HUM 3321 is offered in both online and face to face formats. The course coordinator noted that students in both formats achieved well above the goal of 80% of the students scoring 70% or better on the selected assignment. The overall percentage of success for students in face to face classes was 93.95% (scored 70% or higher), and the overall percentage of success for students in online courses was 90.52% (scored 70% or higher). The course coordinator attributed the slight difference to the ease of describing the assignment and means for doing well on it in a face to face discussion where specific questions can be asked and answered for the class at large and where students can also ask individual questions before or after class if more information is needed. She feels the slightly lower scoring in online classes comes from the students not fully understanding the assignment, not emailing the instructor to ask for clarification, and therefore losing points. Every effort is made to make the online classes on par with the face to face ones, but the "distance" part of the delivery method of materials means there can be room for faulty interpretation of instructions. Unless the student seeks clarification from the instructor, the lack of understanding can impact the quality of the assignment. This issue is addressed each year in the course pedagogy, and instructors of online sections are given many suggestions to increase personal contact with students.

MUH 2051: Students in the course continued to perform well (90.64% of the students scored 70% or better on the selected assignment) in 2011-2012, though slightly below the level (93.70%) for 2010-2011. Because the course is based on developing students' multicultural knowledge and awareness, and the objectives and teaching of the course are aimed at this outcome, the students are extremely well prepared by the time they undertake the capstone writing project. Among the ones who do not do well on the assignment are those students who fail to attend regularly or who fail to fulfill their discussion obligations for online sections, and those who do not even attempt the assignment. Without this segment, success rates would be even higher. In Fall of 2011, the student-organized Society for Musicology assisted course personnel by setting up mentoring time for experienced teachers to share their observations and advice with new instructors. This proved to be a highly valuable addition to the normal training of instructors to teach the course and continued throughout the academic year.

Results were compared across all sections of the course, face-to-face and online, and with particular attention to online sections, to see whether results varied significantly for different formats or personnel. All sections met the expected goal of 80% of students scoring 70% or higher on the selected assignment, which indicates course content and delivery of information is consistent with course goals no matter the form of delivery or the personnel involved. Over the past few years efforts have been made to ensure that online sections of the course provided students the same degree of contact and support as classroom sections. This effort has resulted in an increase in the achievement of students in the online sections with the online sections showing a slight advantage (1.74%) over the classroom sections for the 2011-2012 academic year.

For 2012-2013, no change is anticipated in the current version of the capstone assignment for MUH 2051. Course personnel are confident that it is accomplishing exactly what is intended. The Musicology faculty will continue to monitor the course and the assignment, particularly at the end of the academic year. The preparation of instructors, particularly the TAs and possibly one new tenure-track faculty member for Fall 2012, will be important, beginning with orientation activities prior to the fall term. The mentoring activities initiated by the Society of Musicology will continue with possible enhancements based on review of the past year's accomplishments.

Indirect Measure: The Undergraduate Satisfaction Inventory was given again in 2011-2012 after a lapse of two years. Results for this year (94.63% of the surveyed students reported being satisfied or very satisfied with the improvement in their ability to understand different races, philosophies, and cultures) compare favorably to results the last time (95.15%) the survey was given in 2008-2009 and to the results of the National Survey of Student Engagement (NSSE) given in 2010-2011. Two survey items from the NSSE were used, both dealing with the ability to include diverse perspectives in class discussions or writing assignments (93.76%) or the ability to understand people of other racial and ethnic backgrounds (90.56%) . The Undergraduate Satisfaction Inventory results from this year and the NSSE results from 2010-2011 indicate that students believe their education at Florida State University has improved their ability to understand different races, philosophies, and cultures.

**Republic of Panama Campus:** ROP personnel are pleased with the rate of student success (95% of the students scored 70% or better) on the selected assignment, a research project report, which assesses student ability to analyze and synthesize knowledge about cultural variation. HUM 3321 is a popular course on the campus and generates a lot of enthusiasm. The instructor is a visiting professor from the FSU English Department. Preparation for the research project is emphasized, and the instructions are meant to guide and to teach. The instructor pairs the course text with frequent close reading of each film showcased, and this has elicited superb student involvement and critical thinking. The "multicultural" aspect of the capstone assignment for the course has not been emphasized in the past, but will be articulated much more clearly in the future. The ROP campus does not utilize a survey such as the one used by the main campus to provide an indirect measure of student perception of exposure to courses which expand their ability to understand different races, philosophies, and



cultures, however the possibility will be explored.

## **Writing**

The English Department is extremely pleased that the writing performance of students continues to improve. Last year showed an increase from 96.7% of the students attaining the goal to 97.03%. This year the increase is from 97.03% to 97.26%. While these increases are slight, the continued upward trend indicates that the standard of excellence is being maintained at a high level. Instructors of the first-year composition courses continued to focus on the strategies that led to positive results in previous years. Efforts were also extended to ensure that students received instruction on the development of content, on making revisions, and on assuring that proofreading reveals that appropriate writing mechanics were employed.

Analysis of data from Fall Semester 2011 for Items 4 and 6 on the Analytic Grid for Evaluating Portfolios on students' ability to express their ideas in well organized, clearly written essays revealed that 30% were evaluated as Excellent, 40% were evaluated as Very Good, 25% were evaluated as Average, and 5% were evaluated as Below Average.

Analysis of data from Spring Semester 2012 for Items 4 and 6 on the Analytic Grid for Evaluating Portfolios on students' ability to express their ideas in well organized, clearly written essays revealed that 31% were evaluated as Excellent, 38% were evaluated as Very Good, 29% were evaluated as Average, and 2% were evaluated as Below Average.

For the upcoming academic year, 2012-2013, the English Department will strive to collect data from a larger number of sections and students. They will collect data by analyzing Items 2, 3, and 5 of the Analytic Grid for Evaluating Portfolios, instead of Items 1, 4, and 6 which were used this year.

Instead of focusing on:

- 1 - Rhetorical Situation: Consideration of Audience, Purpose for Writing
- 4 - Organization, Structure, Guiding the Reader
- 6 - Mechanics: Spelling, Grammar, Punctuation, Proofreading

The focus for 2012-2013 will be on:

- 2 - Content, Insights, Thinking, Grappling with Topic
- 3 - Genuine Revision, Substantive Changes, Not Just Editing
- 5 - Language: Syntax, Wording, Voice

The purpose of rotating the items from the Analytic Grid that are used for data analysis is to make sure that all aspects of composition are given equal attention and emphasis by the Department.

The Department will continue its ongoing preparation, training, and support for all instructors of the First-Year Composition program. All course materials will be reviewed prior to the beginning of each semester to make sure instructors are providing the

necessary materials and instruction to ensure student success.

**Republic of Panama Campus:** In recognition of the unique needs of its predominantly Spanish-speaking population, the campus has begun a process of providing additional support to students such as a Writing Center, grammar workshops, and the possible addition of remedial English/grammar classes. Faculty of the English Department have also recommended the following additional actions to bring their classes more in line with those on the main campus:

1. Inclusion of an English diagnostic test for new students;
2. Provision of an easily accessible remedial English grammar course;
3. Promotion of this grammar course as "strongly recommended" in the course syllabi;
4. Making the grammar course available prior to or parallel with ENC 1101 or ENC 1102; and
5. Evaluation of initial attempts after these processes are in place to determine what adjustments are necessary.

For the 2012-2013 academic year, the English Department at the Republic of Panama campus will choose and compare an across-course equivalent written assignment to evaluate student success.
































### **Distance Learning and Off-Campus Sites**

Courses in the liberal studies curriculum are offered at the Republic of Panama off-campus instructional site and at none of the other off-campus instructional sites. Some liberal studies courses are offered through distance learning. Of the 268 liberal studies courses offered in Fall 2012, 28 are offered online. The outcomes identified by the Undergraduate Policy Committee are reported in the results section above along with results from the Republic of Panama. Core Humanities and Speech courses comprise a substantial portion of the liberal studies sections offered online.

The branch campus in Panama City, Florida does not offer liberal studies courses as it provides only upper level courses for transfer students. No results are reported for Panama City, Florida. The off-campus sites (Sarasota, Jacksonville, Gainesville and West Palm Beach) do not offer liberal studies courses.

The Liberal Studies curriculum at Florida State shows the depth and breadth we seek in developing student competencies in a variety of fields. It successfully directs efforts to support the university's mission statement. It is reviewed by faculty at multiple levels for the determination of content and assessment to ensure instruction is appropriate for the college level. Our students are demonstrating competence in achieving the outcomes selected for Liberal Studies courses. Documentation of the success of our students is recorded annually in the IEP, and this information allows for ongoing improvement to course offerings in the Liberal Studies and competency curricula and for positive results to be sustained.

## Evidentiary Documents

-  [1001.02\(6\), F.S..pdf](#)
-  [Computer Competency Longitudinal Data.pdf](#)
-  [Course Requirements Search.pdf](#)
-  [Data Summary Computer Competency 2011-2012.pdf](#)
-  [Data Summary Mathematics 2011-2012.pdf](#)
-  [Data Summary Multicultural 2011-2012.pdf](#)
-  [FAC 6A-10.030.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU General Bulletin 2012-13 Mission.pdf](#)
-  [IE Policy.pdf](#)
-  [IE student learning outcome technical review rubric.pdf](#)
-  [IE Summary Page 2011-2012.pdf](#)
-  [IE Training Manual.pdf](#)
-  [Liberal Studies Assessment Chart.pdf](#)
-  [Liberal Studies Competency Criteria.pdf](#)
-  [Liberal Studies Competency Form Computer.pdf](#)
-  [Liberal Studies Competency Form Multicultural.pdf](#)
-  [Liberal Studies IE Portal entries 2009-2010 through 2011-2012.pdf](#)
-  [Liberal Studies Requirements from General Bulletin.pdf](#)
-  [Liberal Studies Competency Forms UPC Faculty Senate.pdf](#)
-  [LS Courses Fall 2012.pdf](#)
-  [Mathematics Longitudinal Data.pdf](#)
-  [Notification to department.pdf](#)
-  [Notification to faculty senate.pdf](#)
-  [QandAforInstitutionalEffectiveness.pdf](#)
-  [Substantive Rubrics for IE Reviews.pdf](#)
-  [Technical Sufficiency Review Rubric.pdf](#)
-  [UPC Agenda November 28 2012.pdf](#)
-  [UPC Membership.pdf](#)
-  [UPC SYD 3020 Request.pdf](#)
-  [Writing Longitudinal Data.pdf](#)

**3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.") **(Institutional Credits for a Degree)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

University policy states that the last 30 hours of the baccalaureate degree (25% of the total 120 hours) must be earned in residence at The Florida State University. [[FSU General Bulletin 2012-2013, pg. 89](#)] For online degrees, at least 25% of the credit hours required for a degree are offered by the University. This requirement is tracked and verified by the University in a number of ways.

Throughout a student's academic career, he or she may view online an updated Student Academic Support System (SASS) report. [[Example SASS report](#)] This report itemizes each undergraduate degree requirement and indicates whether or not it has been satisfied. Using this report, a student may track his or her progress towards completing the degree. The SASS report is also a useful tool for students when meeting with advisors or contemplating a change in major or degree type. Information regarding the graduation process and FAQ are posted on the Office of the Registrar's website. [[Graduation FAQ](#)]

Florida State University course credit is clearly designated as such on the transcript. Transfer credit from other institutions is also clearly designated on transcript. The SASS reports are programmed to recognize transfer credit from other institutions and include them for the purpose of satisfying the total degree requirements. Registrar staff verify that credit earned during the last 30 hours met the University residency requirement as part of the final graduation clearance process.

The Office of the University Registrar, in conjunction with the academic colleges and schools, requires each student to obtain graduation requirement checks beginning two semesters prior to the anticipated graduation date or at the completion of 90 semester credit hours. [[Liberal Studies checklist undergrad](#)] A component of the graduation check process, the SASS report is used to verify the satisfactory completion of undergraduate degree requirements, including the number of hours taken at Florida State University. A student with 100 semester credit hours who has not applied for a graduation check has a registration stop placed on his or her account and is directed to contact the Office of the University Registrar as well as his or her college or school for registration clearance.

The individual academic dean's office reviews academic records of its students for completion and compliance with all major and/or college or school requirements and appropriate course substitutions for transfer credit applicable to the student's major. Only when the academic dean's office and the Office of the University Registrar complete this process and certify that all requirements are met is the student added to







the degree-posting list.

The undergraduate degree requirements are published in the undergraduate *General Bulletin* and apply to all undergraduate degree-seeking students at the University, regardless of the campus or site of the student or delivery mode of the degree. [[FSU General Bulletin, 2012-2013, "Undergraduate Degree Requirements", pg. 89](#)] Students located at other campuses and sites have their records reviewed by the appropriate dean's office, and the Office of the University Registrar located on main campus. The approval process is applied consistently to all sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida).

The various offices involved in clearing students for graduation function under the policies of the faculty senate and its appointed committees. [[Faculty Senate Standing Committee](#)] Degree policies are subject to compliance with state mandates and statutes. [[Fl. Statute 1007.25 General education; common prerequisites; other degree requirements](#)] [[Fl. Admin Rule 6A-10.024 Articulation between and among University and College](#)].

The University does not offer any undergraduate degrees that meet the definition of dual or joint degree programs.

#### Evidentiary Documents

-  [Example SASS.pdf](#)
-  [Faculty Senate Standing Committees.pdf](#)
-  [Fl Statute 1007.25 General education - common prerequisites - other degree requirements.pdf](#)
-  [FL. Admin Rule 6A-10.024 Articulation between and among University and Colleges.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [Graduation FAQ.pdf](#)
-  [Liberal Studies checklist Undergrad.pdf](#)

**3.5.3** The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See Commission policy "The Quality and Integrity of Undergraduate Degrees.") (**Undergraduate Program Requirements**)

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Publication of General Education and Degree Program Requirements

Specific requirements for general education and degree program requirements are available in the General Bulletin which is available to all students electronically via the web. There is a section of the Bulletin that addresses the general education hour and distribution requirements as well as the specific course numbers and titles that will satisfy each requirement. [[FSU General Bulletin, p.89-96, 2012-13](#)] The Bulletin also lists requirements for majors and minors for all of our degree programs. [[College of Arts and Sciences example in the FSU General Bulletin, p.119, 2012-13](#)] [[Department of Biological Sciences example in the FSU General Bulletin, p.184-188, 2012-13](#)] In addition to the General Bulletin, individual college and departmental websites also outline major/minor requirements. [[Political Science website example](#)] [[Requirements pdf example available through the Accounting website](#)]

Perhaps the most heavily utilized website containing degree program requirements is our Undergraduate Academic Program Guide. [[Undergraduate Academic Program Guide website](#)] This site offers students a one-stop shop to ascertain information about all of our undergraduate majors. Students can find detailed major descriptions, department URLs, learning compact information, and an academic map. [[Art History program description example](#)] [[Athletic Training learning compact example](#)] [[Chemistry academic map example](#)] The 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. The map serves as a general guideline to help students build a full schedule each term while satisfying all degree requirements. Students who get off track and miss milestones will 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 major. If a student is in non-compliance with 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.

### Dissemination of General Education and Degree Program Requirements

The process of educating students about general education and degree program requirements actually begins in the recruiting process. Almost all of our freshman applicants are pursuing some form of accelerated credit in high school (dual enrollment,

AP, IB, AICE, and CLEP), so we are continually reminding students of our requirements so that they take the right dual enrollment courses or exams. They are encouraged to research their major at our Undergraduate Academic Program website to help them make choices to stay on track for their chosen major. Transfer students are literally forced to learn about requirements as they must meet the academic map for their chosen major before they can be admitted. We work closely with our state college counselors to make sure that they are providing good advice to their students wishing to transfer. Once admitted, all students are required to attend Orientation prior to their enrollment. [[Orientation website](#)] During Orientation, students attend Dean's meetings, meet with academic advisors, and spend time in small groups led by trained Orientation leaders that go over all university degree requirements and policies. After enrollment, students are encouraged to meet regularly with their academic advisor and the Advising First Office is very proactive with their events and services. [[Advising First Website](#)] [[Advising First Calendar of Events and Workshops](#)] The University publishes the requirements for its undergraduate program in the General Bulletin which applies to all undergraduate programs regardless of mode of delivery. Freshmen and sophomores have their programs and coursework supervised and monitored by the Office of Undergraduate Studies [Undergraduate Studies Website]. 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 our junior and senior level transfer students.

### **Process for Defining General Education and Degree Requirements**

The general education requirements for all undergraduate degrees are captured in our Liberal Studies Program. The Liberal Studies Program has coursework requirements distributed throughout five areas: 1) Mathematics; 2) English Composition; 3) History/Social Science; 4) Humanities/Fine Arts; and 5) Natural Science. In addition, there is a multicultural requirement that guarantees our students have an appreciation of the interrelatedness of and the diversity within cultural traditions. There are also competencies required in mathematics, English, computer skills, and oral presentations. [[FSU General Bulletin, p.89-96, 2012-13](#)]

Three university-wide faculty committees monitor undergraduate general curriculum policy: 1) The Liberal Studies Coordinating Committee; 2) The Undergraduate Policy Committee; and 3) The University Curriculum Committee. The primary role of the Liberal Studies Coordinating Committee is to promote liberal education and the liberal studies program. [[Liberal Studies Coordinating Committee](#)] All undergraduate policies are considered by the Undergraduate Policy Committee and it is their job to monitor and recommend policy changes or new policies for full Faculty Senate for action. [[Undergraduate Policy Committee](#)] 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](#)]










In addition to our University oversight, the state of Florida is actively involved in the

standardization of general education requirements among public postsecondary institutions within the state. The state views general education as an articulation issue and there was legislation passed in 2012 to reduce the general education requirement from 36 hours to 30 hours for students entering college in 2014-15 (revised by the 2013 Legislature to 2015-16) and to identify common general education courses to be taken by all students. The chair of the State Board of Education and the chair of the Board of Governors are currently convening statewide faculty committees to identify those courses that will be selected to meet this new mandate. Their charge is to designate a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Each general education core course option must contain high level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. All public postsecondary educational institutions will be required to offer and accept these courses as meeting general education core course requirements. The remaining general education course requirements courses shall be identified by each institution. [[Florida Laws Ch. 2012-195](#)]








### **Process for Monitoring the Appropriateness of Undergraduate Degree Requirements**

Undergraduate degree programs are reviewed by the Provost's Office in an ongoing Quality Enhancement Review (QER) process. [[Quality Enhancement Review Website](#)] Each department undergoes an extensive review every seven years and these reviews are coordinated with external accreditation reviews for those programs that require professional accreditation. The QER considers the entire range of activities within the unit being reviewed. [[QER Guidelines](#)] As part of this review, an external reviewer is brought to campus to evaluate the department and its degree programs, including the currency and appropriateness of degree requirements. The external reviewer synthesizes findings into a final report that includes recommendations for improvement. [[QER External Review - History](#)] [[QER External Review - Special Ed](#)] [[QER External Review - Statistics](#)]

#### **Evidentiary Documents**

-  [Accounting Major Requirements Sheet 2012-2013.pdf](#)
-  [Advising First Calendar of Workshops and Events.pdf](#)
-  [Advising First Website.pdf](#)
-  [Art History Program Description Example.pdf](#)
-  [Athletic Training Learning Compact.pdf](#)
-  [Chemistry Academic Map.pdf](#)
-  [External Reviewer's Report - History.pdf](#)
-  [External Reviewer's Report - Special Education Visual Disabilities.pdf](#)
-  [External Reviewer's Report-Statistics.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [Laws of Florida Ch. 2012-195.pdf](#)
-  [Liberal Studies Coordinating Committee.pdf](#)



-  [Orientation Website.pdf](#)
-  [Political Science Requirements Website.pdf](#)
-  [QER Manual 2012 REV.pdf](#)
-  [Quality Enhancement Review Website.pdf](#)
-  [Undergraduate Academic Program Guide Website.pdf](#)
-  [Undergraduate Policy Committee Website.pdf](#)
-  [University Curriculum Committee.pdf](#)

**3.5.4** At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree -- usually the earned doctorate or the equivalent of the terminal degree. **(Terminal Degrees of Faculty)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

At Florida State University, 59% of student credit hours delivered in courses satisfying major requirements for baccalaureate programs during the 2012-2013 fall and spring academic semesters were taught by faculty members holding an appropriate terminal degree. The average percentage of major program student credit hours taught by terminal faculty was 61% with the median being 57% when compared across majors. [[Terminal Degree Faculty Instruction Table](#)] Over 12% of majors (largely in the STEM areas) had greater than 90% of major courses taught by terminal professors and 65% of programs had over 50%.

All majors taught at the Main Campus, Panama City Campus, the Republic of Panama Campus and West Palm Beach location had over 25% of the courses in the major taught by instructional personnel who had a terminal degree in the area in which they were teaching. Respectively, 59%, 58%, 85%, and 71% of the student credit hours in major courses were taught by instructors with terminal degrees at these locations.

There are seven majors offered by the institution that can be completed via distance learning education. An average of 59% of the major courses available through distance learning programs was taught by faculty with terminal degrees. Distance learning courses offered at Florida State University are not mutually exclusive of online offerings at other campus locations. The major courses available through distance learning modalities include courses that are offered online at other campuses, or at physical locations that are geographically separated from campus.

### **Terminal Degrees**

As a major research university, Florida State University hires faculty with terminal degrees and a proven record of scholarship. An earned doctorate in the appropriate field of study is the accepted terminal degree for faculty teaching in most disciplines at Florida State University. Exceptions to the earned doctorate exist within certain disciplines. For legal studies courses, the Juris Doctor is considered a terminal degree. The Master of Social Work is considered a terminal degree in Social Work. In the fine, creative and performing arts, the Master of Fine Arts is considered a terminal degree for art, creative writing, dance, interior design, motion picture arts, and theatre. The Master of Architecture (MArch) is recognized as a terminal degree for interior design.

### **Major Program Courses**

Major requirements are defined in the *General Bulletin (Undergraduate)* [[FSU General](#)





[Bulletin 2012-13; p. 163](#)] and *Undergraduate Academic Program Guide* [[Undergraduate Academic Program Guide Sample](#)]. Courses identified in the major program of study are the full complement of courses offered that can be used to satisfy the major requirements, exclusive of general studies requirements and pre-requisite courses. These include both lower and upper level courses.

There are wide differences in the number of courses that can be used to complete the major program requirements. Some majors, like Chemical Engineering, are very prescriptive with most students taking the same courses with little variability. [[Undergraduate Academic Program Guide Sample, pg.4](#)] Thus a limited number of courses appear as applicable to the major. Conversely, other majors are less prescriptive and the major course requirements can be met with a broad number of courses. This latter case applies to most interdisciplinary programs. An example of a less-prescriptive major program is Humanities where major coursework must be at least 42 hours broken into primary, secondary and tertiary study areas that can be chosen from fourteen different departments. Students are able to choose eighteen hours from their primary department and twelve each from their secondary and tertiary departments. [[Undergraduate Academic Program Guide Sample, pg.13](#)] These examples are offered to explain the wide variation in the total student credit hours completed in courses that are applicable to each major. Because of this, the number of student credit hours that are applicable to the major are not an indication of the number of students in the program. A full listing of all offered majors and number of major program course hours necessary to complete each major are listed in the Instruction Table. [[Terminal Degree Faculty Instruction Table](#)]

### **Courses Taught by Faculty with Terminal Degrees Methodology**

In most cases, the discipline associated with major courses corresponds to the terminal degree of the faculty member teaching the course (e.g., Ph.D. in Physics teaching Physics major courses). There are also cases where faculty members have terminal degrees in one area but their degree is not considered applicable to courses they are teaching in a different discipline. In these cases, courses are counted as taught by non-terminal degree instructors. Additionally, there are cases where a faculty member in one discipline teaches a course in another discipline that is directly related to their terminal degree due to the interdisciplinary requirements for many major programs offered. For example, a literature professor with a terminal degree in Comparative Literature can teach a course in the Humanities major program if the course topic is related to the discipline. In all cases, the terminal degree of each faculty has been compared to each course they have taught to determine if the course content is consistent with their degree. The credit hours for courses taught by faculty with terminal degrees and the percentages are included on the Instruction Table. Faculty whose terminal degrees were considered applicable to courses they taught in Fall 2012 or Spring 2013 are listed by major. [[Faculty with Terminal Degree by Major](#)]

## Evidentiary Documents

-  [Faculty with Terminal Degrees by Major.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [Terminal Degree Faculty Instruction Table.pdf](#)
-  [Undergraduate Academic Program Guide Sample.pdf](#)

## 3.6 GRADUATE AND POST-BACCALAUREATE PROFESSIONAL PROGRAMS

**3.6.1** The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate Program Rigor)**

Compliance

Partial Compliance

Non-compliance

### Narrative

Florida State University's post-baccalaureate professional degree programs, master's and doctoral degree programs, are all progressively more advanced in academic content than its undergraduate programs. A number of institutional policies and procedures ensure compliance with this standard.

### Objectives of Graduate Programs

*Master's Level* [[Graduate Bulletin, p. 85](#)]

The University confers at the master's level the Master of Arts (M.A.), Master of Science (M.S.), Master of Accounting (M.Acc.), Master of Business Administration (M.B.A.), Master of Engineering (M.Eng.), Master of Fine Arts (M.F.A.), Master of Laws (LL.M.), Master of Music (M.M.), Master of Music Education (M.M.E.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Science in Planning (M.S.P.), Master of Social Work (M.S.W.), Specialist in Education (Ed.S.), and Specialist (SP.E.) degrees.

At the master's level students are expected to demonstrate an understanding and make sense of the core knowledge needed to function in their professional field. Master's level students are expected to demonstrate an understanding of the research process, and/or creative or problem-solving activity or application of the knowledge appropriate to their discipline.

*Doctor of Philosophy (Ph.D.) Degree* [[Graduate Bulletin, p.86](#)]

The Ph.D. is a research degree designed to produce the critical scholar. The degree is granted only to students who: 1) 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.

*Doctor of Education (Ed.D.) Degree* [[Graduate Bulletin, p.89](#)]

The Ed.D. degree is offered by the College of Education, the College of Music, and the College of Visual Arts, Theatre and Dance.

Admitted students will ordinarily have had some years of teaching or academic administrative experience and have shown some promise of being able to develop their pedagogical or administrative skills through further research and training. The College of Education permits, as part of its experience requirement, the completion of a practicum, undertaken during the period of doctoral studies, in which the student engages in doctoral work-related activities within an external agency. Once the degree has been earned, its possessor should be able to perform the tasks of the profession with a high degree of efficiency.

The Ed.D. degree is further 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 to provide solutions to educational problems as they arise in the field, it shall be designed to deal with methodological or administrative procedures capable of providing such solutions. Students are therefore advised that their programs must include enough methodological inquiry to establish a basis for the procedures used to arrive at their conclusions.

In light of the above, the distinction between the Ed.D. and Ph.D. degrees cannot be made solely on the basis of research tool requirements. 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.

*Doctor of Music (D.M.) Degree* [[Graduate Bulletin, p.89](#)]

The D.M. degree is awarded to a candidate who has achieved distinction in performance or composition and who completes relevant theoretical and historical studies.

*Doctor of Nursing Practice (D.N.P.) Degree* [[Graduate Handbook 2012-2013 Nursing, pp. 4, 7](#)]

Graduate nursing education prepares nurses for role enhancement and advanced professional practice. Eight program outcomes are articulated for the D.N.P. program.

*Doctor of Medicine (M.D.) Degree* [[Graduate Bulletin, p.89](#)]

The M.D. degree is awarded to students who are able: to fully perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social Attributes as described in the College's Technical

Standards for the admission and educational processes; to 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 listed in the procedure's log including CME Conference attendance, all listed procedures, ACLS, and BLS; 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 and the College is accredited by the Liaison Committee on Medical Education.

The Student Evaluation and Promotion Committee reviews the academic record of all fourth-year students in the Spring semester of the Fourth Year and verifies that all requirements have been met by each student. The results are submitted to the Executive Committee for consideration. The Executive Committee certifies the candidates are eligible to receive the Doctor of Medicine (M.D.) degree.

*Juris Doctor (J.D.) Degree* [[Graduate Bulletin, p. 90](#)]

The Juris Doctor (J.D.) degree 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.

**Admission and Continuance** [[Graduate Bulletin, pp. 59 - 61](#)]

Florida State University maintains university-wide minimum standards for admission to graduate programs. Individual programs are allowed to set higher standards for admission and continuation. Graduate students must maintain a higher GPA (minimum 3.0) than undergraduates to avoid probation and termination from programs.

## **Degree Program Requirements**

*Master's Degree Requirements* [[Graduate Bulletin, p. 85](#)]

There are two types of programs by which a student may secure a master's degree: the thesis type and the course type. 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 choose between them.

**Thesis-Type Program.** To qualify for a master's degree under this program, the student must complete a minimum of 30 semester hours of credit including thesis credit. At least 18 of these hours must be taken on a letter-grade basis (A, B, C). The minimum/maximum number of thesis hours for completion of a master's degree shall be six hours.

**Course-Type Program.** To qualify for a master's degree under this program, the student

must complete a minimum of 32 semester hours of coursework. At least 21 of these hours must be taken on a letter-grade basis (A, B, C).

Exceptions to this policy include the Master of Engineering (M.Eng.) which is course-based, but requires only 30 hours and the L.L.M. degrees in the College of Law which require 24 hours. The credit hour requirements for both of these programs are consistent with other similar programs offered by other regionally accredited institutions in the US.

*Professional Doctoral Degree Requirements* [[Graduate Bulletin, p. 89-90](#)]

Florida State University offers several professional-type doctorate degrees including the Doctor of Education (Ed.D.), Doctor of Nursing Practice (D.N.P.), Doctor of Music (D.M.), the Medical Doctor, M.D., and Juris Doctor (J.D.). These are professional practice degrees which maintain standards that are consistent with FSU standards and the standards of accrediting bodies.

*Research Doctoral Degrees* [[Graduate Bulletin, pp. 86-89](#)]

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 residency requirement. 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. Normally a student who enters a Ph.D. program without a master's degree will complete at least 54 hours of credit which includes 24 hours of dissertation credit. Ph.D. students must pass a Preliminary Examination to be admitted to candidacy. Only after this exam is passed can a student register for dissertation hours. Ph.D. students must complete and defend a dissertation in order to be awarded the degree.

*Residency Requirement of Doctoral Candidates*

The university maintains a residency requirement to ensure that doctoral students contribute to and benefit from the complete spectrum of educational, professional, and enrichment opportunities provided on the campus of a comprehensive university. Students should interact with faculty and peers by regularly attending courses, conferences, or seminars, and utilize the library and laboratory facilities provided for graduate education.

After having finished 30 semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled on Florida State University Tallahassee campus for a minimum of 24 graduate semester hours of credit in any period of twelve consecutive months. In cooperative degree programs involving two or more universities, residence requirements may differ from the foregoing only with the approval of the graduate policy committee and the Dean of the Graduate School. Students in such programs check residency requirements with their departmental chairs



or program leaders.

The College of Education and the art education program in the College of Visual Arts, Theatre, and Dance permit Ed.D. students, if they so desire, to complete their residency requirement by registering for 30 credits during a sixteen-month period.

With the advent of the D.N.P. program and the exploration of online professional doctoral programs the Graduate Policy Committee and the Dean of the Graduate School have been considering changes to the residency requirement. To date a few recent exceptions to this policy have been dealt with by the Dean of the Graduate School on an individual student basis.

### **Course Requirements** [[Graduate Bulletin, p. 86](#)]

#### *Numbering system*

Courses are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and twenty-five participating non-public institutions. Courses at the 5000 to 9000 level are considered graduate and professional with the higher numbers designating progressively more advanced courses e.g., doctoral seminars and dissertation research hours are at the 6000 level; prelims and defenses are at the 8000 level.

The distribution of hours among 4000-, 5000-, and 6000- level courses and above is determined by the college or school of the student's major department. 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. Such 4000 level courses may be credited toward a graduate degree. 1000 through 3000 level courses are considered to be exclusively for undergraduates.

#### *Course Syllabi*

The Faculty Handbook specifies the policy on course syllabi [[Faculty Handbook, p. 146](#)]. This information is also highlighted online [[Syllabus policy](#)].

A course syllabus is to be distributed at the beginning of the semester. The syllabus includes written course objectives and an evaluation (grading) statement. This statement indicates the procedures that will be used to evaluate students and make it possible to discern the approximate weight of each grade component. All syllabi also include an Americans with Disabilities Act statement; a statement regarding academic integrity; and the attendance policy (if applicable). It is recommended that a faculty member include a statement of his/her policy and/or expectations regarding classroom conduct and missed work. 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.

Some courses may be co-listed 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, as well as additional discussion sections for the graduate students.

## Learning Outcomes

All academic programs must establish and evaluate learning and program outcomes on an annual basis. The Institutional Effectiveness Portal (IEP) is used to document the mission, outcomes, and assessment results. These learning outcomes provide evidence of the more advanced content associated with bachelors, masters, and doctoral degrees. The bachelor's level generally emphasizes the acquisition of appropriate content knowledge, whereas the master's and doctoral levels emphasize higher order application of such content knowledge to designing studies and researching problems to obtain solutions.

The example in Table 3.6.1.1 below is cited to illustrate the different expectations.

Table 3.6.1.1

Student Learning Outcomes for Degree Levels in Psychology

BS Psychology	MS Psychology	PhD Psychology
<p>1. The student will be able to demonstrate knowledge of what is involved in being a consumer of research. This includes knowing how to locate within the scientific literature existing research on a psychological topic and identifying the important elements of scientific articles.</p> <p>2. The student will be able to demonstrate basic knowledge of the scientific method as it is commonly applied in psychological research. This includes demonstrating knowledge of how to formulate testable research hypotheses, how to</p>	<p>1. A student graduating from the Applied Behavior Analysis program will demonstrate the ability to satisfactorily perform the minimum required practicum competencies, which have been specified by program faculty. The competencies are based on the types of activities most Certified Behavior Analysts would be expected to perform as part of their employment. The competencies are as follows: design and implement a skill acquisition program; conduct a reinforcer assessment; conduct a functional assessment; design and implement a</p>	<p>1. The student will be able to critically evaluate and integrate research literature within his/her area of study and will do so in a timely manner (i.e., within 4 semesters after the thesis defense or, if the master's degree was obtained at another university, by the end of the spring semester of the second year of study).</p> <p>2. The student will be able to demonstrate proficiency in (a) designing and conducting empirical research addressing questions of importance to their field of study, and (b) communicating the findings orally and in a</p>

<p>evaluate plausible alternative hypotheses for one's findings, the importance of replication, identifying the differences between science and pseudo-science and the differences between experimental and correlational studies.</p> <p>3. The student will be able to demonstrate basic knowledge of measurement principles, including the different types of scales that can be used in research and the concepts of reliability and validity.</p> <p>4. The student will be able to demonstrate knowledge of the ethical treatment of human and animal research participants/subjects.</p> <p>5. The student will be able to apply basic knowledge of how statistical tests are commonly used in psychological research. This includes choosing the appropriate statistical test for a particular research design and interpreting the results of statistical tests, such as a correlation, t-test, and Analysis of Variance (with simple factorial designs).</p> <p>6. The student will be able to demonstrate basic knowledge of synaptic transmission. This includes</p>	<p>behavior reduction program; and train another individual to conduct a program. Examples of tasks comprising the competencies are provided in the attached document.</p> <p>2. The student will be able to demonstrate proficiency in hypothesis testing by designing and conducting a basic research study in a timely manner, (i.e., by the end of the spring semester of the student's third year of study).</p>	<p>written document, and will do so in a timely manner as defined by the university, i.e., within 5 years of passing the preliminary examination.</p>
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<p>demonstrating knowledge of the structural and functional properties of neurons and the principles of chemical synaptic transmission.</p> <p>7. The student will be able to demonstrate basic knowledge of the functional anatomy of the Central Nervous System (CNS), i.e., the localization of functions within the brain and spinal cord.</p>		
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Comparable examples of progressively more advanced learning outcomes are provided for the bachelors and master's degrees in Finance [[Learning Outcomes Finance](#)], and the bachelors, master's and doctoral degrees in Mathematics [[Learning Outcomes Mathematics](#)], and Family Sciences [[Learning Outcomes Family and Child Sciences](#)].








### **Program and Course Approval Process**

Proposals for new graduate degree programs are reviewed at multiple levels to ensure that they meet the standards for graduate education at the Florida State University. All courses that form the basis of the curriculum must be approved within the unit, the college, and by the University Curriculum Committee. Graduate program reviews are conducted on a 7-year cycle under the umbrella of the Quality Enhancement Review process of all academic program levels conducted by the Vice President for Planning and Programs. At the same time the Graduate Policy Committee conducts a parallel review of the graduate programs to ensure students have the knowledge of the disciplinary literature and ongoing engagement in research or appropriate professional practice and experiences.

### **Faculty Credentials**

Instructors of graduate level courses must hold Graduate Faculty Status (GFS) if they are members of the tenure track faculty, and Graduate Teaching Status (GTS) if they are members of the non-tenure track faculty or were granted courtesy faculty status. Such faculty are expected to possess the terminal degree and expertise in the teaching discipline [[Faculty Handbook, p. 103](#)]. In some cases faculty without such credentials are approved to teach a graduate course based upon practical experience. All requests for GFS, GTS, or exceptions to the guidelines must be approved by the Dean of The Graduate School [[Faculty Handbook, p. 103-106](#)].

## Evidentiary Documents

-  [Faculty Handbook.pdf](#)
-  [Graduate Bulletin 2012-2013.pdf](#)
-  [Graduate Handbook 2012-13 Nursing.pdf](#)
-  [Learning Outcomes Family and Child Sciences.pdf](#)
-  [Learning Outcomes Finance.pdf](#)
-  [Learning Outcomes Mathematics.pdf](#)
-  [Syllabus policy.pdf](#)

**3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate Curriculum)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The graduate level curricula at Florida State University 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 through involvement with hands-on, training and practical experiences. [[Chapter No. 2013-27, p. 67](#)]

The University's Graduate Bulletin [[Graduate Bulletin 2012-2013, pp. 85-90](#)] describes the general requirements for master's, specialist, and doctoral degrees. Individual program requirements are also specified as appropriate to the discipline. At the time of graduation, the Office of the Registrar checks every transcript to ensure that the degree requirements have been met.

These requirements apply to all graduate programs regardless of how or where they are offered (e.g. main campus; Panama City, Florida; or via distance technology).

### **Graduate Program Curricular Expectations/Requirements**

#### Master's and Specialist Degrees

As described in the Graduate Bulletin, master's and specialist level students are expected to demonstrate an understanding and make sense of the core knowledge needed to function in their professional field. These students are expected to demonstrate an understanding of the research process, and/or creative or problem-solving activity or application of the knowledge appropriate to their discipline [[Graduate Bulletin 2012-2013, p. 85](#)].

There are two types of programs by which a student may secure a master's or specialist degree: the thesis type and the course type. 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 choose between them.

#### Doctoral Degrees - Research

The Doctor of Philosophy (Ph.D.) degree is a research degree designed to produce a critical scholar. The degree is granted only to students who: 1) 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. [[Graduate Bulletin 2012-2013, p.86](#)]

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 to provide solutions to educational problems as they arise in the field, it shall be designed to deal with 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. [[Graduate Bulletin 2012-2013, p. 89](#)]

#### Doctoral Degrees - Professional

The Doctor of Music (D.M.), Doctor of Nursing Practice (D.N.P.), Doctor of Medicine (M.D.), and Juris Doctorate (J.D.) are considered professional doctoral degrees according to the Survey of Earned Doctorates. The curricula for these degrees prepare students for advanced practice in a professional field. [[Graduate Bulletin 2012-2013, pp. 89-90](#)]

#### Program Requirements - Exemplars

The University offers 129 master's and specialist degrees, and 67 doctoral degree programs. The curriculum for each program conforms to the university-wide requirements described in the Graduate Bulletin. The Master's, Specialist and Ph.D. degrees typically require students to attain content knowledge in the discipline through a suite of core and elective courses. Master's thesis and Ph.D. level students are introduced to research methodologies through research-related courses [[Syllabus Research Methods](#)], followed by preparation of a prospectus (not a requirement), conduct of research, and completion of the thesis, treatise, or dissertation. Discussed below are examples of 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.

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. [[Graduate Bulletin 2012-2013, p. 131-134](#)] 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 [e.g., [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](#)].

The Department of History offers master's and Ph.D. degrees. For the M.A. degree in History students must complete 34 credit hours including two methodology courses,

Approaches to History and 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, new media and public history. There is also a language requirement and a thesis or a capstone project. Doctoral students in History must 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 two foreign languages, take methodology courses [[Syllabus Historical Methods](#)], and are encouraged to take a course in teaching history at the college level. [[Graduate Bulletin 2012-2013, pp. 242-245](#)] [[Syllabus Teaching College History](#)]

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 [[Syllabus Chemistry 5138](#)] 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. [[Graduate Bulletin 2012-2013, p.171](#)] 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. [[Syllabus Chemistry Seminar](#)] Additional requirements for these degrees are highlighted in the Graduate Student Handbook. [[Chemistry Handbook](#)]

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 Wind Engineering](#)] [[Syllabus Bridge Engineering](#)] [[Syllabus Composites in Civil Engineering](#)]. The M.Eng. option also requires the student to pass a comprehensive exam. [[Graduate Bulletin 2012-2013, p. 174](#)]

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 [[Syllabus Internship Practicum](#)]. 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 [e.g., [Syllabus Marketing Seminar](#)] [[Syllabus Sport Culture](#)] and research paradigms acquired first through coursework [[Syllabus Research Methods](#)] and then through the conduct of independent research. [[Graduate Bulletin 2012-2013, p. 343](#)]

## Review Processes for Graduate Curricula

Proposals for new graduate degrees are typically initiated at the program level, followed by review and required approval at higher levels including the academic college, Graduate Policy Committee, Provost, and Board of Trustees. [[Degree flowchart](#)] This is a two-step process first requiring approval of a Proposal to Explore [[Pre-Proposal Form-Final CAVP](#)] [[New Degree Proposal FSU Addition](#)] followed by the development and approval of a fully substantiated new degree program proposal [[New Degree Proposal Template Final 2011](#)] [[New Degree Proposal Worksheets](#)]. Proposals conform to standards and templates provided by the State of Florida Board of Governors [[BOG Degree Criteria](#)] [[BOG Staff Analysis Checklist](#)]. In addition to the approval sequence noted above for master's degrees, new doctoral programs must also be approved by the State of Florida's Board of Governors.

The continuing quality of the graduate curricula and programs at the Florida State University is ensured by the periodic review of each program by the faculty who serve on the university's Graduate Policy Committee, a committee of the Faculty Senate. These reviews are conducted at the same time as the Quality Enhancement Review process which is mandated by the State of Florida and overseen by the Vice President for Planning and Programs. [[QER Manual, p.34](#)] One of the purposes of the review is to "ensure that FSU's graduate programs are academically sound and are producing graduates who are adequately trained in their field". As part of these reviews, each program is required to address the currency and appropriateness of the curriculum; and several doctoral dissertations are selected and read by the review committee and evaluated for their contribution to the field. [[GPC Review Statistics](#)] [[GPC Review Philosophy](#)]

### Evidentiary Documents

-  [BOG Degree Criteria.pdf](#)
-  [BOG Staff Analysis Checklist.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Chemistry Handbook.pdf](#)
-  [Degree flowchart.pdf](#)
-  [GPC Review Philosophy.pdf](#)
-  [GPC Review Statistics.pdf](#)
-  [Graduate Bulletin 2012-2013.pdf](#)
-  [New Degree Proposal FSU Addition.pdf](#)
-  [New Degree Proposal Template Final 2011.pdf](#)
-  [New Degree Proposal Worksheets.pdf](#)
-  [Pre-Proposal Form-final CAVP.pdf](#)

-  [QER Manual.pdf](#)
-  [Seminar Syllabus.pdf](#)
-  [Syllabus Bridge Engineering.pdf](#)
-  [Syllabus Chemistry 5138.pdf](#)
-  [Syllabus Composites in Civil Engineering.pdf](#)
-  [Syllabus Historical Methods.pdf](#)
-  [Syllabus Internship Practicum.pdf](#)
-  [Syllabus Marketing Seminar.pdf](#)
-  [Syllabus Medical Music Therapy.pdf](#)
-  [Syllabus Music Experimental Research.pdf](#)
-  [Syllabus Music Field and Laboratory Techniques.pdf](#)
-  [Syllabus Music Methodologies.pdf](#)
-  [Syllabus Research Methods.pdf](#)
-  [Syllabus Sport Culture.pdf](#)
-  [Syllabus Teaching College History.pdf](#)
-  [Syllabus Wind Engineering.pdf](#)

**3.6.3** At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.") **(Institutional Credits for a Degree)**

Compliance

Partial Compliance

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 all graduate degrees are published to the students and campus in the Graduate Bulletin. [[FSU Graduate Bulletin 2012-2013, "Graduate Degree Requirements", pg. 85](#)] In addition, academic departments are required to make available to students a department handbook [[Departmental handbook policy](#)].

### **Master's degree requirements**

Graduate program-specific guidelines for semester hours earned at Florida State University, and limits on the amount of transfer credit that will count toward completion of a master's degree, are referenced in the *Graduate Bulletin*. [[FSU Graduate Bulletin, see "Graduate Degree Requirements, pg. 85](#)]

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school are limited to six semester hours and transfer of courses not counted toward a previous degree from Florida State University are limited to twelve semester hours, except when the departmental course requirement exceeds the thirty-two hours university-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. All 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 completed with grades of 3.0 ("B") or better.

The University does not have any joint or dual master's degree programs with other Universities.

### **Doctoral degree requirements**

At the Ph.D. level, after having finished thirty semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled on The Florida State University Tallahassee campus for a minimum of twenty-four graduate semester hours of credit in any period of 12 consecutive months. [[FSU Graduate Bulletin, 2012-2103, see "Graduate Degree Requirements", pg. 87](#)] Transfer credit is limited to six hours or an equivalent number of hours for programs with coursework in excess of thirty-two hours. Most doctoral level programs require at least 60 hours of coursework, which includes at least minimum of 24 hours dissertation.

The University does not have any dual or joint doctoral degree programs with other Universities.

### **Professional degree requirements**

Florida State University offers two professional degree programs, the doctor of medicine and the juris doctorate.

To date there have been no transfer students accepted into the College of Medicine MD program. Students pursuing the doctor of medicine degree at Florida State University typically earn all credits from the University. Transfer into the program is allowed in rare cases. The College of Medicine transfer credit policy limits the credits accepted to a maximum of the equivalent of the first two years of the four year program, based on a course-by-course evaluation. [[GPC minutes 4-1-2013, pgs 1-2](#)]

The College of Law allows students to transfer in as second year law students and complete the last two years at Florida State University. Subject to the standard University transfer credit and articulation rules, the College of Law limits the maximum transfer credit to the equivalent of one year of law courses or 24 hours. [[College of Law transfer policy, pg 1](#)] Student complete the remaining two years or 45 hours at Florida State University. [[FSU College of Law bylaws revised 10-20-09- graduation](#)]

### **General degree requirements**

Additional requirements, such as committee structure, general university requirements related to GPA, progress toward degree and the like have been established to ensure a structured academic experience consistent with the level of work typically associated with graduate course work at all degree levels. [[FSU Graduate Bulletin, see “Graduate Degree Requirement” pg 85](#)] In all cases, the student must earn the majority of credits from Florida State.

### **Transcript Posting**

Transfer credit earned by all students (graduate, undergraduate or professional) from other institutions is clearly posting on the transcript under the institution awarding the credit and the terms in which it was earned. [[Sample Transcripts](#)] [[Graduate Sample Transcript](#)] In the case of undergraduate transfer students, all credit earned from other institution is posted and, where applicable may be annotated to indicate cases where the credit may not be counted toward the degree (i.e. duplicate credit, vocational credit, below college level, etc). These codes are printed on the legend that appears on the back of the transcript paper. In the case of graduate and professional students, only the transfer credit applicable to the degree is posted.

### **Graduation clearance process**











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 all university or

statewide requirements, including, by not limited to, minimum GPA, total number of credits earned at Florida State University, number of letter-graded hours, quality points, correct transfer credit evaluation, and residency hours [[Master's Graduation Checklist](#)] [[Doctoral Graduation Checklist](#)] [[CAS PhD Grad Checklist](#)] [[CHS Student Graduation Checklist-MS](#)] [[CHS Student Graduation Checklist-PhD](#)]. The individual academic dean's office reviews each student's academic record for completion and compliance with all major and/or college or school requirements and appropriate course substitutions for transfer credit applicable to a major. All thesis, treatise, and dissertation students are also certified through Graduate Studies by a signature from the appropriate authority on the Final Term Degree Clearance Form. [[Final Degree Clearance form](#)] The academic department, the academic dean's office, the Office of Graduate Studies 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.

During the graduation check process, the department, school, college, and the Office of the University Registrar review transcripts and applicable credit to determine how many hours have been earned at Florida State University. Credit posted on the transcript for all students is clearly denoted under the institution name from where it was earned as well as the year and term in which it was earned. [[Sample transcripts](#)] [[Sample Graduate Transcript](#)] Printed policy in the *General Bulletin* limits the amount of outside credit that may count toward a degree awarded by the university. The various offices involved in clearing students follow the policies of the Faculty Senate and its appointed committees. [[Faculty Senate Standing Committees](#)]

The graduate degree requirements are published in the *Graduate Bulletin* and apply to all graduate degree-seeking students at the University, regardless of the campus or site of the student or delivery mode of the degree. Students located at other campuses and sites have their records reviewed by the appropriate dean's office, and the Office of the University Registrar located on main campus. The approval process is applied consistently to all sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida).

#### Evidentiary Documents

-  [CAS Ph D Grad Checklist.pdf](#)
-  [CHS Student Graduation Checklist - MS 01-2013.pdf](#)
-  [CHS Student Graduation Checklist - PhD 01-2013.pdf](#)
-  [College of Law transfer policy.pdf](#)
-  [Dept Handbook policy.pdf](#)
-  [Doctoral Checklist form.pdf](#)
-  [Faculty Senate Standing Committees.pdf](#)
-  [Final Degree Clearance Form.pdf](#)
-  [FSU College of Law Bylaws Revised 10-20-09 - graduation.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)

 [GPC minutes 4-1-2013.pdf](#)

 [Graduate sample transcript.pdf](#)

 [Masters Checklist form.pdf](#)

 [Sample transcripts.pdf](#)

**3.6.4** The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate Program Requirements)**

Compliance

Partial Compliance

Non-compliance

### Narrative

The Florida State University defines and publishes the minimum requirements for its graduate and post-baccalaureate professional programs in the Graduate Bulletin 2012-2013 which is published annually in electronic format and made available on the Registrar's website as a PDF document [[Graduate Bulletin 2012-2013](#)] and through clickable website links [[Registrar Website - General Bulletin](#)]. The Office of Distance Learning provides access to these requirements through its web site. The Graduate Bulletin is reviewed annually by each academic program and any revisions necessary incorporated. Additional information is provided on the individual websites for each program, and in particular for the professional programs in the Colleges of Law, Nursing and Medicine. These requirements conform to commonly accepted standards and practices for the various degrees. In addition, some programs are accredited by discipline specific bodies. For example, the College of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) which includes the master's and doctoral programs in business, as well as the master's in accounting [[Graduate Bulletin 2012-2013, p.103](#)]. Other examples, include the College of Social Work which adheres to the standards established by the Council of Social Work Education [[Graduate Bulletin 2012-2013, p. 139](#)]; the master's in speech language pathology which is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association [[Graduate Bulletin 2012-2013, p. 188](#)]; the doctoral degree in Marriage and Family Therapy which is accredited by the Commission for Accreditation for Marriage and Family Therapy Education [[Graduate Bulletin 2012-2013, p. 268](#)]; and the master's degree in Urban and Regional Planning which is accredited by the Planning Accreditation Board [[Graduate Bulletin 2012-2013, p. 366](#)].

### Graduate Program Requirements

Master's (MA, MS, MAcc, MBA, MEng, MFA, LLM, MM, MME, MPA, MPH, MSP, MSW) and Specialist (EdS, SPE) degrees provide students with enhanced education and training in a variety of disciplines. Master's and specialist level students are expected to demonstrate an understanding and make sense of the core knowledge needed to function in their professional field. These students are expected to demonstrate an understanding of the research process, and/or creative or problem-solving activity or application of the knowledge appropriate to their discipline [[Graduate Bulletin 2012-2013, p. 85](#)]. The work for the master's degree must be completed within seven years from the time the student first registers for graduate credit.

There are two types of programs by which a student may secure a master's or specialist

degree: the thesis type and the course type. To qualify for a thesis-type degree, the student must complete a minimum of 30 semester hours of credit including thesis credit. At least eighteen of these hours must be taken on a letter-grade basis (A, B, C). The minimum/maximum number of thesis hours for completion of a master's degree shall be six hours. To qualify for a course-type degree, the student must complete a minimum of 32 semester hours of coursework. At least twenty-one of these hours must be taken on a letter-grade basis (A, B, C). There are two exceptions to this policy. The course-based Master's of Engineering (M.Eng.) is considered a professional terminal master's degree which requires the completion of 30 hours, and the course-based L.L.M. degrees in the College of Law require the completion of 24 hours. Both of these exceptions to the FSU standard for a master's degree nevertheless conform to national standards and practice for these degrees. [[L.L.M. degree](#)]

Although there is no university-wide foreign language requirement for the master's degree, the Master 's of Arts specifically requires demonstration of proficiency in a foreign language.

The Doctor of Philosophy (Ph.D.) degree is a research degree designed to produce the critical scholar. The degree is granted only to students who: 1) 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 residence requirement. The residence requirement specifies that a student must be continuously enrolled on Florida State University Tallahassee 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.

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 shall focus 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. [[Graduate Bulletin 2012-2013, p. 89](#)].

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 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. [[Graduate Bulletin 2012-2013, p.133](#)]. All requirements must be completed within five years of completing the preliminary examination.

The Doctor of Nursing Practice (D.N.P.) degree prepares nurses for the highest level of clinical practice in the profession of nursing as a family nurse practitioner or health systems leader. Two specialty tracks are available: Family Nurse Practitioner and Health Systems Leadership. The program includes a total of 90 credit hours of post baccalaureate study and is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing (2006). The DNP courses are offered in part via interactive video conferencing from the Tallahassee campus to Panama City and Sarasota-Bradenton. Some core courses are offered fully online. Students come to the Tallahassee campus for orientation to the program, and FNP students attend an intensive weekend in the Advanced Skills for the APN course. Students work with preceptors in their local community to meet the learning objectives for the practicum courses. All requirements must be completed within five years of completing the preliminary examination. [[Graduate Handbook 2012-2013 Nursing](#)]

The Doctor of Medicine degree (M.D.) is awarded by the College of Medicine to students who successfully complete all required coursework and clerkships in years 1-4, including a minimum of 12 weeks of electives in Year 4; including required medical exams e.g., the Objective Structured Clinical Examination. [[Graduate Bulletin 2012-2013, p. 89](#); [pp. 278-280](#)] The College of Medicine curriculum focuses on the needs of the patients and their families, develops a common framework of knowledge, utilizes approaches for acquiring and assessing information, and teaches the basic principles and skills exemplary medical care providers should have. The pre-clerkship course work (years 1 and 2) take place on the Florida State University main campus. The third and fourth years are devoted to required clerkships and elective clinical rotations of 2-8 weeks duration, most of which take place at one of the College of Medicine regional campuses. Hospitals, physician's offices, community clinics, public health units, nursing homes, residency programs, and other healthcare facilities are used as training sites in which students actively participate in the clinical setting. Up to 24 weeks (minimum 12 weeks) in the fourth year will be devoted to student electives in which students will be able to choose among select rotations including subspecialty rotations. Upon completion of the course of instruction, the student will be able to demonstrate the required clinical skills essential to the delivery of high quality patient care -based guidelines.

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. [[Graduate Bulletin 2012-2013, p.90](#); [pp. 255-257](#)]

### **Graduation of Master's and Doctoral Students**

A graduate student is not eligible for conferral of a degree unless the cumulative grade point average is at least 3.0 in formal graduate courses. No course hours with a grade below "C-" will be credited on the graduate degree; all grades in graduate courses except those for which grades of "S" or "U" are given or those conferred under the provision for repeating a course will be included in computation of the average. All conditions of admission must be met; in addition there are usually other departmental requirements which must be met. [[Graduate Bulletin 2012-2013, p.90](#)]

### **Clearance for Thesis, Treatise, and Dissertation Degrees**

Students completing a thesis, treatise, or dissertation must have the manuscript approved by the Manuscript Clearance Advisor in the Graduate School in order to be cleared by graduation. In addition, staff in the departments, academic colleges, and the Office of the Registrar check to ensure that a student has met all necessary requirements for graduation. [[Graduate Bulletin 2012-2013, p. 90](#)]

### **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 majors and degrees are designed to ensure, among other things, that all majors and degree programs reflect accepted disciplinary standards and practices. As noted in the response to Core requirement 2.7.2, requests for new majors or degrees follow a similar process through department and college-level development and approval before being forwarded to the 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. As part of the process, majors and degrees are reviewed to ensure that appropriate types and number of course offerings are available to students. 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 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). 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. [\[Degree flowchart\]](#) Once implemented, the new degree/major is included in the periodic University quality review cycle. After a major has been approved, the unit offering the major is responsible for maintaining currency of the major's structure and content, and may change major requirements without seeking higher-level approval, so long as all individual courses involved have been approved by the University.































## **Process for Monitoring the Appropriateness of Degree Requirements for Existing Programs**

Graduate Degree Programs are reviewed as part of the Quality Enhancement Review (QER) process, on a seven-year cycle. This process enables the university to provide quality assurance, maintain academic standards, and ensure continuous improvement of academic programs. This review includes an independent external assessment by an expert in the field. The external reviewer reviews the self-study binder which provides a five-year snapshot of the program's activity, conducts on-site interviews, and prepares and submits a report indicating the findings of the visit [e.g., [External Reviewer Report Art History](#); [External Reviewer Report Criminology](#); [External Reviewer Report Interior Design](#); [External Reviewer Report Philosophy](#), [External Reviewer Report Statistics](#)].

The Graduate Policy Committee (GPC) also appoints a subcommittee of members to conduct a parallel program review that focuses on graduate education. As noted in the response to Core Requirement 2.7.2, the GPC reviews are coordinated with and integrated into the QER process. As part of its review, the GPC examines the practices of each graduate program to determine whether they conform to university-wide requirements and to established practices of the specific field of study. The topics that the subcommittee address are specified in guidelines and a template [[GPC Review Guidelines](#); [GPC Review Template](#)] and include the following: the history and context of the program; recruitment, enrollment and retention; placement after graduation and other indicators of quality of the graduate program; feedback from students; quality of the dissertations; comments from the external reviewer; curriculum; professional preparation of the graduate students; faculty and instructional personnel; and resources and administration. The GPC review subcommittee submits a report to the GPC [e.g., [GPC Review Art History](#), [GPC Review Criminology](#), [GPC Review Interior Design](#), [GPC Review Philosophy](#), [GPC Review Statistics](#)]; recommendations for improvement are voted upon by the full GPC; and the recommendations are sent to the program for consideration [e.g., [GPC Recommendations Art History](#), [GPC Recommendations Criminology](#), [GPC Recommendations Interior Design](#), [GPC Recommendations Philosophy](#), [GPC Recommendations Statistics](#)]. The issues that these specific reviews and recommendations focused on and recommended for action included: improvements in the Graduate Handbook [[GPC Recommendations Art History](#)]; curricular foci and problems of cross-listed courses [[GPC Recommendations Art History](#); [GPC Recommendations Criminology](#)]; technical infrastructure for the graduate program [[GPC Recommendations Interior Design](#)]; and annual reviews and professional develop of the graduate students [[GPC Recommendations Philosophy](#); [GPC Recommendations Statistics](#)]. The Program must submit an Action Plan to the Dean of The Graduate School indicating how the recommendations will be addressed [e.g., [Action Plan Art History](#), [Action Plan Criminology](#), [Action Plan Interior Design](#), [Action Plan Philosophy](#),

[Action Plan Statistics](#)]. A two year follow-up report [[Two Year Report Art History](#), [Two Year Report Criminology](#), [Two Year Report Interior Design](#)] is subsequently requested from the program by the Dean of The Graduate School. In the case of Philosophy and Statistics these will be requested in January 2014 and 2015, respectively.

#### Evidentiary Documents

-  [Action Plan Art History.pdf](#)
-  [Action Plan Criminology.pdf](#)
-  [Action Plan Interior Design.pdf](#)
-  [Action Plan Philosophy.pdf](#)
-  [Action Plan Statistics.pdf](#)
-  [Degree flowchart.pdf](#)
-  [External Reviewer Report Art History.pdf](#)
-  [External Reviewer Report Criminology.pdf](#)
-  [External Reviewer report Interior Design.pdf](#)
-  [External Reviewer Report Philosophy.pdf](#)
-  [External Reviewer Report Statistics.pdf](#)
-  [GPC Recommendations Art History.pdf](#)
-  [GPC Recommendations Criminology.pdf](#)
-  [GPC Recommendations Interior Design.pdf](#)
-  [GPC Recommendations Philosophy.pdf](#)
-  [GPC Recommendations Statistics.pdf](#)
-  [GPC Review Art History.pdf](#)
-  [GPC Review Criminology.pdf](#)
-  [GPC Review Guidelines.pdf](#)
-  [GPC Review Interior Design.pdf](#)
-  [GPC Review Philosophy.pdf](#)
-  [GPC Review Statistics.pdf](#)
-  [GPC Review Template.pdf](#)
-  [Graduate Bulletin 2012-2013.pdf](#)
-  [Graduate Handbook 2012-13 Nursing.pdf](#)
-  [L.L.M. degree.pdf](#)
-  [Registrar Website - General Bulletin.pdf](#)
-  [Two Year Report Art History.pdf](#)
-  [Two Year Report Criminology.pdf](#)
-  [Two Year Report Interior Design.pdf](#)

## 3.7 FACULTY

**3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.") **(Faculty Competence)**

Compliance

Partial Compliance

Non-compliance

### Narrative

In meeting its mission, 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. [[Mission & Vision](#)] [[Chapter No. 2013-27, p. 67](#)]

In keeping with our classification as by the state as a Preeminent Research University and its Carnegie designation as a Research University with very high research activity and in order to meet our mission and achieve excellence in teaching, research, creative endeavors, and service, Florida State University recruits and employs qualified and competent faculty members. All instructors of record must meet the competency requirements specified in the FSU Policy on Credentialing Faculty [[Credentialing Faculty Policy](#)] and the university policy defining instructors of record. [[Instructor of Record Policy](#)] These policies outline the credentials required for all instructors of record as determined by academic and professional preparation and experience. These policies apply to all FSU instructors of record regardless of location or mode of delivery.

When determining acceptable qualifications of its faculty, Florida State University gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Many university faculty members have been recognized by prestigious organizations, including the National Academy of Sciences, American Academy of Arts and Sciences, National Academy of Engineering, the Institute of Medicine, and the John Simon Guggenheim Memorial Foundation. [[Faculty Award Winners](#)] [[Highly Prestigious External Faculty Awards 2008-13-1](#)] The institution also offers distinctive awards and recognition for faculty achievement in teaching, research, and public service. [[Faculty Awards Program](#)] [[Lawton Award](#)] [[Internal Faculty Award Report 2012-12](#)]

## **University Policy on Credentialing Instructors of Record**

As the University's chief academic officer, the Provost and Executive Vice President for Academic Affairs establishes all requirements regarding instructor of record employment issues. [[Academic Personnel Rules](#)] The Vice President for Faculty Development and Advancement (FDA) administers these academic rules and collaborates with Human Resources (HR) to implement all faculty employment actions. [[Faculty Handbook, Section 4, Introduction](#)] As delineated in the Policy on Credentialing Instructors of Record [[Credentialing Faculty Policy](#)], the following requirements apply:

1. Faculty teaching general education courses at the undergraduate level should 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 should 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 should 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 should hold the earned doctorate/terminal degree in the teaching discipline or a related discipline.
5. All graduate students assigned as instructors of record should 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 Program for Instructional Excellence (PIE) and/or equivalent in-unit training; see linked example from the College of Visual Arts, Theatre & Dance. [[TA Data VAT&D](#)] [[Program for Instructional Excellence](#)] [[2013 TA Orientation PIE Conference Training](#)] 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 each semester. [[Course Evaluations](#)]

## **Other Qualifications**

Florida State University also considers competence and experience in specific circumstances. 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. Alternative qualifications may include professional licensure and certifications, diplomas or certificates earned, publications and presentations in the field, honors and awards, and other demonstrated competencies and achievements. Instructors of record teaching graduate courses who do not have a terminal degree in a related field may also be alternatively qualified with the proper documentation of appropriate qualifications. 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 the Policy Designating Instructor of Record [[Instructor of Record 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 appropriate standards for credentials as described above.

In order to ensure that all Florida State University 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 for that degree. 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 recommendations and other documents as appropriate, such as certain licenses, certifications, or work experience, if needed as alternatives to establish faculty qualifications. [[Appointing New Faculty Members](#)] [[Faculty Handbook, Sec 4, appointments](#)] [[New Faculty Checklist AUG2012-1](#)]

Instructors of record may include:

6. Faculty teaching general education courses at the undergraduate level:

the faculty member must have a 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).

7. Faculty teaching baccalaureate courses: the faculty member must have a 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).
8. Faculty teaching graduate and post-baccalaureate course work: the faculty member must have an earned doctorate/terminal degree in the teaching discipline or a related discipline.
9. Graduate teaching assistants: To meet SACS guidelines regarding graduate teaching assistants, all graduate students assigned as instructors of record should 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 as that of instruction. Credits for which an "incomplete" has been assigned, such as research hours, are not included in determining the number of graduate hours completed.

Graduate student instructors of record must receive appropriate training prior to instruction and regular in-service training, as noted above. Training may include completion of the teaching assistant training provided by Program for Instructional Excellence (PIE) and/or 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 should be regularly evaluated on their teaching performance.

10. Other personnel, such as adjuncts, courtesy faculty, or visiting faculty, who are designated by academic units as responsible for courses, are considered instructors of record, and must meet the standards for credentials and appointment for the specified courses.
11. Graduate or undergraduate students who are assigned to a course in a support capacity, i.e., grader, proctor, classroom assistant, lab assistant, are not considered instructors of record.
12. Guest lecturers are excluded as instructors of record. A guest lecturer is an individual invited to contribute to a course based on his or her specialized expertise in an area essential to the course and its learning outcomes. Guest lecturers may be internal or external to the academic unit in question.

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. These requirements are enforced at the main campus as well as all branch campuses, as further delineated in the Faculty Appointments section of the narrative below. [[Appointing New Faculty Members](#)] [[Faculty Handbook, Sec 4, appointments](#)] [[New Faculty Checklist AUG2012-1](#)]

Appointments at the FSU-Asolo Conservatory for Actor Training in Sarasota are supervised and approved by the director of the School of Theatre and the Dean of the College of Visual Arts, Theatre and Dance in Tallahassee. Appointments for the Digital Animation and Film program in West Palm, Florida, are supervised and approved by the Dean of the College of Motion Picture Arts in Tallahassee. Appointments for the MSW programs in Jacksonville and Gainesville are supervised and approved by the Dean of the College of Social Work 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 FSU 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). [[Appointing New Faculty Members](#)] [[New Faculty Checklist AUG2012-1](#)]

## **Faculty Searches**

The faculty search process is defined in the Faculty Handbook [[Faculty Member Search and Selection Process](#)] and in Human Resources checklists and guides. [[Faculty Recruitment Checklist-1](#)] [[Faculty Flow Log](#)] [[Search and Screen Guide-2010](#)] All faculty searches are approved by the dean of the college and program in question, on faculty lines as allocated by the Office of the Provost. The filling of any faculty position is subject to reconsideration whenever it becomes vacant. When a vacancy occurs, or is anticipated, the department chair or hiring supervisor is expected to ascertain from the Office of the Provost whether the vacancy may be filled. If approval is granted, the chair must initiate a search for the most qualified candidate for the position.

Generally, a Search and Screening Committee (Committee) is appointed to begin the search process. The initial responsibility of the Committee is to establish specific criteria and guidelines for conducting the search. Once this has been accomplished, the Committee performs the following primary functions:

- a. Seeks and locates qualified individuals who are interested in applying for the position under consideration, utilizing University and other sources;
- b. Receives, reviews, and evaluates applications from candidates for the advertised position under consideration;
- c. Interviews qualified individuals who applied for the position under consideration;

and,

- d. Recommends the best candidate(s) to the hiring authority.

As it is imperative that a Search and Screening Committee operate within the framework of University guidelines and requirements, each committee member must become familiar with the policies, rules, regulations, and specific institutional employment benchmarks, which are available from the Office of Equal Opportunity and Compliance or Employment and Recruitment Services in Human Resources. [[Faculty Recruitment Checklist-1](#)] [[Faculty Flow Log](#)] [[Search and Screen Guide-2010](#)]

The search and screening process embodies objectives that provide for:

- a. A geographical search that is comprehensive in terms of professional, social, and institutional explorations;
- b. A deliberate effort that targets populations that are either not represented or are underrepresented in the unit or department which seeks to fill a position;
- c. Objective screening procedures, which ensure fair and equitable treatment for all applicants; and,
- d. Completion of search and screening functions within a prescribed and reasonable timeline.

In addition to other recruitment efforts, including national and professional job opportunity announcement sites, all vacancies must be posted on the Human Resources web site and must include an advertisement deadline. Departments must secure reliable and detailed information on candidates so that decisions are based on their relative merits. Candidates reaching the final stages of the search generally are invited to the campus for personal interviews with search committee members, department faculty, and appropriate officials. The department documents its evaluation of the candidates and any tentative agreements reached. When an agreement has been reached regarding the best applicant for the position, the department chair or other hiring supervisor makes a recommendation for appointment to the dean or other appropriate administrative officer, who is responsible for making the hire. The Office of Faculty Development and Advancement website houses links to all search and appointment processes. [[FDA Recruitment Links](#)]

### **Equal Employment Opportunity, Diversity, and Inclusion**

The University is committed to a policy of non-discrimination for any member of the University community on the basis of race, creed, color, sex, religion, national origin, age, disability, veteran's or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors and contractors in a manner consistent with applicable federal, state and University laws, regulations, orders, and rules.

[[Diversity Recruiting Sources](#)] The University is committed to creating an educational environment that encompasses fairness, respect, and trust that is free from

mistreatment, discrimination and harassment.

The University also is committed to diversity and has taken on initiatives geared toward recruiting, developing, and retaining diverse faculty and staff. [\[Diversity & Inclusion\]](#) The Office of Equal Opportunity and Compliance (EOC), housed within HR with dual reporting responsibilities to the Assistant Vice President and Chief HR Officer and the Vice President for Faculty Development and Advancement, is charged with facilitating university-wide access and compliance in the areas of equal opportunity, equity, and affirmative action. EOC fosters diversity and inclusion of university-wide education programs and employment activities through collaboration with the Vice President and all other divisions and departments. The university-wide Equal Opportunity statement is signed by the President and disseminated annually, and is posted throughout the campus. [\[EOC\]](#)

## Faculty Appointments

Links housed on the website of the Office of Faculty Development and Advancement describe all necessary steps required for faculty appointment. These steps include offer letter template, visa documentation for new international faculty, employment compliance procedures, and documents required for the faculty appointment package. [\[FDA Appointments\]](#) [\[Appointing New Faculty Members\]](#) [\[New Faculty Checklist AUG2012-1\]](#)

All faculty positions must be assigned a title, a job code, and an employee class, which defines certain conditions of an appointment. Faculty members hold nine-month (academic year contract), 12-month (annual contract), or 10-month (Florida State University School faculty) type appointments. [\[Faculty Handbook, Sec 4, appointments\]](#) The following are descriptions of employee classes:

**Acting:** This employee class applies to an appointment for a limited time to fill a vacancy that occurs in a faculty position to which primarily administrative duties have been assigned. The appointee may or may not receive compensation for the additional or replacement duties. The appointment time will not be counted as tenure-earning service unless the University notifies the employee in writing otherwise at the time of appointment.

**Adjunct:** This employee class applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching, research, or other functions in connection with established programs. Such persons are appointed for one academic term at a time, are normally compensated on a per-course or per-activity basis, and are compensated from Other Personal Services (OPS) funds. Adjuncts may not be employed for more than 50 percent FTE throughout a year (fall semester through summer semester) or full-time for more than 26 weeks of a year, unless approved by the president or president's designee on an individual basis due to special circumstances. Time spent in such an appointment shall not be counted as tenure-earning service.

**Affiliate:** This employee class applies to those situations where a faculty member

appointed in one department or unit participates in some functions of other departments or units. Compensation is not provided with this appointment.

**Clinical:** This employee class may be used in conjunction with those professional positions involved in teaching, research, or extension functions in a hospital or other clinical environment in connection with established programs. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

**Courtesy:** This employee class applies to those appointments to a department which do not include compensation, but which may include special privileges such as voting in departmental affairs, and are made in accordance with normal faculty qualifications. Persons appointed with this status may or may not be otherwise affiliated with the University.

**Emerita/Emeritus:** This employee class may be conferred on a tenured faculty member, as Professor Emerita/Emeritus, or on a faculty member completing service as dean in one of the university-wide deanships in the Division of Academic Affairs as Dean Emerita/Emeritus. This employee class is an honorary title in recognition of distinguished service to the University.

**Honorary:** This employee class applies to those appointments extended to individuals having distinction and honor in their fields, but who do not possess the normal requirements for the position. Compensation is not provided with such an appointment.

**Joint College:** This employee class applies to the appointment of a faculty member to a college or similar unit administered jointly by more than one University. Although appointed and employed by only one of the participating universities, each faculty member so designated is considered a faculty member of the other participating universities for purposes of carrying out the teaching, research, and service responsibilities of the college or similar unit.

**Provisional:** This employee class applies to the appointment of a person who is not fully qualified, according to the class specifications, but who is expected to acquire such qualifications in a short period of time. The appointment time may or may not be counted as tenure-earning service. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

**Regular:** This employee class identifies a continuing appointment or an original temporary appointment expected by the University to be followed by a continuing appointment. This employee class is not included in the title.

**Research:** This employee class may be used in those instances where a person holding professional rank is engaged primarily in research. Appointment time may or may not be counted as tenure-earning service. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

**Visiting:** This employee class applies to an appointment extended to a person having

appropriate professional qualifications, but who is not expected to be available for more than a limited period of time, or to a position at the University, which is not expected to be available for more than a limited period of time. An employee may not be appointed in this class for more than three years, except in special circumstances as determined by the University. The appointment is not tenure earning, but time in visiting status may count toward tenure once regular status is obtained for applicable job codes. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

Once the hiring decision has been made, and the appointment has been authorized by the appropriate administrative official(s), an offer is extended to the candidate by the dean or other appropriate hiring official. The candidate must be issued an offer letter and an employment contract, which specify the conditions of employment. Typically, 9-month tenure track and non-tenure-track faculty have employment contracts that begin in August for the 39 consecutive weeks that make up the academic year, and are subject to non-renewal unless the faculty member is tenured. Supplemental summer contracts may be offered for all or part of the remainder of the year. Employment contracts for 12-month tenure-track and non-tenure-track faculty typically begin in August, and also are subject to non-renewal unless the faculty member is tenured. [[9 Month-in-Unit](#)] [[12 Month-in-Unit](#)] [[9 Month-out-of-Unit](#)] [[12 Month-out-of-Unit](#)] [[Adjunct](#)]

The offer of employment is conditioned upon the return to the hiring authority of a duly 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.

### **Organization of Roster for Faculty and Graduate Teaching Assistants**

The Faculty Roster is the means by which the University collectively documents the specific courses taught and the related qualifications for each faculty member and graduate teaching assistant who is designated an Instructor of Record. [[Instructor of Record Policy](#)]

The Faculty Roster is organized alphabetically by teaching department. The University Course Schedule Master data file associates courses and their prefixes with academic departments and was used to determine all courses offered during Fall 2012 and Spring 2013 semesters.

The Roster includes credentialing evidence for each faculty member and graduate teaching assistant serving as instructor of record during the Fall 2012 and Spring 2013 semesters. Status as full-time (F) or part-time (P) faculty is designated in the first column; graduate teaching assistants are designated as part-time\* (P\*).

Each faculty member's curriculum vitae is linked under each faculty name in the first column and other relevant evidence is provided, including academic degrees, coursework, and other qualifications and comments as needed. The University Credentialing Policy does not require curriculum vitae for graduate students serving as instructor of record. [[Instructor of Record Policy](#)] [[Credentialing Faculty Policy](#)] Rather,

university policy requires evidence that each graduate student has either a master's degree in the discipline or has completed 18 graduate student credit hours in the related discipline, or has other qualifications, competencies, and achievements to justify appointment as instructor of record for undergraduate courses. For faculty members within the College of Medicine, the roster has a link to the State of Florida Department of Health maintained license verification web site. The link to the web site is a live link. For all faculty, the site provides license verification. For physicians, the practitioner profile at the web site explains the status of the physician license and has information on the education, training, and specialty certifications as well as a license verification.

### **Florida State University Instructional Personnel Roster (by Department)**












































- [Accounting](#)
- [Aerospace](#)
- [Anthropology](#)
- [Art](#)
- [Art Education](#)
- [Art History](#)
- [Biological Science](#)
- [Chemical and Biomedical Engineering](#)
- [Chemistry & Biochemistry](#)
- [Civil & Environmental Engineering](#)
- [Classics](#)
- [Communication](#)
- [Communication Disorders](#)
- [Computer Science](#)
- [Criminology & Criminal Justice](#)
- [Dance](#)
- [Earth, Ocean & Atmospheric Sciences](#)
- [Economics](#)
- [Educational Leadership & Policy Studies](#)



















- [Educational Psychology & Learning Systems](#)
- [Electrical & Computer Engineering](#)
- [English](#)
- [Family & Child Sciences](#)
- [Finance](#)
- [Geography](#)
- [History](#)
- [Hospitality Administration](#)
- [Humanities](#)
- [Industrial & Manufacturing Engineering](#)
- [Interior Design](#)
- [International Affairs](#)
- [Law](#)
- [Library and Information Studies](#)
- [Management](#)
- [Marketing](#)
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- [Mechanical Engineering](#)
- [Medicine - Biomedical Sciences](#)
- [Medicine - Clinical Sciences](#)
- [Medicine - Family Medicine and Rural Health](#)
- [Medicine - Geriatrics](#)
- [Medicine - Medical Humanities and Social Sciences](#)
- [Military Science](#)
- [Modern Languages & Linguistics](#)








- [Motion Picture Arts](#)
- [Music](#)
- [Nursing](#)
- [Nutrition Food & Exercise Science](#)
- [Philosophy](#)
- [Physics](#)
- [Political Science](#)
- [Psychology](#)
- [Public Administration](#)
- [Public Safety and Security](#)
- [Recreation, Tourism, and Events](#)
- [Religion](#)
- [Retail Merchandise & Product Development](#)
- [Risk Management Insurance, Real Estate & Legal Studies](#)
- [Teacher Education](#)
- [Scientific Computing](#)
- [Social Work](#)
- [Sociology](#)
- [Sport Management](#)
- [Statistics](#)
- [Theatre](#)
- [Urban & Regional Planning](#)

<b>Evidentiary Documents</b>
 <a href="#">12-month_in-unit-1.pdf</a>
 <a href="#">12-month_out-of-unit.pdf</a>



-  [2013 TA Orientation PIE Conference Program.pdf](#)
-  [9-month\\_in-unit-1.pdf](#)
-  [9-month\\_out-of-unit.pdf](#)
-  [Academic Personnel Rules.pdf](#)
-  [Accounting.pdf](#)
-  [adjunct\\_fill-in.pdf](#)
-  [Aerospace\\_Studies.pdf](#)
-  [Anthropology.pdf](#)
-  [Appointing New Faculty Members.pdf](#)
-  [Art.pdf](#)
-  [Art\\_Education.pdf](#)
-  [Art\\_History.pdf](#)
-  [Askew School of Public Administration and Policy.pdf](#)
-  [Biological Science.pdf](#)
-  [Biomedical Sciences.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Chemical and Biomedical Engineering.pdf](#)
-  [Chemistry.pdf](#)
-  [Civil and Environmental Engineering.pdf](#)
-  [Classics.pdf](#)
-  [Clinical Sciences.pdf](#)
-  [Communication.pdf](#)
-  [Communication Disorders.pdf](#)
-  [Computer Science.pdf](#)
-  [Course Evaluations IORs.pdf](#)
-  [Credentialing Faculty Members.pdf](#)
-  [Criminology and Criminal Justice.pdf](#)
-  [Dance.pdf](#)
-  [Dedman School of Hospitality Admin.pdf](#)
-  [Department of Earth Ocean and Atmospheric Science.pdf](#)
-  [Diversity & Inclusion.pdf](#)
-  [Diversity Recruiting Sources.pdf](#)
-  [Economics.pdf](#)
-  [Educational Leadership And Policy Studies.pdf](#)
-  [Educational Psychology and Learning Systems.pdf](#)
-  [Electrical and Computer Engineering.pdf](#)
-  [English.pdf](#)
-  [EOC .pdf](#)
-  [facflowlog.pdf](#)
-  [Faculty Awards Programs.pdf](#)
-  [Faculty Handbook, Ch 4, Introduction.pdf](#)
-  [Faculty Handbook, Sec 4, appointments.pdf](#)
-  [Faculty Member Search and Selection Process.pdf](#)

-  [FacultyRecruitmentChecklist-1.pdf](#)
-  [Family\\_and\\_Child\\_Sciences.pdf](#)
-  [Family\\_Medicine\\_and\\_Rural\\_Health.pdf](#)
-  [FDA Appointments.pdf](#)
-  [FDA Recruitment Links.pdf](#)
-  [Finance.pdf](#)
-  [FSU Award Winners.pdf](#)
-  [Geography.pdf](#)
-  [Geriatrics.pdf](#)
-  [Highly Prestigious External Faculty Awards 2008-13-1.pdf](#)
-  [History.pdf](#)
-  [Humanities.pdf](#)
-  [Industrial\\_Engineering.pdf](#)
-  [Information\\_Studies.pdf](#)
-  [Instructor of Record.pdf](#)
-  [Interior\\_Design.pdf](#)
-  [Internal Faculty Award Report 2012-13-1.pdf](#)
-  [International\\_Affairs.pdf](#)
-  [Law.pdf](#)
-  [Lawton Award.pdf](#)
-  [Management.pdf](#)
-  [Marketing.pdf](#)
-  [Mathematics.pdf](#)
-  [Mechanical\\_Engineering.pdf](#)
-  [Medical Humanities and Social Sciences.pdf](#)
-  [Military\\_Science.pdf](#)
-  [Mission & Vision.pdf](#)
-  [Modern\\_Languages.pdf](#)
-  [Motion Picture Arts.pdf](#)
-  [Music.pdf](#)
-  [newfacultychecklistAUG2012-1.pdf](#)
-  [Nursing.pdf](#)
-  [Nutrition Food and Exercise Sciences.pdf](#)
-  [Philosophy.pdf](#)
-  [Physics.pdf](#)
-  [Political\\_Science.pdf](#)
-  [Program for Instructional Excellence.pdf](#)
-  [Psychology.pdf](#)
-  [Public Safety and Security.pdf](#)
-  [Recreation and Leisure Studies.pdf](#)
-  [Religion.pdf](#)
-  [Retail Merchandising and Product Development.pdf](#)
-  [Risk Mgt Insurance Real Estate and Legal Studies.pdf](#)

-  [Scientific Computing.pdf](#)
-  [Search and Screen Guide-2010.pdf](#)
-  [Social Work.pdf](#)
-  [Sociology.pdf](#)
-  [Sport Management.pdf](#)
-  [Statistics.pdf](#)
-  [TA Data VATD.pdf](#)
-  [Teacher Education.pdf](#)
-  [Theatre.pdf](#)
-  [Urban and Regional Planning.pdf](#)

**3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty Evaluation)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The term faculty member 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 re-appointed 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-ranked. The non-ranked group includes the rank-equivalent faculty (applies to the various levels of Scholar/Scientist/Engineer and Curator), the various librarian ranks, and the lecturer rank, as well as the faculty positions that carry no assigned rank.

[\[Faculty Class Specifications\]](#)

Faculty members hold various types of compensated appointments, such as regular, research, visiting, acting, provisional, or adjunct (or visiting in lieu of adjunct), 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 non-tenure-track (not tenure-earning and non-tenured); 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).

Florida State University has multiple processes for evaluating the performance of its faculty members. The policies governing these evaluation processes contain clear criteria and require that valuations occur at regular and frequent intervals.

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 Florida State University Board of Trustees/United Faculty of Florida (FSU BOT/UFF) collective bargaining agreement. [\[BOT-UFF Article 10\]](#) The Office of the Vice President for Faculty Development and Advancement (formerly the Office of the Dean of the Faculties) 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. [\[Annual Evaluation Memo\]](#) [\[Sustained](#)

[Performance Evaluation Memo](#)] [[FSU Faculty Handbook, p.70](#)] Each of the guiding documents mentioned in this introduction 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.

Because President Eric Barron has made strengthening a culture of merit among faculty one of his high priorities, many of the university's traditional faculty evaluation processes are currently undergoing changes designed to make them better tools to "recognize, reward, and improve faculty performance in the functions of teaching, research, [and] service. . ." [[BOT-UFF Article 10, p.1](#)]

## Annual Evaluations

Under the terms of the Faculty Senate and the collective bargaining agreement between the University and the United Faculty of Florida, all faculty, regardless of tenure status, delivery mode or location are evaluated annually. [[Sample Faculty Evaluation Letter](#)] The evaluation criteria are generated by the faculty in each department and are codified in that unit's set of bylaws. [[Bylaws Askew School](#)] 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. Department by-laws are required to be posted on both the department and the Office of Faculty Development and Advancement's website. [[FDA 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 all units and across most educational sites operated by the University (e.g., the branch campus in Panama City, FL; the Asolo Conservatory for Actor Training in Sarasota; Animation and Digital Arts in West Palm; and Social Work master's degree programs in Jacksonville, FL and Gainesville, FL). Specifically, evaluations must: be consistent with all provisions of the BOT/UFF Agreement and the departmental bylaws; be based upon each faculty member's specific assignment of responsibilities [[AOR Memo](#)]; include a peer-review component; and include clear criteria that a reasonable faculty member can interpret easily. [[BOT-UFF Article 10, p. 1](#)] [[FSU Faculty Handbook, p.74](#)] The sources of material appropriate for use in the annual evaluation process (e.g., student evaluations of instruction [[Teaching Evaluation](#)], 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](#)] Recent changes to the annual evaluation process negotiated through collective bargaining include expanding ratings from a three-point scale ranging from "Satisfactory" to "Unsatisfactory" to a five-point scale ranging from "Exceeds FSU's High Expectations" to "Does not Meet FSU's High Expectations." [[BOT-UFF Article 10, p. 3](#)] [[Old Evaluation Form](#)] [[New Evaluation Form](#)] Because the branch campus at Panama must operate under Panamanian labor laws, its evaluation and promotion processes differ from those of main campus in some ways. For example, none of its faculty are tenured or tenure-track, and they follow a centralized evaluation and promotion process that involves a recommendation from a campus-wide faculty

evaluation committee to the rector, with final approval of all faculty promotions by the governing board. [[FSU Panama Annual Board Meeting Minutes](#)]

Part-time faculty members 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 department chairs' use in providing feedback to instructors. [[Teaching Evaluation](#)] Because appointments for adjunct instructors extend only for a semester at a time and no employment rights extend beyond that time frame, negative student evaluations sometimes result in timely decisions not to reappoint adjunct faculty. Part-time faculty are supervised and evaluated at the department level, and procedures for evaluation vary across departments and are not covered in the collective bargaining agreement. [[Bylaws Psychology](#)]

### **Merit Evaluations**

Recent changes to the merit evaluation process facilitate the differentiation of truly meritorious performance from satisfactory faculty performance. They require that all faculty members, regardless of tenure status or type of full-time appointment, participate in the annual departmental merit evaluation. They also prohibit granting pay increases based on merit to every faculty member in a department. Like regular annual performance evaluations, merit evaluations are governed by the agreement with the faculty union [[BOT-UFF Article 10, p. 4](#)] as well as each department's bylaws [[Bylaws Criminology](#)]

### **Promotion and Tenure**

Faculty promotion and tenure represents the ultimate evaluation process because it results in granting the special privileges and responsibilities that accrue to a tenured member of the University. The special status of this process 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, p. 4](#)] [[BOT-UFF Article 14](#)] [[FSU Faculty Handbook, p.82](#)] [[FDA Promotion and Tenure Website](#)] [[FDA Promotion and Tenure Annual Memo](#)] [[BOT-UFF Article 15](#)]

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. 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. [[P&T Minutes](#)] [[Promotion and Tenure Committee Recommendations 2012-13](#)] The results of the president's decisions regarding tenure are reported annually to the University's Board of Trustees. [[Tenure Report BOT 2011](#)] [[Tenure Report BOT 2012](#)] [[Tenure Report 2013](#)]

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 P&T Criteria and Procedures](#)]

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. [[Sample Progress Letter](#)] Recent changes in the BOT/UFF Agreement have expanded the more extensive "Third-Year Review" to encompass two such reviews, during the second and fourth years of employment. Regardless of the specific timetable, these reviews are 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 assignments of responsibility to untenured, tenure-track faculty members that will allow them an opportunity to participate in these three prongs of the university's mission in a manner that enhances their chances of success in the promotion and tenure process.

### **Promotion Processes for Non-Tenure-Track Faculty**

Promotions for faculty members in non-tenure-track positions also require evidence of excellence in each faculty member's assigned duties, as evidenced through the annual performance evaluation process. Such faculty members typically have an assignment that emphasizes either teaching, research, or service and are not expected to advance the mission of the university in as broad a manner as tenure-track faculty members. [[NTT Promotion Memo](#)] [[FSU Faculty Handbook, p.90](#)] [[Non-Tenure-Track Promotions 2012](#)] All of the faculty members employed at off-campus sites noted above are classified as non-tenure track faculty and are promoted in accordance with the guidelines established for that classification, with the exceptions noted above for FSU-Panama. The branch campus at the Republic of Panama codifies its faculty evaluation and promotion procedures in its Faculty Handbook, and the Panama City branch campus also outlines its faculty evaluation procedures in writing. [[FSU-Panama Faculty Handbook - Faculty Evaluations](#)] [[Panama City FL Faculty Procedures](#)]



















The role of non-tenure track faculty members has been the subject of collective bargaining. Their assignment of responsibilities and classifications are subject to restrictions that have not existed in the past. The Collective Bargaining Agreement establishes percentages for the assignments of teaching, research and instructional support for classes of full-time faculty. The Agreement creates a new system of classification for so-called "Specialized Faculty" who were formally called "Non-Tenure Track Faculty." The amended agreement is effective January 2014. [[Non Tenure Track Faculty Reclassification Provisions CBA 2012](#)]

### **Sustained Performance Evaluations**

Sustained performance evaluations serve to document continued excellence in teaching, scholarly/creative activity, and service on the part of full professors and are conducted every seven years past the achievement of full-professor status. [[FSU](#)]

[Faculty Handbook, p.80](#)] They also “encourage continued professional growth and development” [[BOT-UFF Article 10, p. 5](#)] and have recently been enhanced by the addition of pay increases for those senior faculty members whose evaluations show evidence of continued excellence. Those faculty members not meeting the university’s standards in two or more evaluations will be required to develop a performance improvement plan to be approved by the dean. [[BOT-UFF Article 10, p. 6](#)]

#### Evidentiary Documents

-  [Annual Evaluation Memo.pdf](#)
-  [AOR Memo.pdf](#)
-  [BOG Delegation to BOT.pdf](#)
-  [BOT Delegation to President.pdf](#)
-  [BOT-UFF Article 10 2012.pdf](#)
-  [BOT-UFF Article 14.pdf](#)
-  [BOT-UFF Article 15 2012.pdf](#)
-  [Bylaws Askew School.pdf](#)
-  [Bylaws Criminology.pdf](#)
-  [Bylaws English.pdf](#)
-  [Bylaws Psychology.pdf](#)
-  [Faculty Class Specifications.pdf](#)
-  [FDA Bylaws.pdf](#)
-  [FDA Promotion and Tenure Annual Memo.pdf](#)
-  [FDA Promotion and Tenure Website.pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSU Faculty Handbook.pdf](#)
-  [FSU Panama Annual Board Meeting Minutes.pdf](#)
-  [FSU-Panama Faculty Handbook Faculty Evaluations.pdf](#)
-  [New Evaluation Form.pdf](#)
-  [Non Tenure Track Faculty Reclassification Provisions CBA 2012.pdf](#)
-  [Non-Tenure-Track Promotions 2012.pdf](#)
-  [NTT Promotion Memo.pdf](#)
-  [Old Evaluation Form.pdf](#)
-  [P & T Minutes.pdf](#)
-  [Panama City FL Faculty Procedures.pdf](#)
-  [Promotion and Tenure Committee Recommendations 2012-13.pdf](#)
-  [Sample Faculty Evaluation Letter.pdf](#)
-  [Sample Progress Letter.pdf](#)
-  [Sustained Performance Evaluation Memo.pdf](#)
-  [Teaching Evaluation.pdf](#)
-  [Tenure Report BOT 2011.pdf](#)
-  [Tenure Report BOT 2012.pdf](#)
-  [Tenure Report BOT 2013.pdf](#)





[University P&T Criteria and Procedures.pdf](#)

**3.7.3** The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty Development)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The University provides a wide range of professional development opportunities and support for faculty at all educational sites (main campus; branch campuses in Panama City, FL and Panama; the Asolo Conservatory for Actor Training in Sarasota; Animation and Digital Arts in West Palm; and Social Work master's degree programs in Gainesville and Jacksonville) as well as faculty who teach distance learning courses. Although many of the resources described below are available to faculty at all locations, additional programs are offered on branch campuses to enhance the skills of faculty. For example, both FSU-Panama City and FSU-Panama include funds in their annual budgets to support faculty members' attendance at academic conferences and at training seminars to enhance their teaching. In addition, faculty members visit the main campus to receive updates from their affiliated departments and to maintain the necessary academic connections that support the off-site programs. The Provost also sponsors travel grants for faculty members [[Provost's Travel Grants](#)] [[Number of Faculty Travel Grants Awarded](#)]

### **Academic Freedom and Promotion and Tenure**

Faculty development is grounded in the foundation of academic freedom, a basic principle at the University, which is more completely described in Standard 3.7.4 of this report. The University's Constitution mandates the academic freedom policy "to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication" and also "to protect any member of the academic staff against any influences, from within or without the University, which would restrict him or her in the exercise of this freedom in his or her area of scholarly interest." [[FSU Constitution](#)]

In addition to the FSU Constitution, the policy on academic freedom is included in the Faculty Handbook, a resource available in both digital and print versions for all faculty, notably on the Office of Faculty Development and Advancement website. [[Academic Freedom Faculty Handbook](#)][[Academic Freedom FDA Website](#)] 'Academic Freedom' is also addressed in Article 5 of the Collective Bargaining Agreement between the University Board of Trustees and the United Faculty of Florida. A recent update to the policy includes language that protects expression whether "verbal, written, or electronic." [[Article 5 Academic Freedom and Responsibility](#)]

Academic freedom for faculty members is protected through several mechanisms, described in Standard 3.7.4. These include reviews by committees of peers, including but not limited to the Faculty Senate Grievance Committee. [[Faculty Senate Grievance](#)]

## [Committee\]](#)

There are many corresponding aspects to faculty development at the University, including a long list of opportunities and processes on the website of the Office of Faculty Development and Advancement [[FDA Links Faculty Development](#)] Both the Division of Academic Affairs [[Participation in AA Faculty Development Activities 2012-13](#)] and the Human Resources Office of Training and Development [[Faculty Training Completed 2012-13](#)] offer ongoing training and development opportunities. The processes of promotion and tenure are designed to enable faculty to succeed in and be recognized for their work in research, teaching, and service. Faculty members are evaluated annually on their performance on their assignments of responsibility. All faculty members who are not at the rank of full professor with tenure also receive an annual letter from their dean, chair, or director that analyzes their progress toward tenure and/or promotion, and advises them on such progress.

The University has long followed a process of a rigorous third-year review of untenured faculty, particularly analyzing progress toward tenure. [[Sample Progress Letter](#)] The recent BOT-UFF Collective Bargaining Agreement now stipulates a second and fourth-year review of progress toward tenure by department/unit Promotion and Tenure committees, which will replace the former third-year review. In sum, untenured faculty members receive annual progress toward tenure letters and annual evaluations, and complete reviews by Promotion and Tenure committees in the second and fourth years. Faculty members at the associate rank receive written annual reviews of progress toward promotion to full rank. This system offers a powerful set of opportunities for mentoring and professional advising for all faculty members as they develop their records of accomplishments in research, teaching, and service. [[BOT-UFF Agreement](#)] [[PTmemo 13-2](#)]

The promotion and tenure process is a good example of the University's professional development of faculty and related evaluation and recognition by faculty peers. [[PTmemo 13-2](#)] The results of each year's process (e.g., the number of faculty members who are recommended to the President for promotion and tenure) are reported to the Board of Trustees each year. [[Promotion and Tenure Committee Recommendations 2012-13](#)] [[P&T Minutes](#)] [[Tenure Report BOT 2013](#)] [[Tenure Report BOT 2012](#)] [[Tenure Report BOT 2011](#)] "The Meaning of Tenure" document on the Provost's website goes into some detail about the history of tenure in general and the processes in place at the University. Further, it denotes the importance of academic freedom in the context of the intellectual community of scholars at the University, and the role of academic freedom in the germination and growth of new, and sometimes controversial, ideas. [[Meaning of Tenure](#)]

## **Sabbaticals**

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.

Although the University provides the opportunity for sabbaticals, no additional funds are provided to replace the faculty members who go on leave. It usually falls to colleagues of the absent faculty member to help assume the responsibility of ensuring that her or his essential duties do not go unattended. However, for two-semester sabbaticals at half-pay, OPS funds may be converted from the unused salary half-line of the sabbatical to appoint extra teaching assistance.

Sabbatical policies and procedures are found in the Collective Bargaining Agreement [[BOT-UFF Collective Bargaining Agreement](#)], the Faculty Handbook [[Faculty Handbook](#)], and the letter sent out annually to qualified faculty members from the Office of Faculty Development and Advancement. [[Sabbatical Announcement](#)] Many faculty members take advantage of this development opportunity to further their research agendas and to enhance the academic reputation of the University. [[Sabbatical Committee Agenda](#)] [[Sabbaticals 2013-14](#)]

### **Faculty Orientation, Advising, and Awards**

The University offers a robust orientation program for new faculty members. The required two-day orientation covers all aspects of the faculty member's role, from teaching and research expectations and multiple avenues of related support, to health and retirement benefits. [[NFO Agenda](#)] [[Sample NFO Presentation](#)] [[New Faculty Orientation FDA](#)] There are several social opportunities folded into the orientation experiences as well, including a reception for new faculty at the President's home and a festive dinner hosted by the Provost, both designed to help faculty meet and network. This venue is further used to share development opportunities and faculty achievements at the start of the orientation. For faculty who are unavailable for the on-site orientation sessions, or for non-tenure track, specialized faculty for whom some of the sessions do not pertain, there are online versions of all the orientation information, which may be accessed at any time. [[New Faculty Orientation](#)]

The University's Office of Faculty Development and Advancement offers many avenues for help in promotion and tenure for faculty. These include annual workshops offered to help faculty, their chairs or deans, and departmental staff members, as they prepare binders that present the records of achievements of faculty who are nominated for promotion and/or tenure. [[Promotion & Tenure Processes](#)] The Vice President for Faculty Development and Advancement and her or his staff also are available to advise faculty at any point in their careers, regarding progress toward promotion and/or tenure, other academic issues, and the full range of matters related to the work-life of faculty members from all disciplines. [[FDALinks](#)]

Notably, the Office of Faculty Development and Advancement includes the Office of Faculty Recognition (OFA), which employs a full time faculty member and related staff who facilitate University faculty, department chairs, and college deans in gaining national acclaim for teaching, research, and service by faculty. The work of the office is threefold: first to keep track of faculty awards; second to publicize faculty awards; and

third to facilitate the successful application for professional awards and memberships. The office helps to connect qualified faculty with career-appropriate prestigious awards. [\[OFA\]](#)

To that end, the office provides a web-based catalog of recognized academic awards and professional memberships. It sends to deans and department chairs reminders about application deadlines and information about awards particularly applicable to their faculty members, and offers hands-on support during the application process.

Many faculty members at the University have worked with OFA to garner significant professional and academic awards and recognitions. Major national awards presented to University faculty include the Fulbright, Guggenheim, American Academy of Arts and Sciences, and the National Academies of Engineering and of Sciences. [\[FSU Award Winners\]](#) [\[Highly Prestigious External Faculty Awards 2008-13\]](#) [\[Prestigious External Faculty Awards 2008-13\]](#) OFA also actively promotes the achievements and recognitions garnered by faculty members. [\[Faculty News and Events\]](#) There are also many internal recognitions of faculty achievements in teaching, research, and service, including the Robert O. Lawton Distinguished Professor Award, the highest honor bestowed by University faculty upon a fellow faculty member. [\[Internal Faculty Award Report 2012-13\]](#) [\[Lawton Award\]](#) [\[Faculty Awards Programs\]](#) [\[Distinguished Research Professor Award\]](#) [\[Distinguished University Scholar Award\]](#) [\[Developing Scholar Award\]](#) Annually, the university publishes a list of awards and honors earned by faculty members in the FSU Fact Book. [\[2012-13 FSU Fact Book, pp. 81-99\]](#)

Many departments and colleges also provide specialized advice and direction for faculty members as well as money to support travel to professional conferences as they structure their research agendas, develop and teach courses, and serve their departments, colleges, and professions. [\[College of Medicine Faculty Development\]](#) [\[COE Faculty Development\]](#)

The University also has a very active Association of Retired Faculty, which provides opportunities for members to continue relationships with the University, its campus, and colleagues, and deepen connections with current faculty. [\[Retired Faculty\]](#)

## **Research and Creative Activity Development**

There are many opportunities for faculty development and support in research and creative activities. Among these are multiple and varied funding opportunities from the Council on Research and Creativity (CRC). The CRC's mission is to advise the Vice President for Research on ways to stimulate growth and innovative thinking within the University's research community. The CRC also administers several programs of internal grants to support development of research and recognize creative endeavors among FSU faculty. Overhead monies generated by FSU-sponsored research activity administered by the Office of Research provide funding for these programs. [\[Council on Research and Creativity\]](#)

These include the First Year Assistant Professor Grant, designed to help new faculty jump-start their research agenda through summer research funding and also hone their

grant-writing skills through the application and review process. Other grants include the Arts and Humanities Program Enhancement Grant, which recognizes the difference in external funding opportunities in these disciplines as opposed to those in the sciences; for example: the Committee on Faculty Research Support Summer Funding Grant; and the Planning Grant, designed to provide start-up funding for a new research direction or continuing early support of existing research. [[FYAP](#)] [[AHPEG](#)] [[COFRS](#)] [[Planning Grants](#)] The Office of the Vice President for Research also offers many opportunities for research and creative activity support, including workshops designed for specialized funding opportunities. [[NSF Workshop](#)]

Additionally, the Florida State University Research Foundation (FSURF) promotes, encourages, and provides assistance to the research and training activities of faculty at the University. FSURF also assists faculty as it serves as the principal conduit for the Office of IP Development whereby the products of research are made available to the marketplace. FSURF is the assignee of the University's Intellectual Property (IP), and is the fiscal agent for all activities with respect to the commercialization of the IP. [[FSURF](#)]




### Teaching Assistance

Recognizing that not all faculty members may be well-prepared to teach in a highly effective manner, the University provides new and continuing faculty members assistance with teaching. There are many workshops available to faculty throughout the year which address preparation, implementation, and evaluation for successful teaching. [[Training Opportunities](#)] [[Faculty Workshops 2012](#)] There are also a great many online resources available through the University to help faculty members with all aspects of successful teaching, including a very thorough guide to teaching and learning practices. [[Instruction at FSU](#)] There are also more specialized resources, such as help for beginning teachers, help with using team-based learning, and help with development of online courses. [[Preparing for Your First Semester](#)] [[Pedagogical Techniques](#)] [[Instructional Technologies and Media](#)] For distance learning faculty, several resources exist for teaching development, the use of which is tracked. [[Distance Learning Faculty and GA Online Resources](#)]

### Evidentiary Documents

-  [2012-13 FSU Fact Book Awards section.pdf](#)
-  [ACADEMIC FREEDOM Faculty Handbook.pdf](#)
-  [Academic Freedom FDA Website.pdf](#)
-  [Academic Integrity and Grievances 2012.pdf](#)
-  [AHPEG.pdf](#)
-  [BOT-UFF Collective Bargaining Agreement.pdf](#)
-  [COE Faculty Development.pdf](#)
-  [COFRS.pdf](#)
-  [College of Medicine Faculty Development.pdf](#)
-  [Council on Research & Creativity.pdf](#)

-  [Developing Scholar Award.pdf](#)
-  [Distance Learning Faculty and GA Online Resources Use Snap shot.pdf](#)
-  [Distinguished Research Professor.pdf](#)
-  [Distinguished University Scholar.pdf](#)
-  [Faculty Awards Programs.pdf](#)
-  [Faculty Handbook.pdf](#)
-  [Faculty News and Events .pdf](#)
-  [Faculty Training Completed 2012-13.pdf](#)
-  [Faculty Travel Grants.pdf](#)
-  [Faculty Workshops 2012.pdf](#)
-  [FDA Links.pdf](#)
-  [FSU Award Winners.pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSURF.pdf](#)
-  [FYAP.pdf](#)
-  [Highly Prestigious External Faculty Awards 2008-13.pdf](#)
-  [Instruction at FSU.pdf](#)
-  [Instructional Technologies and Media.pdf](#)
-  [Internal Faculty Award Report 2012-13.pdf](#)
-  [Lawton Award.pdf](#)
-  [New Faculty Orientation agenda 2012.pdf](#)
-  [New Faculty Orientation.pdf](#)
-  [New Faculty Orientation 2012 Presentation.pdf](#)
-  [NSF Workshop.pdf](#)
-  [OFA.pdf](#)
-  [P & T Minutes.pdf](#)
-  [P&T processes.pdf](#)
-  [Participation in AA Faculty Development Activities 2012-13.pdf](#)
-  [Pedagogical Techniques.pdf](#)
-  [Planning Grants.pdf](#)
-  [Preparing for Your First Semester.pdf](#)
-  [Prestigious External Faculty Awards 2008-13.pdf](#)
-  [Promotion and Tenure Committee Recommendations 2012-13.pdf](#)
-  [Provost's Travel Grants.pdf](#)
-  [PTmemo13-2.pdf](#)
-  [Retired Faculty.pdf](#)
-  [Sabbatical Announcement.pdf](#)
-  [Sabbatical Committee Agenda.pdf](#)
-  [Sabbaticals 2013-14.pdf](#)
-  [Sample Progress Letter.pdf](#)
-  [Tenure Report BOT 2011.pdf](#)
-  [Tenure Report BOT 2012.pdf](#)
-  [Tenure Report BOT 2013.pdf](#)

-  [The Meaning of Tenure.pdf](#)
-  [Training Opportunities.pdf](#)
-  [UFF collective bargaining Agreement.pdf](#)



**3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic Freedom)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Definition of Academic Freedom

Adherence to academic freedom is a bedrock concept underlying all 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 Statement on Academic Freedom](#)] Several 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 him or her in the exercise of this freedom in his or her 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, p.70](#)] The University's academic freedom policies apply to all faculty regardless of the mode of instructional delivery in which they engage or their location. The institution's commitment to academic freedom is also codified in the collective bargaining agreement with its faculty, which contains an article on academic freedom which begins 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 Article 5, p.1](#)]

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 and creative activity, and to protect the rights of its

employees to engage in research and creative activity." [[FSU Faculty Handbook, p.115](#)]

In addition to being published in the FSU Constitution and the Faculty Handbook, policies and resource materials are available on a page dedicated to academic freedom located on the Vice President for Faculty Development's website. [[Academic Freedom FDA Website](#)]

### **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, p.59](#)] [[FSU Faculty Handbook, p.58](#)] In addition, the Promotion and Tenure process has built-in safeguards to protect academic freedom. [[FSU Faculty Handbook, p.82](#)] 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](#)] [[Academic Freedom Policy](#)]

#### **Evidentiary Documents**

-  [AAUP Statement on Academic Freedom.pdf](#)
-  [Academic Freedom FDA Website.pdf](#)
-  [Academic Freedom.pdf](#)
-  [BOT-UFF Article 5.pdf](#)
-  [BOT-UFF Collective Bargaining Agreement.pdf](#)
-  [Faculty Senate Grievance Committee.pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSU Faculty Handbook.pdf](#)
-  [Values and Moral Standards.pdf](#)

**3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty Role in Governance)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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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](#)] [[BOT-UFF Article 27](#)] [[FSU Constitution](#)]

### **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. [[BOT-UFF Article 27](#)] 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](#)] [[Graduate Policy Committee Reviews](#)] [[UPC Approval Process and Time Frame](#)] Faculty members are to be included in the process of recruitment, hiring, selection, or reappointment of administrators with supervisory responsibilities over faculty. [[BOT-UFF Article 27](#)] [[Dean's Search Open Forums](#)]

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. [[BOT-UFF Article 27](#)] [[FDA Bylaws](#)]

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. [[BOT-UFF Article 27](#)] [[Bylaws Psychology](#)] [[FDA Promotion and Tenure](#)]

[Annual Memo](#)] [UPC Approval Process and Time Frame](#)] [Graduate Policy Committee Reviews](#)] 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. [\[FSU Constitution\]](#) 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 all units must have established procedures for faculty governance at the unit level. In addition, University Promotion and Tenure policies require that all departments and colleges have elected Promotion and Tenure Committees. [\[FSU Faculty Handbook\]](#) [\[FDA P&T Annual Memo\]](#)

The University Constitution sets forth five jurisdictional directives charting authority vested in the Faculty Senate. [\[FSU Constitution\]](#) 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 President of the University or other governance bodies will be advisory, however. [\[FSU Constitution\]](#) [\[FSminutes9-21-11\]](#) [\[FSminutes1-18-12\]](#)

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 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. [\[FSU Constitution\]](#)










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 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. [\[FSU Constitution\]](#)

The President of the Faculty Senate is elected during the April meeting. [\[Current Faculty Senate President\]](#) 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](#)] [[FSagenda9-21-11](#)]

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](#)] There are currently 13 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](#)]

#### Evidentiary Documents

-  [BOT-UFF Article 27.pdf](#)
-  [Bylaws Psychology.pdf](#)
-  [Current Faculty Senate President.pdf](#)
-  [Dean's Search Open Forums.pdf](#)
-  [Faculty Senate Bylaws.pdf](#)
-  [FDA Bylaws.pdf](#)
-  [FDA Promotion and Tenure Annual Memo.pdf](#)
-  [FSagenda9-21-11-1.pdf](#)
-  [FSminutes1-18-12.pdf](#)
-  [FSminutes9-21-11\[11\].pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSU Faculty Handbook.pdf](#)
-  [Graduate Policy Committee Reviews.pdf](#)
-  [Standing Faculty Senate Committees.pdf](#)
-  [UPC Approval Process and Time Frame.pdf](#)

## 3.8 LIBRARY AND OTHER LEARNING RESOURCES

**3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/Information Resources)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The mission of Florida State University (FSU) Libraries is to "Advance academic excellence and success for FSU and the broader scholarly community through intellectual discovery, dynamic engagement and collaboration" [[FSU Libraries Strategy Map Handout 7-20-12](#)]. As part of this mission, the FSU Libraries provide facilities and learning/information resources that are appropriate to the teaching, research, and service mission of the university. This is done by providing a broad array of learning resources and services to users on and off campus.

### Facilities

#### *Main Campus Libraries*

On the FSU main campus, there are eight distinct libraries designed to meet the teaching, research, and service missions of different constituencies: Strozier Library (FSU's main library), the Dirac Science Library, the Engineering Library (College of Engineering), the Claude Pepper Library (a political archive); the Allen Music Library (College of Music), the Legal Research Center (College of Law), the Goldstein Information Studies Library (College of Information and Communication), and the Maguire Medical Library (College of Medicine). Each of these libraries purchases and provides collections specific to its discipline and provides in-person reference, research support, circulation, and other services. These are augmented by the full range of e-resources and virtual services provided collectively by FSU's Libraries.

#### *Strozier Library*

Strozier Library, besides housing physical collections in the humanities, arts, social sciences, education, business, and government documents, provides a wide array of information services and academic support services. Strozier Library has 223,500 square feet of space and 1,482 seats. It also contains 391 computers for public use, as well as other multimedia items, and over 1 million volumes to support teaching and research [[Facilities Spreadsheet](#)]. Strozier's study and learning spaces are heavily used by students and faculty. In Spring semester 2011, more than 80% of FSU students used Strozier Library at least once, and 35% used Dirac Library at least once [[FSUL Needs Analysis and Development Plan](#)]. Strozier, in particular, is a popular destination for students both because of the many services and resources it offers, but also because of

its availability 24 hours a day, 5 days a week [[Library Hours Webpage](#)].

Strozier Library has two main service floors focused on the distinctive needs of different populations. The ground floor, known as the Scholars Commons, is oriented toward graduate student and faculty needs. It features a spacious quiet study area, a large reading room for graduate students and faculty, a computer lab with software requested by graduate students, a large print reference collection including a significant collection of microfilm/fiche, and the government documents collection. A classroom is used for instruction to graduate students, often in collaboration with professors. The Scholars Commons librarians, who each have one or more subject specialty, work with faculty and graduate students on locating and obtaining materials for research projects. They provide research consultations for faculty and graduate students, and instruction oriented to graduate student needs. Other services and offices frequented by faculty and graduate students, such as interlibrary loan and reserve material processing, take place in the Scholars Commons. The Library Express Delivery Service, which delivers materials to faculty members and to graduate teaching assistants, is headquartered in the Scholars Commons. Faculty satisfaction with library services has increased significantly, due in part to these services [[LibQUAL 2004](#)] [[Libqual 2012](#)] [[Scholars Commons Brochure](#)].

On Strozier's first floor, the Learning Commons is designed for active, collaborative learning and offers many services specifically needed by undergraduate students, including a wide array of technology (laptops, DSLR cameras, calculators, etc.) to use in-house or to check out, an adaptive technology room, a 30-seat technology-rich instruction lab, reserve materials, and reference and research assistance. Study rooms using "Smart" technology are in great demand. Free tutoring in a wide variety of subjects is offered in the evenings, and FSU's Reading-Writing Center and Advising First services have a presence in the space. The Learning Commons serves as a one-stop shop for academic support services and is extremely popular with students [[Learning Commons Brochure](#)].

#### *Paul A.M. Dirac Science Library*

The Paul A.M. Dirac Science Library encompasses 74,000 square feet, contains 477 seats, has 86 computers available to users and contains over 200,000 volumes [[Facilities Spreadsheet](#)]. This branch is located among the science buildings on the west side of campus, houses print collections for the sciences, and provides technology resources and standard library services such as reference, research consultations, instruction, interlibrary loan, and reserve reading. Also available is tutoring in related science subjects. Students may borrow laptops and other technological devices. A renovation designed to increase study space, including the addition of group study rooms, is underway as of May 2013.

#### *Engineering Library*

The Engineering Library is located within the FAMU-FSU (Florida Agricultural and Mechanical University-Florida State University) College of Engineering and provides information services and student-oriented technology resources similar to, but on a

smaller scale, than those offered at Strozier and Dirac. The Library's popularity with students recently led to the College designating and renovating additional space for library services. It now contains 2,230 square feet, seating for 40 students, and 11 public computers. It has an extensive electronic collection supplemented by a print collection of 475 volumes to meet the program's needs [[Facilities Spreadsheet](#)].

#### *Claude D. Pepper Library*

The Claude D. Pepper Library, located at the Pepper Center, holds political manuscript collections and is part of University Libraries' Special Collections division. It has 5,550 square feet, contains 1,500 volumes, a museum focused on Claude D. Pepper's political career, has seating for 20 users, and 7 public computers [[Facilities Spreadsheet](#)].

#### *Maguire Medical Library (College of Medicine)*

The Maguire Medical Library is located on the west side of campus within the College of Medicine. It is approximately 4,000 square feet, has seating for 55 people, contains 1,228 physical volumes, and 4 computers [[Facilities Spreadsheet](#)]. The Maguire Medical Library supports the academic and research needs of clinical faculty, researchers, staff, and students through individual instruction in person, by phone, and via e-mail. With close to 100% of its resources online and many of the College's students and faculty in remote sites, the Library's website [[Library FSU College of Medicine](#)] plays an integral role in providing instructional services, including one-on-one consultations, workshops, and self-directed guides and tutorials.

#### *Legal Research Center (College of Law)*

The FSU Legal Research Center is located within the FSU College of Law. Encompassing over 30,000 square feet, the center has seating for over 400 users, and contains over half a million physical volumes [[Facilities Spreadsheet](#)]. On-site reference service is available 50 hours per week. Legal Research Center librarians teach a number of optional for-credit classes including Advanced Legal Research; International and Foreign Legal Research; Environmental Legal Research; Business and Economics Legal Research; Tax Law Research; Human Rights Legal Research; American Law for Foreign Lawyers; and Environmental Law and Policy. Other instructional services for students include the Excellence in Florida Legal Research Program (weekly lunchtime workshops) [[Excellence in Florida Legal Research Program Research Guides](#)]; Jump Start Trainings [[FSU College of Law Research Center Jump Start Trainings](#)]; LibGuide Research Guides [[Research Guides at FSU College of Law Research Center](#)]; Workshop and one-on-one assistance for student scholarly writing [[Scholarly Writing Law Research Center Guides at FSU](#)]; and guest lectures by librarians (in first-year legal research and writing classes, as well as in selected upper-level classes).

#### *Goldstein Information Studies Library (College of Communication and Information)*

Located within the Louis Shore building, Goldstein librarians and staff provide just-in-time information assistance and instruction, supporting the needs of the College of Communication and Information. The Goldstein library is 700 square feet, has seating



for 123 students, and contains 85,000 volumes [[Facilities Spreadsheet](#)]. Reference assistance is offered on-site for 84.5 hours per week and is also available through SKYPE, Blackboard Collaborate, e-mail, and phone. The Goldstein Library website [[Goldstein Library Official Site](#)] provides links to electronic resources and other information.

#### *Allen Music Library (College of Music)*

Located in the College of Music, the Allen Music Library provides 14,800 square feet of space, seating for 122, and 114,700 volumes [[Facilities Spreadsheet](#)]. The library also provides reference services, circulation, and instructional services for the College of Music population. The University Libraries' subscription to LibGuides [[Resources for Music History Subject Guides](#)] is used by Music Library staff. The Library's web pages provide basic information on resources. [[Music Library Tips and FAQ](#)]. Basic music reference service is available 82 hours a week during the academic semester, with specialized reference and research consultation services available by appointment. The university and broader communities are informed of resources, programs, and services of the Allen Music Library through a webpage [[Warren D. Allen Music Library Events and More](#)], and social media outlets [[Warren D. Allen Music Library at FSU Facebook](#)].

#### **Off-Site Storage & Library Technical Services**

In addition, there is over 173,000 square feet of resource storage in three off-site storage facilities [[Facilities Spreadsheet](#)]. These three facilities are used to store less-used books moved from prime on-campus space to create additional space for students and faculty in Strozier and Dirac Libraries. Items in these spaces can be retrieved on request within 24 hours.

A dedicated facility at 711 Madison Street houses technical services activities. In that building, staff perform acquisitions, cataloging, and processing functions, which are necessary to ensure that library resources are discoverable for researchers and instructors. The Dean of University Libraries has direct responsibility for Strozier, Dirac, Engineering, and Pepper Libraries, the Madison Street facility and remote storage sites.

#### **Branch Campuses**

The FSU campuses in Panama City, Republic of Panama [[FSU Panama City, Panama Library Webpage](#)], Panama City, Florida, [[FSU Panama City, FL Library and Learning Center](#)] both have staffed, physical libraries that serve the needs of their constituents. Appropriate collections are provided along with instructional, research and reference services and support. The physical spaces provide computer workstations and study space for use by patrons. Students and faculty also have full access to e-resources and virtual library services provided by FSU's central libraries, and books from the Tallahassee campus collections are shared via courier and/or interlibrary loan.

#### *Florida State University, Republic of Panama*

The library located on the FSU-Republic of Panama campus [[FSU Republic of Panama](#)]

[\[Republic of Panama-Library Website\]](#) has its own physical book collection of 50,000 volumes, 7 workstations for student use, seating for 40, and contains 3,600 square feet [\[Facilities Spreadsheet\]](#) [\[FSU Republic of Panama Collection Development Policy\]](#). The professional librarian provides support for accessing study and research materials with help from student assistants, who also handle daily circulation, material handling and information requests. [\[FSU Republic of Panama Circulation Policy\]](#) Access to FSU's online library collection is provided through FSU's Library website. Interlibrary loan is often utilized for access to physical resources borrowed from FSU's main campus or other institutions. Recently, changes were made to the server which has allowed for greater access to online catalogs and materials. The library hours were expanded and there has been an ongoing program to add new titles to the library's holdings. Also, access to wi-fi throughout the library was recently implemented.

#### *Florida State University, Panama City (FSU-PC)*

The Panama City campus's library facility [\[FSU Panama City, FL Library and Learning Center\]](#) has 6,300 square feet, including seating for 119 within a study space and a classroom. Sixty-one computer workstations and 5,200 volumes are available for student use [\[Facilities Spreadsheet\]](#). A full-time librarian and several support staff offer a wide range of standard library services including reference services, instruction, research consultations, course reserves, and interlibrary loan. Book collections are housed at the library of Florida Gulf Coast College, which is located within walking distance of the FSU-PC campus. Books from the Tallahassee campus libraries are delivered four times per week. Faculty and students have access to the full suite of online information resources and virtual reference/research services offered by FSU's main libraries.

#### *Off-campus Instructional Sites*

Florida State University also has a number of off-campus instructional sites, many of which have their own library facilities or agreements allowing them to use other nearby library facilities. In addition, students and faculty at all of these locations enjoy full use of FSU's electronic information resources and virtual library services.

#### *College of Motion Picture Arts, West Palm Beach*

Students attending the College of Motion Picture Arts (Palm Beach) have access to FSU's online resources including e-books, e-journals and databases. In addition, the Film School has an agreement with Palm Beach Atlantic University, approximately two blocks away from the Film School's administrative building, which allows FSU students to use the library facilities at that school. A librarian in Strozier Library serves as liaison to the program and provides research consultations, orientation sessions, and collection development services. E-books are preferred so that students at both the West Palm Beach and Tallahassee campuses have immediate access to the resources purchased for them [\[WPB SACS Prospectus Library and Learning Resources\]](#).

#### *College of Social Work, Jacksonville and Gainesville Sites*

Students in the Jacksonville and Gainesville Social Work programs have full access to the electronic resources offered by the FSU Libraries. A comprehensive range of service and support options, including research consultations, reference services, and book and article delivery, are also provided virtually. Library access and privileges have also been arranged with the libraries at the University of Florida and the University of North Florida [[Florida Distance Learning Library Initiative Borrowing Privileges Information](#)].

#### *Asolo Conservatory for Actor Training, Sarasota*

Students at the Asolo Conservatory in Sarasota have the same full access to collections and virtual support, with the addition of physical access to the Ringling Library, as needed [[Ringling Museum Library](#)].

### **Other Learning and Information Resources**

#### *Collections*

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 126 research libraries in the U.S. and Canada [[Association of Research Libraries \(ARL\) Member Libraries](#)]. Among the 115 academic libraries in ARL, FSU ranked 85th overall in FY2010-11 [[FSU Ranking ARL Statistics 2012](#)]. The Libraries' holdings for FY2010-11, as reported to ARL, include 2,965,660 volumes (ARL rank 89) [[SACS Volume Ranking ARL Statistics](#)]; 79,023 current serial subscriptions (rank 80) [[Current Serials ARL Statistic](#)]; 9,821,361 microforms (rank 4) [[Microforms ARL Statistics](#)]; 930,770 government documents (rank 13) [[Government Documents ARL Statistics](#)]; 8,640 linear feet manuscript collections (rank 95) [[Manuscripts ARL Statistics](#)]; 173,435 maps (rank 57) [[Maps ARL Statistics](#)]; 847,530 graphic materials (rank 38) [[Graphic ARL Statistics, page 2](#)]; 63,302 sound recordings (rank 45) [[Sound Recordings ARL Statistics, page 2](#)]; and 20,597 videos and films (rank 60) [[Videos Films ARL Statistics, page 2](#)]. The Libraries subscribe to more than 769 databases [[Current Number of FSU databases](#)], 1.16 million e-books in the main, medical and law libraries. [[Main Library ebooks ARL Statistics](#)] [[Medical ebooks ARL Statistics](#)] [[Law ebooks ARL Statistics](#)], and 74,069 electronic journals [[Electronic Journals 2011 FSU - SACS](#)]. (These totals do not include Hathi Trust titles, which were obtained after these statistics were submitted to ARL.) FSU's electronic resources are available to faculty, staff, and students regardless of location or mode of delivery.

The relevance of library resources to all university degree programs is assured through well-defined collection development policies [[CD documents policy final 7-07](#)], a web-based book request acquisitions form [[FSU Library Material Suggestions](#)], regular consultation with the Faculty Senate Library Committee [[Faculty Library Senate Committee](#)], and the Library Liaison Program through which librarians interact frequently with faculty in their assigned academic departments [[FSU Libraries Liaison List by Subject 2012-2013](#)]. Faculty participate in collection management decisions through a process developed by the libraries in conjunction with the Faculty Senate Library

Committee [[Library Materials Withdrawal Project](#)].

Faculty input regarding library resources, programs, and services is assured by:

1. 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](#)].
2. 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 for inclusion in the Libraries' collections. Liaisons offer research consultations and instruction for their assigned departments [[FSU Libraries Liaison List by Subject 2012-2013](#)].
3. Quality Enhancement Reviews (QER) [[QER 11-2005](#)] through which the University systematically reviews its graduate and undergraduate programs. 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.

Collection building relies heavily on input from faculty, librarian subject specialists, and professional reviewing sources. Several approval plans, collaboratively developed and reviewed by faculty and librarians, provide balanced disciplinary coverage as well as subject depth in FSU's curricular areas [[FSU Libraries Approval Plan](#)].

Students, faculty and staff may all influence book purchases through online selection of books through Patron Driven Acquisition (PDA). With PDA, bibliographic information for materials not yet purchased is loaded into the libraries' catalog. When patrons click on the record, the book is queued for purchase, most commonly as an e-book but sometimes as a print volume.

### *Special Collections*

The Special Collections and Archives Division of the Florida State University Libraries advances research by acquiring, preserving, and providing access to original primary source materials. The division includes Special Collections, Heritage Protocol, the Claude Pepper Library, and the Digital Library Center.

Through exhibitions and programs, the division supports active learning and engagement. Its collections of over 800,000 items include unique manuscripts, historic maps, rare books, photographs, and university archives, offering abundant opportunities for discovery and scholarship. Strengths of the collections include Napoleon and the French Revolution, poetry, and papers of important politicians, as well as Florida history, Southern business history, and Florida State University's history [[FSU Libraries Special Collections](#)].

The Florida State University Heritage Protocol program is a campus-wide initiative housed in Strozier Library. Heritage Protocol's mission is to identify, acquire, catalog,

and preserve items related to the institutional history and cultural heritage of Florida State University and its predecessor institutions. Mandated by the President of the University in 2001, it became operational in 2005. The Heritage Protocol Archivist also serves as University Archivist [[Florida State University Heritage Protocol About Heritage Protocol](#)].

### *Interlibrary Loan*

The Libraries' Interlibrary Loan (ILL) staff obtain, for faculty and students, research materials that are unavailable within the FSU library system. Through ILLiad, a program which helps users and staff manage and track ILL requests, many requests are fulfilled by the Online Computer Library Center (OCLC) bibliographic network, and are generally processed within 48-72 hours from receipt of the request. As a member of OCLC, the FSU Libraries have access to holdings of 25,900 libraries, museums and archives worldwide [[Home-OCLC](#)].

In addition, the Libraries participate in UBorrow and RapidILL, cooperative borrowing and lending systems that are independent of OCLC. UBorrow is a reciprocal, unmediated book sharing system available to students, faculty and staff of the eleven State University Libraries (SUL). More than 12,000,000 items from the SUL collections can be requested by library users with just a few keystrokes. Delivery takes three to five days [[FLVC UBorrow State University Library Services](#)].

RapidILL is a service that delivers journal articles and book chapters through a peer-to-peer model. More than 200 academic and research libraries share their collections and guarantee e-mail delivery to the requestor within 24 hours [[RapidILL FLVC State University Library Services](#)].

Through FSU's membership in the Center for Research Libraries, which acquires and loans primary source and other research materials, researchers may borrow from approximately five million newspapers, journals, dissertations, archives, government publications, and other traditional and digital resources needed for research and teaching [[Center for Research Libraries](#)].

FSU is a member of the Florida Library Information Network (FLIN), a cooperative network of multi-type institutions operated by the State Library and Archives of Florida. Members include public libraries, private and public academic libraries, school district media centers and special libraries, including those of the federal and state governments. FLIN member libraries use the OCLC database to find required material and send electronic requests to the holding library [[Florida Library Information Network - State Library & Archives of Florida](#)].

### *Library Liaison Program*

The Library Liaison Program builds strong connections and facilitates communication between the library and the various college and academic departments at Florida State University. In the liaison program, each academic department has been assigned a liaison librarian to work collaboratively with teaching faculty, to serve as a department's

first point of contact for information about library resources and service, and to select materials to support curricula [[FSU Libraries Liaison List by Subject 2012-2013](#)].

Furthermore, liaisons are required to learn about department curricula, course assignments and learning outcomes as they relate to the library. This specialized knowledge allows the teaching, research, and service needs of each academic unit to be specifically addressed in collection development, resource allocation, and library instructional offerings. Liaison librarians are also responsible for creating specialized research guides to meet the teaching, research, and service needs of the various academic programs and departments at Florida State University.

### *Research Guides*

The information resources provided by FSU Libraries are not only presented in the catalog, but are also organized by liaison librarians according to the needs of disciplines and programs through the use of the LibGuide platform, which creates research guides [[LibGuides at The Florida State University Libraries](#)]. This allows information resources to be discovered by title and/or description and gives FSU's teachers and researchers the ability to quickly identify and search relevant information resources.

### *Summon*

In 2011, the libraries launched Summon, a state-of-the-art discovery tool through which all of the Libraries' learning and information resources can be searched at once, including items available via interlibrary loan. This powerful tool increases the accessibility and discoverability of a wide range of resources to better support research and teaching at the university [[The FSU Libraries Summon Details](#)].

### *The Florida Virtual Campus (FVLC)*

FVLC, a consortium of the 39 state-supported higher education libraries, provides and maintains library management systems used by member libraries to acquire, manage, and provide access to information resources. The services and agreements managed by FVLC include unmediated borrowing between the State University System campuses [[FLVC UBorrow State University Library Services](#)]. This includes hundreds of databases and e-resources [[FLVC EResources State University Library Services](#)] as well as the management of agreements and platforms that allow the FSU population to have access to both the information resources available locally and the collections and resources of other libraries in the State University System and the Florida College System [[Florida Distance Learning Library Initiative Borrowing Privileges Information](#)]. This adds further support for the teaching, research, and service mission of FSU.

### *Resources for Distance Learners*

Distance learners have access to all the information and learning resources offered by the library. These users access resources via the proxy server, which allows distance users to take advantage of the FVLC borrowing agreements and use the specialized delivery services that give them easy access to print collections [[The FSU Libraries](#)

[Distance Learning Services](#)]. Specific web pages provide detailed instructions for electronic access to resources. All necessary services are available for off-campus support [[FSU Distance Learning Website](#)]. Assistance to distance learners is provided through the Libraries' website, e-mail, text, chat, and telephone [[FSU Library Services for Distance Learning](#)].

### *Library Technology Resources*

In addition to its print and electronic collections, the FSU Libraries offer many technology resources for use by library patrons. Decisions about technology offerings are informed by ethnographic research into the needs undergraduate and graduate students, as well as on surveys of the FSU population generally [[Academic Work Survey Undergraduate Report](#)] [[Academic Work Survey Graduate Report](#)] [[Academic Work Survey Faculty Report](#)] [[Undergraduate Conversations Presentation](#)]. The library studies usage data gathered by Footprints Asset Core [[Patron Application Use Report 2013](#)] to discover the most commonly performed technology tasks and to help shape technology resource decision-making. IT resources include over 550 desktop computers, both Mac and PC, loaded with both general productivity software, such as Microsoft Office, and specialized software, such as Adobe Creative Suite, Matlab, SAS & SPSS. The FSU libraries make available 70 laptops for student use; these were borrowed 21,809 times during the spring and summer of 2012.

Furthermore, the Libraries offer scanners, microfiche machines, digital cameras, and audiovisual recording equipment that students may check out for academic projects and research. These IT resources are in high demand by students. FSU's libraries have wireless internet access throughout all of its buildings, and students may connect to the network with their own wireless-capable devices or those borrowed from the library.

Strozier, Dirac and Engineering Libraries also provide group and individual study rooms equipped with Smart boards, projectors, computers and large LCD screens for both individual and collaborative activities. During the Spring and Summer semesters of 2012, these study rooms were reserved for 17,416 sessions.

### **Assessment of Appropriateness**

Florida State University Libraries has an ongoing assessment effort to ensure the appropriateness, effectiveness, and efficiency of the resources, spaces, and services that support the research, teaching, and service mission of the university. This can be seen particularly in the studies done on user needs and satisfaction, in ongoing collection analysis, and in facilities assessment and planning.

### **User Needs**

University Libraries has undertaken a series of user studies focusing on the needs of the FSU population. In 2008, the University Libraries conducted an extensive study of FSU students to inform development of library services and resources. "Undergraduate Conversations" [[Undergraduate Conversations Presentation](#)] provided a wealth of information about how FSU students and faculty study, research, and live. The

methodology was a rich mix of qualitative, ethnographic, and quantitative studies. This seminal study specifically focused on our undergraduate users and collected data from 328 students, faculty, and other stakeholders commenting on student study and research behaviors or expressing preferences for types of Strozier services and spaces. In addition, Library staff photographed more than 400 students showing their patterns of library use, and then collected over 800 user preferences on furniture. In total, this study represented input from more than 1,300 students, faculty, and staff. The information was used to plan the Learning Commons. The success of these efforts has been shown by significant and continuing increases in library visits.

This landmark study was followed by similar assessments focusing on the needs of the graduate population and on the needs of the Science, Technology, Engineering, and Mathematics populations on campus [[Science, Technology, Engineering & Mathematics Ethnography Presentation](#)]. These studies have given the libraries a greater understanding of the teaching, research, and service needs of the FSU population, allowing more effective use of and planning for facilities and learning/information resources.

### **User Satisfaction: LibQual**

The FSU Libraries participate every three years in the Association of Research Libraries' LIBQUAL+ Program [[LibQUAL+® Survey Participants 2010-2000](#)], 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 improvement in user satisfaction over the last three surveys, with student satisfaction rising dramatically. Graduate student and faculty satisfaction has risen as well, though somewhat less steeply.

Furthermore, special analysis has been done on the LibQual, breaking down user satisfaction results by department and/or unit, allowing liaisons to use these data to inform their decision making and priorities in using library resources to best meet the teaching, research, and service needs of their liaison areas [[Grad LibQual+2012 Disciplines](#)] [[Faculty LibQual+ 2012 Disciplines](#)].

### **Collection & Service Analysis**

To ensure that the Libraries' collections are meeting the teaching, research, and service needs of the Florida State University, the Libraries are constantly assessing their collections in various ways. The Libraries have used the Worldcat Collections Analysis [[WorldCat Collection Analysis](#)] to compare our collection to peer libraries. Based on the results of this assessment, we adjusted our collection development funding to focus on under-served disciplines. These high-need areas, such as the humanities collection, underwent further analysis [[WorldCat Humanities Collection Analysis](#)], and the results have shaped both budgeting and collection planning, as can be seen in the increased library expenditures in the humanities.



Other methods for assessing collections and services occur through the collection, reporting, and comparison of statistics for various international, national, and regional associations, such as the Association for Research Libraries [[ARL Statistics](#)], the Association for College and Research Libraries [[ACRL Metrics Members](#)], the Association of Southeastern Research libraries [[ASERL Member Statistics](#)], and the National Center for Educational Statistics Academic Library Survey [[NCES ALS Publications](#)] for all branches.

## User Surveys and Studies












































The Libraries' collections and services are further assessed by the use of a wide range of user surveys [[Academic Work Survey Undergraduate Report](#)] [[Academic Work Survey Graduate Report](#)] [[Academic Work Survey Faculty Report](#)] [[Spring 2012 Finals Touchscreen Survey](#)], ongoing population ethnographies, such as Undergraduate Conversations [[Undergraduate Conversations Presentation](#)] [[Science, Technology, Engineering & Mathematics Ethnography Presentation](#)] and other assessments and input from Quality Enhancement Reviews, graduate program reviews, and discipline-based accreditation reviews all assess the Libraries' services and the adequacy of information resources.





## Facilities Assessment & Planning

The libraries are also taking a long-term view in the improvement of library facilities to meet the teaching, research, and service needs of the university. In 2011-12, University Libraries and FSU's Facilities Division hired Perry Dean Rogers Architects to conduct a systematic space study and master planning process for Strozier and Dirac Libraries. The completed plan [[FSUL Needs Analysis and Development Plan](#)] assesses current usage of and demand for library space and proposes changes to meet the current and future needs of FSU faculty and students. In the meantime, the Libraries actively seek opportunities to reallocate under-utilized space to create additional study and research areas for students and faculty, for which there is great demand. These spaces have been primarily created by relocating physical collections to off-site storage and replacing print materials with e-resources.

### Evidentiary Documents

-  [Academic Work Survey Faculty Report.pdf](#)
-  [Academic Work Survey Graduate Report.pdf](#)
-  [Academic Work Survey Undergraduate Report.pdf](#)
-  [ACRL Metrics Members.pdf](#)
-  [ARL Statistics.pdf](#)
-  [ASERL Member Statistics.pdf](#)
-  [Association of Research Libraries \(ARL\) Member Libraries.pdf](#)
-  [CD Documents Policy Final 7-07.pdf](#)
-  [Center for Research Libraries.pdf](#)

-  [Current Number of FSU databases.pdf](#)
-  [Current Serials ARL Statistics.pdf](#)
-  [Electronic Journals 2011 FSU -SACS.pdf](#)
-  [Excellence in Florida Legal Research Program Research Guides.pdf](#)
-  [Facilities Spreadsheet.pdf](#)
-  [Faculty Library Senate Committee.pdf](#)
-  [FacultyLibQUAL+ 2012 Disciplines.pdf](#)
-  [Florida Distance Learning Library Initiative Borrowing Privileges Information.pdf](#)
-  [Florida Library Information Network State Library & Archives of Florida.pdf](#)
-  [Florida State University Heritage Protocol \\_About Heritage Protocol.pdf](#)
-  [FLVC EResources State University Library Services.pdf](#)
-  [FLVC UBorrow State University Library Services.pdf](#)
-  [FSU College of Law Research Center Jump Start Trainings.pdf](#)
-  [FSU Distance Learning Website.pdf](#)
-  [FSU Libraries Approval Plan.pdf](#)
-  [FSU Libraries Liaison List by Subject 2012-2013.pdf](#)
-  [FSU Libraries Special Collections.pdf](#)
-  [FSU Libraries Strategy Map Handout 7-20-12.pdf](#)
-  [FSU Library Material Suggestions.pdf](#)
-  [FSU Library Services for Distance Learning.pdf](#)
-  [FSU Panama City, FL Library and Learning Center.pdf](#)
-  [FSU Panama City, Panama Library Webpage.pdf](#)
-  [FSU Ranking ARL Statistics 2012.pdf](#)
-  [FSU Republic of Panama Circulation Policy.pdf](#)
-  [FSU Republic of Panama Collection Development Policy.pdf](#)
-  [FSU Republic of Panama.pdf](#)
-  [FSUL Needs Analysis and Development Plan.pdf](#)
-  [Goldstein Library Official Site.pdf](#)
-  [Government Documents ARL Statistics.pdf](#)
-  [GradLibQUAL+ 2012 Disciplines2.pdf](#)
-  [Graphic ARL Statistics, page 2.pdf](#)
-  [Home-OCLC.pdf](#)
-  [Law ebooks ARL Statistics.pdf](#)
-  [Learning Commons Brochure.pdf](#)
-  [LibGuides at The Florida State University Libraries.pdf](#)
-  [LibQual 2004.pdf](#)
-  [LibQUAL 2012.pdf](#)
-  [LibQUAL+® Survey Participants 2010-2000.pdf](#)
-  [Library FSU College of Medicine.pdf](#)
-  [Library Hours Webpage.pdf](#)
-  [Library Materials Withdrawal Project.pdf](#)
-  [Main Library ebooks ARL Statistics.pdf](#)
-  [Manuscripts ARL Statistics.pdf](#)

-  [Maps ARL Statistics.pdf](#)
-  [Medical ebooks ARL Statistics.pdf](#)
-  [Microforms ARL Statistics.pdf](#)
-  [Music Library Tips and FAQ.pdf](#)
-  [NCES ALS Publications.pdf](#)
-  [Patron Application Use Report Spring 2013.pdf](#)
-  [QER 11 2005.pdf](#)
-  [RapidILL FLVC State University Library Services.pdf](#)
-  [Republic of Panama-Library Website.pdf](#)
-  [Research Guides at FSU College of Law Research Center.pdf](#)
-  [Resources for Music History Subject Guides.pdf](#)
-  [Ringling Museum Library.pdf](#)
-  [SACS Volume Ranking ARL Statistics.pdf](#)
-  [Scholarly Writing Law Research Center Guides at FSU.pdf](#)
-  [Scholars Commons Brochure.pdf](#)
-  [Science, Technology, Engineering & Math Ethnography Presentation.pdf](#)
-  [Sound Recordings ARL Statistics, page 2.pdf](#)
-  [Spring 2012 Finals Touchscreen Survey.pdf](#)
-  [The FSU Libraries Distant Learning Services.pdf](#)
-  [The FSU Libraries Summon Details.pdf](#)
-  [Undergraduate Conversations Presentation.pdf](#)
-  [Videos Films ARL Statistics, page 2.pdf](#)
-  [Warren D. Allen Music Library at FSU Facebook.pdf](#)
-  [Warren D. Allen Music Library Events and More.pdf](#)
-  [WorldCat Collection Analysis.pdf](#)
-  [WorldCat Humanities Collection Analysis.pdf](#)
-  [WPB SACS Prospectus Library and Learning Resources.pdf](#)

**3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of Library Use)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Instruction and Information Literacy

The goal of the FSU Libraries' orientation and instruction programs is to teach students to find, evaluate, and use information for their academic, professional, and personal lives, helping them become information-literate lifelong learners. The Libraries actively pursue opportunities to provide formal and informal instruction, both within the Libraries and in classrooms collaboratively with teaching faculty. Each FSU library tailors its orientation and education activities to the specific needs of its students and faculty.

The FSU community is informed of the resources, programs, and services of the University Libraries (Strozier, Dirac and Engineering) through the Libraries' webpages [[FSU Libraries Website](#)], outreach programs, liaison efforts, social media outlets (Twitter [[FSU Libraries on Twitter](#)] and Facebook [[Florida State University Libraries Facebook](#)]), e-mail blasts, and the student newspaper.

Student satisfaction with library services, including instructional opportunities, is surveyed every three years through the LibQUAL instrument [[LibQUAL](#)]. LibQUAL [[LibQUAL, p. 58, 2012](#)] showed that FSU undergraduates were satisfied with the access training offered to them by the librarians, which enabled students to easily locate information and to stay current within their chosen discipline. This university wide survey noted that these students were satisfied with their newly acquired information evaluation skills which enabled them to find reputable resources and to eliminate the questionable ones. Also, when undergraduate students interacted with the librarians, they were satisfied with the training that allowed them to be more efficient with their research time and, with appropriate resources, the outcome was improved project grades. Satisfaction with library services and instruction has increased steadily over the past six years.

### Formal Instruction

The University Libraries' instruction program is headquartered in Strozier Library, from which the Libraries conduct specialized orientations for the following groups: new students, prospective (honor) students, transfer students, graduate students, teaching assistants (PIE), new faculty, freshman interest groups, Center for Intensive English Study, Global Scholars Program, and Undergraduate Research Opportunity Program.

During the academic year 2011/12, University Libraries conducted 763 instructional sessions attended by 22,010 students, an increase over 2010/11, when librarians conducted 570 sessions attended by 14,308 students. In addition to their work with students, librarians who serve as liaisons to academic units orient new and current

faculty to services and resources that support teaching and research in their disciplines [[FSU Libraries Liaison List by Subject 2012 to 2013](#)].

Strozier Library's Learning Commons and Scholars Commons, Dirac Science Library, and the Engineering Library have added spaces for instruction and related activities [[Newly Renovated Spaces for Student and Faculty Use](#)]. In addition, librarians visit classes and partner with other campus organizations to bring library instruction to students at all levels.

At the Undergraduate level:

- First-year English courses provide an opportunity to reach incoming undergraduate students. Between 65-88% of the ENC 1101 and ENC 1102 instructors schedule a library presentation in preparation for a major assignment, in which students receive a basic overview of library services and resources.
- Students who take ENC 1101 and ENC 1102 provide feedback. At the end of Spring semester 2013, ENC 1101 and 1102 students assessed their satisfaction with the library presentation for the first time and the Teaching Assistants shared these students' reflections on their research experience at FSU. Undergraduate students were very satisfied with the information literacy presentation they received and many of them admitted that they never would have been able to write their research paper without the library presentation. The information will be used to improve future library presentations.
- Other courses include sessions on library instruction. For example, the Department of Computer Science requires that each CGS 2060 and CGS 2100 section (500 students per section) receives a presentation on library research to enable them to complete a research assignment.
- Librarians make 15-minute presentations to courses requiring extensive writing. These research and writing intensive courses are required for graduation and offer an opportunity to inform freshmen through seniors about library resources and services. Sessions on databases and citation management often follow.
- Librarians partner with the Center for Academic Retention and Enhancement (CARE), Center for Intensive English (CIES), Freshmen Interest Groups (FIG), Program for Instructional Excellence (PIE), and Center for Global Engagement to conduct library tours and presentations which focus on information literacy and reducing library anxiety.

At the Graduate level:

- Most graduate level instruction is based in academic departments and focused on the subject discipline. Liaison librarians work with faculty to provide customized instruction sessions for individual courses. Librarians typically teach sessions as part of research methods classes and also present instructional sessions on specialized topics for individual courses. Emphasis is placed on

development of research skills, identification and use of information resources, introduction to research methodologies and strategies, conducting literature reviews, and discovery of information and data. Use of citation management software and other tools that facilitate the research and publication processes are frequently incorporated into instructional sessions.

- In addition to course-embedded instruction, the Libraries offer specialized workshops on topics such as business research, citation management software, and scholarly communication/publication, some of which are offered through partnerships with the Graduate School. Librarians also make presentations at informal departmental colloquia and seminars.
- One-on-one or small group instruction is offered through individual research consultations with librarians. These in-depth sessions assist students with navigating library resources and services, doing literature reviews, and accessing information, publications, primary source materials, and data.
- Librarians participate in the University's graduate 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).

In addition, personalized research consultations are offered to faculty and students at every level. Workshops are offered for specific software, databases, and term paper research. These opportunities are promoted widely and many students take advantage of this resource. Distance learning students and students at remote instructional sites are assisted through phone, email, chat and SKYPE services. "Elluminate" sessions are offered for some distance classes.

### **Other instructional opportunities**

Besides formal sessions and class visits, library instruction is provided through tours [[The FSU Libraries Scheduling Tours](#)], point-of-contact interactions, course-related classes [[FSU Libraries Instruction Request Form](#)], online reference services [[FSU Ask Us NowLink for Virtual Reference](#)], and tutorials [[Fall12 Tutoring Schedule](#)] including print and web-based subject guides [[FSU LibGuides Web Based User Guides](#)]. When requested, librarians provide hands-on instructional sessions tailored to the needs of specific groups or classes.

At library service desks throughout FSU, library staff answer questions and assist students in using information resources and related technologies. During the academic year reference services are available 134 hours a week at Strozier Library, 93 hours a week in Dirac and 69 hours a week in Engineering. During the 2011/12 academic year, personnel in Strozier, Dirac, and Engineering Libraries answered 139,625 reference questions and conducted 1,198 individual in-depth research consultations [[Research Consultation Request Form](#)].

The University Libraries provide many options for information support.

- Ask Us Now, a virtual reference service that uses chat and texting, is available 134 hours a week and answers, on average, 500 questions per month [[FSU-Ask Us Now Link for Virtual Reference](#)].
- Web-based research guides, called LibGuides, have been developed by Librarians to assist students in locating resources on particular subjects or in using specific resources. LibGuides are available for almost every area of study at FSU. Many are customized for a specific course or topic of study. The guides include links to relevant resources, information to facilitate research on a topic, and contact information for appropriate liaison librarians. LibGuides are accessible from the Libraries' website [[FSU LibGuides Web Based User Guides](#)]. Use of LibGuides is increasing among both resident and distance students.
- Online tutorials cover the most-used databases, show students how to use the catalog and give a concise explanation of the citation management software available through the library [[FSU Libraries Video Tutorials](#)].

While the instruction services offered by University Libraries are primarily oriented to FSU students and faculty, the Libraries also serve the surrounding community by providing orientation and instruction for middle and high school groups, as well as to senior citizens at the Tallahassee Senior Center and the Osher Lifelong Learning Institute.

Other FSU libraries offer library instruction and orientation specific to their locations and missions.

### *Allen Music Library*

Located in the College of Music, the Allen Music Library provides basic orientation and instruction for the College of Music population. The new Head of the Music Library, who began in July 2012, started a modest instruction program in Fall 2012. Two Librarians provided library instruction to four classes and one specialized group (Cawthon Colloquium), reaching over 100 students. The University Libraries' subscription to LibGuides [[Resources for Music History Subject Guides](#)] is used by Music Library staff.

The Library's web pages provide basic information on resources. [[Music Library Tips and FAQ](#)]. Basic music reference service is available 82 hours a week during the academic semester, with specialized reference and research consultation services available by appointment.

The university and broader communities are informed of resources, programs, and services of the Allen Music Library through a webpage [[Warren D. Allen Music Library Events and More](#)], social media outlets [[Warren D. Allen Music Library at FSU Facebook](#)], as well as e-mails to the College of Music community.

### *Maguire Medical Library*

The Maguire Medical Library, located in the College of Medicine, supports the academic and research needs of clinical faculty, researchers, staff, and students through individual instruction in person, by phone, and via e-mail. With close to 100% of its resources online and many of the College's students and faculty in remote sites, the Library's website [[Library - FSU College of Medicine](#)] plays an integral role in providing instructional services, including one-on-one consultations, workshops, and self-directed guides and tutorials. Library-sponsored education sessions and orientations for new and returning medical students, new faculty members, and the public are held frequently. MML Librarians conducted 24 education or orientation sessions from July 2011 to June 2012 with a total of 450 participants.

Librarians provide a mandatory 30-minute library orientation for new students. Students also receive instruction in medical informatics, which is fully integrated into the curriculum and therefore is part of each student's educational experience.

On-site reference services are available 45 hours per week. In the 2011/12 academic year, 30% of the reference/research questions answered by MML staff were primarily instructional.

### *College of Law Research Center*

All first-year and transfer students in the College of Law attend orientation sessions and tours designed for their needs. On-site reference service is available 50 hours per week.

Legal Research Center librarians teach a number of optional for-credit classes including Advanced Legal Research; International and Foreign Legal Research; Environmental Legal Research; Business and Economics Legal Research; Tax Law Research; Human Rights Legal Research; American Law for Foreign Lawyers; and Environmental Law and Policy.

Other instructional services for students include the Excellence in Florida Legal Research Program (weekly lunchtime workshops) [[Excellence in Florida Legal Research Program Research Guides](#)]; Jump Start Trainings [[FSU College of Law Research Center Jump Start Trainings](#)]; LibGuide Research Guides [[Research Guides at FSU College of Law Research Center](#)]; Workshop and one-on-one assistance for student scholarly writing [[Scholarly Writing Law Research Center Guides at FSU](#)]; and guest lectures by librarians (in first year legal research and writing classes, as well as in selected upper-level classes.)

Communication and outreach efforts utilize Facebook [[FSU Law Research Center Facebook](#)]; Twitter [[FSU Law Library on Twitter](#)]; Pinterest [[FSU Law Research Center on Pinterest](#)]; YouTube [[Florida State Law Research Center YouTube](#)]; Technology blog [[Florida State Law RC Tech News](#)]; and a monthly newsletter, "The Toilet Paper" [[FSU Law Library The Toilet Paper Newsletter](#)]



## *Goldstein Library*

Serving the College of Communication and Information, Goldstein Librarians and staff provide just-in-time information assistance and instruction. Reference assistance is offered on-site for 84.5 hours per week, and is also available through SKYPE, Blackboard Collaborate, e-mail, and phone. The Goldstein Library website [[Goldstein Library Official Site](#)] provides links and other information. Frequently used are LibGuides, AskALibrarian, Florida's Statewide Virtual Reference Service, and a New Student Library Orientation module on the College of Communication and Information Blackboard site. Upon faculty request, instruction is provided for specific classes, as are group orientation sessions for students in all degree programs. Librarians present both face-to-face and online information sessions, primarily through Blackboard Collaborate. The Goldstein Virtual Tour is currently being revised.

Social media is also utilized for outreach including Facebook [[Harold Goldstein Library Goldstein Facebook](#)], Twitter [[Goldstein Library on Twitter](#)], Blog [[Goldstein Library Blog](#)], RSS Feed, Whiteboard Calendar, and a monthly newsletter called Goldstein GAS.

### **FSU, Panama City (Florida)**

The FSU-PC Library and Learning Center's instructional activities include brief orientation sessions for new students; course-integrated bibliographic instruction; and one-on-one research consultations. Course-integrated instruction is provided either in the students' classrooms or the FSU-PC library's dedicated instruction classroom.

On-site reference service is provided 66 hours per week. Online journals, books, databases, web tutorials, and online subject guides are accessed through the main FSU Libraries' website. LibGuides specific to the Panama City campus are being developed.

### **FSU, Panama City (Republic of Panama)**

At least one or two formal library orientation sessions are offered at the beginning of each semester. New users are informed about the library's electronic and physical resources, library policies, the online catalog, and how to use Interlibrary Loan.

One-on-one consultations help students develop effective research topics, form research keywords, and select relevant databases. Such consultations are the primary instruction activity for library users.

Sessions for specific classes are provided upon faculty request. The class, usually between twenty and thirty students, comes to the library for instruction. Sessions often feature live demonstrations of databases and instruction in searching them. Evaluation and citation of sources and identification of keywords are among the topics discussed.

One-on-one technology training sessions are provided to help students use library provided equipment effectively. The head librarian teaches instruction sessions. About

225 to 250 students take advantage of instructional services each semester.

### **Graduate Social Work Programs, Jacksonville and Gainesville; Asolo Graduate Theatre Program, Sarasota**


Students attending the Graduate Social Work Programs, Jacksonville and Gainesville as well as the Asolo Graduate Theatre Program in Sarasota have access to the full suite of online consultation, services and resources as other FSU students. Students and faculty may utilize virtual library services from anywhere that has an internet connection. These services and resources include:


























- Reference support via e-mail, chat, Skype, and phone
- Research consultations using similar technologies
- LibGuides in many different disciplines and sub-disciplines
- Hundreds of online databases that provide a comprehensive reference collection and important research resources
- 70,000 online journals
- Hundreds of thousands of e-books (our fastest growing set of e-resources)
- Interlibrary loan services that provide any books and journals that are not available electronically
- Librarian and library administrator visits to remote sites, as needed, to ensure that services and resources are meeting local needs and that users are aware of and have access to all library resources and services

### **College of Motion Picture Arts, West Palm Beach**

A librarian in Strozier Library serves as liaison to this program and provides research consultations, orientation sessions, and collection development services. Students attending the West Palm Beach program have access to all FSU's online services and resources including e-books, e-journals and databases, and the full array of virtual support services.

#### **Evidentiary Documents**

-  [Excellence in Florida Legal Research Program Research Guides.pdf](#)
-  [Fall12 Tutoring Schedule.pdf](#)
-  [Florida State Law RC Tech News.pdf](#)
-  [Florida State Law Research Center YouTube.pdf](#)
-  [Florida State University Libraries Facebook.pdf](#)
-  [FSU Ask Us Now Link for Virtual Reference.pdf](#)

-  [FSU College of Law Research Center Jump Start Trainings.pdf](#)
-  [FSU Law Library on Twitter.pdf](#)
-  [FSU Law Library The Toilet Paper Newsletter.pdf](#)
-  [FSU Law Research Center Facebook.pdf](#)
-  [FSU Law Research Center on Pinterest.pdf](#)
-  [FSU LibGuides Web Based User Guides.pdf](#)
-  [FSU Libraries Instruction Request Form.pdf](#)
-  [FSU Libraries Liaison List by Subject 2012 to 2013.pdf](#)
-  [FSU Libraries on Twitter.pdf](#)
-  [FSU Libraries Video Tutorials.pdf](#)
-  [FSU Libraries Website.pdf](#)
-  [Goldstein Library Blog.pdf](#)
-  [Goldstein Library Official Site.pdf](#)
-  [Goldstein Library on Twitter.pdf](#)
-  [Harold Goldstein Library Goldstein Facebook.pdf](#)
-  [LibQUAL.p. 58, 2012.pdf](#)
-  [LibQUAL.pdf](#)
-  [Library FSU College of Medicine.pdf](#)
-  [Music Library Tips and FAQ.pdf](#)
-  [Newly Renovated Spaces for Student and Faculty Use.pdf](#)
-  [Research Consultation Request Form.pdf](#)
-  [Research Guides at FSU College of Law Research Center.pdf](#)
-  [Resources for Music History Subject Guides.pdf](#)
-  [Scholarly Writing Law Research Center Guides at FSU.pdf](#)
-  [The FSU Libraries Scheduling Tours.pdf](#)
-  [Warren D. Allen Music Library at FSU Facebook.pdf](#)
-  [Warren D. Allen Music Library Events and More.pdf](#)

**3.8.3** The institution provides a sufficient number of qualified staff -- with appropriate education or experiences in library and/or other learning/information resources -- to accomplish the mission of the institution. **(Qualified Staff)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

The Robert Manning Strozier and Dirac Science Libraries and their facilities are all under the administrative purview of the Dean of University Libraries who reports to the Vice President for Planning and Programs. The units under the Dean's authority are managed through the Library Senior Leadership Team, which includes the dean, associate deans of the organizational divisions of public services, technology & digital scholarship, special collections and archives, collections management and administrative services. The professional school libraries of law, medicine, music and information studies have directors that report to the deans or designees within their respective schools.

The University Libraries continue to be sufficiently staffed in a manner that allows us to provide a high level of service to all patrons. The University Libraries are staffed by 63.0 full time equivalent (FTE) librarians, all of whom hold American Library Association accredited master's degrees in library and information studies, which is required for all Librarian positions. A number of librarians also hold additional subject specific degrees, which enhances their ability to provide subject specific services to students, faculty and researchers. The Libraries also employ Administrative & Professional 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 81.25 non-exempt classified University Support Personnel System (USPS) staff in addition to over 100 FTE student and part time assistants.

The sufficiency of the number of library staff may be judged in comparison with institutional peers such as Association of Research Libraries' (ARL) members. Based on the 2012 report, out of 115 academic libraries, FSU libraries ranked 77<sup>th</sup> in the number of professional staff [[2012 ARL Ranking, p. 3](#)], 64<sup>th</sup> in the number of support staff, 10<sup>th</sup> in the number of student assistants, and 44<sup>th</sup> in overall staffing [[2012 ARL Staffing Comparison](#)]. The total staff FTE of 169.25 covers all staffing levels in all divisions of the University Libraries [[Organizational Overview](#)].

### **Professional Librarians:**

Librarians at Florida State University have faculty status but are not tenure-earning. The titles of librarians in order by rank are Assistant Librarian, Associate Librarian and University Librarian. Unlike teaching faculty, 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, 2010-2013](#)].

A progressive, hierarchical system of professional ranks and promotion criteria, contained in the UFF-FSU Collective Bargaining Agreement, directly addresses and ensures the qualifications of librarians. 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 its equivalent and becomes eligible for promotion to the rank of Associate Librarian after 12 months of service in rank at FSU, 60 months of service as a professional librarian and 24 months of service in an academic or research library. Eligibility for appointment to the rank of University Librarian comes after 48 months in rank as an Associate Librarian, 12 months in rank at FSU, 108 months as a professional librarian and 72 months in an academic or research library. Archivists will typically have achieved archival certification.

Librarians are evaluated annually in the Spring Semester in accordance with the guidelines established in the collective bargaining agreement. Librarians are evaluated in the areas of Service, Research and Instruction, as outlined in the annual Assignment of Responsibilities. A librarian's excellent performance of their job duties is the most important factor when determining eligibility for promotion.

### Qualifications of Librarians

#### FSU Libraries (Strozier and Dirac)

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualification	Professional Experience
Altman	Burton H	University Librarian	Full Time	Masters, Library and Information Studies; Masters, History	<a href="#">See file: Burt Altman</a>
Andrade	Jordon C	Assistant University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Jordon Andrade</a>
Besara	Rachel Marie	Assistant University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Rachel Besara</a>
Birmingham	Bridgett Yashima	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Bridgett Birmingham</a>

Buck Kachaluba	Sarah A	Associate University Librarian	Full Time	Masters, Library and Information Studies; Ph.D, History	<a href="#">See file: Sarah Buck Kachaluba</a>
Burrell	Matthew David	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Ed.S. Education	<a href="#">See file: Matthew Burrell</a>
Byke	Gloria S	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Gloria Susan Byke</a>
Calvo	Favenzio E	Assistant University	Full Time	Masters, Library and Information Studies	<a href="#">See file: Favenzio Calvo</a>
Chaffin	Richard Terry	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Richard Chaffin</a>
Colvin	Gloria P	University Librarian	Full Time	Masters, Library and Information Studies; Masters, English Education	<a href="#">See file: Gloria Colvin</a>
Demeter	Michelle Elizabeth	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Religious Studies	<a href="#">See file: Michelle Demeter</a>
Druash	Jacqueline Isabel	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Jacqueline Druash</a>

Evans Brady	Jessica Marie	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Art History; Certificate, Curatorial Studies	<a href="#">See file: Jessica Evans Brady</a>
Glerum	Margaret Anne	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Margaret Anne Glerum</a>
Gorin	Marcia	University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Marcia Gorin</a>
Hall	Mason Raymond Keith	Assistant University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Mason Hall</a>
Kellett	Nancy	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, Computer Science	<a href="#">See File: Nancy Kellett</a>
Kinsley	Kirsten Michele	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, Counseling & Human Systems	<a href="#">See file: Kirsten Kinsley</a>
Li	Yue	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, Applied Linguistics and English Linguistics	<a href="#">See file: Yue Li</a>

Luesebrink	Michael J	Associate University Librarian	Full Time	Masters, Library and Information Studies; Ph.D., Information Studies	<a href="#">See file: Michael Luesebrink</a>
McCormick	Kathleen	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, English	<a href="#">See file: Katie McCormick</a>
McElroy	Charles N.	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Charles McElroy</a>
McQueen	Portia F	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Portia McQueen</a>
Modrow	William M	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Asian History	<a href="#">See file: William Modrow</a>
Price	Apryl	Associate University Librarian	Full Time	Masters, Library and Information Studies; Ed.S., Instructional Technology	<a href="#">See file: Apryl Price</a>
Rhoades Jr	James	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: James Rhoades</a>
Scheel	Abby	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Classical Archeology	<a href="#">See file: Abby Scheel</a>



Schoonover	Daniel T.	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Religion	<a href="#">See file: Dan Schoonover</a>
Smith	Velma	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Media Specialist	<a href="#">See file: Velma Smith</a>
Thomas	Krystal Marie	Assistant University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Krystal Thomas</a>
Vandegrift	Micah Lee	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, American Studies	<a href="#">See file: Micah Vandegrift</a>
Weatherholt	Tamara Lynn	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Certificate, Legal Information Management	<a href="#">See file: Tamara Weatherholt</a>
Weiss	Amy Karin	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, Fine Arts	<a href="#">See file: Amy Weiss</a>
Woodward Jr	Edward Vincent	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, History	<a href="#">See file: Eddie Woodward</a>
Wyckoff III	Norman Ross	Associate University Librarian	Full Time	Masters, Library and Information	<a href="#">See file: Norman Wyckoff</a>

				Studies	
Ziegler	Ruth S	Associate University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Ruth Ziegler</a>
Ziegler	Roy A	University Librarian	Full Time	Masters, Library and Information Studies; Masters, English	<a href="#">See file: Roy Ziegler</a>
Zimmerman	Julia A	University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Julia Zimmerman</a>

### Allen Music Library

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience
Cohen	Sarah H	Associate University Librarian	Full Time	Masters, Library and Information Studies; Masters, Music Education	<a href="#">See file: Sarah Cohen</a>
Green	Laura Gayle	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Music	<a href="#">See file: Laura Gayle Green</a>
Nodine	Sara	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Historical Musicology	<a href="#">See file: Sara Nodine</a>

### McGuire Medical Library

<b>Last Name</b>	<b>First Name</b>	<b>Job Classification Title</b>	<b>Employee Classification</b>	<b>Academic Qualifications</b>	<b>Professional Experience</b>
Epstein	Susan A	University Librarian	Full Time	Masters, Library and Information Studies; Certificate, Academy of Health Information Professionals, Distinguished	<a href="#">See file: Susan Epstein</a>
Nagy	Suzanne P	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Computer Science; Certificate, Academy of Health Information Professionals, Distinguished	<a href="#">See file: Suzanne Nagy</a>
Rosasco	Robyn Elise	Instructor Librarian 12 Mo SAL	Full Time	Masters, Library and Information Studies	<a href="#">See file: Robyn Rosasco</a>
Shearer	Barbara S	University Librarian	Full Time	Masters, Library and Information Studies; Certificate, Academy of Health Information Professionals, Distinguished	<a href="#">See file: Barbara Shearer</a>
Williams	Roxann L	Instructor Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Roxann Williams</a>

Wood	Martin Allen	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Certificate, Academy of Health Information Professionals	<a href="#">See file: Martin Wood</a>
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### College of Law Research Center

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience
Bardolph	Anne D	University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Anne Bardolph</a>
Bingham-Harper	Patricia	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Historical Musicology	<a href="#">See file: Patricia Bingham-Harper</a>
Clark	Margaret C	University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Margaret Clark</a>
Crandall	Kathryn E	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Kathryn Crandall</a>
Farrell	Elizabeth A	Associate University Librarian	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Elizabeth Farrell</a>

Hayes	Stephanie	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Stephanie Hayes</a>
Jones	Faye E	Faculty Administrator	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Faye Jones</a>
Lutz	Jonathan R	University Librarian	Full Time	Masters, Library and Information Studies; Masters, Religion	<a href="#">See File: Jonathan Lutz</a>
McCormick	Mary M	University Librarian	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Mary McCormick</a>
Miller	Katrina Meixner	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Juris Doctorate	<a href="#">See file: Katrina Miller</a>

### Goldstein Library

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience
Doffek	Pamala J	University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Pamela Doffek</a>
Gibradze	Leila	Assistant University Librarian	Full Time	Masters, Library and Information Studies; Masters, Historical	<a href="#">See file: Leila Gibradze</a>

				Musicology	
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**Panama City (FL) Campus**

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience
Saxon	Robert Shaun	Assistant University Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Robert Shaun Saxon</a>

**Panama City (Republic of Panama)**

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience
Blackie	Anthony	Library Technical Assistant	Full Time	Masters, Library and Information Studies	<a href="#">See file: Anthony Blackie</a>

**Sarasota,FL**

Last Name	First Name	Job Classification Title	Employee Classification	Academic Qualifications	Professional Experience

McKee	Linda R	Resource Librarian	Full Time	Masters, Library and Information Studies; Masters, History of Art & Architecture	<a href="#">See file: Linda McKee</a>
Oliver	Megan	Library Associate	Full Time	Masters, Library and Information Studies	<a href="#">See file: Megan Oliver</a>
Spinosa	Arwen	Library & Museum Assistant	Part Time	Masters, Library and Information Studies	<a href="#">See file: Arwen Spinosa</a>
Wick	Artis L	Resource Librarian	Full Time	Masters, Library and Information Studies	<a href="#">See file: Artis Wick</a>

Florida State University also offers 50% of a degree program at the following locations: West Palm Beach (Film), Gainesville (MSW, Social Work) and Jacksonville (MSW, Social Work). However, students at these locations access all library and information resources electronically through the main Florida State University Libraries website.

### **Library Support Staff:**

Library support staff activities 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 & 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.

## Professional Development:

The Florida State University Libraries support educational opportunities that promote professional development, improve technical or specialized skills, increase productivity, and encourage better service to patrons. All professional librarians are encouraged to be actively involved in regional and national organizations and committees, and to contribute to the profession through research, formal presentations and publication. The University Libraries maintain an allocated training and professional development fund to support these activities [[Funds Spent on Travel](#)]. Faculty and staff have presented at American Library Association national conferences, Association of College & Research Libraries conferences, Florida Library Association conferences, Society of American Archivists conferences, and many others [[Rachel Besara, p. 3-6](#)] [[Gloria Colvin, p. 4-5](#)] [[Robert Shaun Saxon, p. 5](#)] (Panama City), [[Linda McKee, p. 4-5](#)] (Ringling), [[Jonathan Lutz, p. 4-5](#)] (Law), [[Sara Nodine, p. 3](#)] (Music), [[Susan Epstein, p. 3-4](#)] (Medical). They have also attended numerous workshops at conferences and within the University in order to improve their knowledge and skills. The Libraries' Training and Professional Development policy [[FSUL Training Policy 2013](#)] outlines the Libraries' support for these activities for employees at all levels.

## Off-Campus Instructional Sites

Florida State University's librarians are committed to serving the information needs of FSU students and faculty, regardless of their location or mode of delivery [[FSU Republic of Panama](#)] [[FSU Panama City, FL Library and Learning Center](#)] [[FSU Library Services for Distance Learning](#)]. While face-to-face reference, technology and research consultations are available almost continually in the libraries, students and faculty can utilize and benefit from equivalent virtual library services from their offices, residence halls, or apartments in Tallahassee or anywhere else in the world [[The FSU Library Off Campus Login](#)]. The students, faculty and staff have online access to the FSU library through its website which offers online reference services, web based guides and customized reference services such as "Ask Us Now" provided by qualified librarians. Furthermore, FSU's remote instructional sites have access to the full range of virtual resources and personalized library services as do on-campus users [[FSU Libraries Website](#)]. These include:



































- Reference support via e-mail, chat, Skype, and phone
- Research consultations using similar technologies
- Hundreds of online databases that provide a comprehensive reference collection and important research resources
- 70,000 online journals
- Hundreds of thousands of e-books (our fastest growing set of e-resources)
- Interlibrary loan services that provide any books and journals that are not available electronically




















































- Librarian and library administrator visits to remote sites, as needed, to ensure that services and resources are meeting local needs

The organizational overview below shows the relationships among the various libraries' units and positions.

#### Evidentiary Documents

-  [2012 ARL Ranking, p. 3.pdf](#)
-  [2012 ARL Staffing Comparison.pdf](#)
-  [Abby Scheel.pdf](#)
-  [Amy Weiss.pdf](#)
-  [Anne Bardolph.pdf](#)
-  [Anthony Blackie.pdf](#)
-  [Apryl Price.pdf](#)
-  [Artis Wick.pdf](#)
-  [Arwen Spinosa.pdf](#)
-  [Barbara Shearer.pdf](#)
-  [Bridgett Birmingham.pdf](#)
-  [Burt Altman.pdf](#)
-  [Charles McElroy.pdf](#)
-  [Collective Bargaining Agreement, 2010-2013.pdf](#)
-  [Dan Schoonover.pdf](#)
-  [Eddie Woodward.pdf](#)
-  [Elizabeth Farrell.pdf](#)
-  [Favenzio Calvo.pdf](#)
-  [Faye Jones.pdf](#)
-  [FSU Employee Handbook.pdf](#)
-  [FSU Libraries Website.pdf](#)
-  [FSU Library Services for Distance Learning.pdf](#)
-  [FSU Panama City, FL Library and Learning Center.pdf](#)
-  [FSU Republic of Panama.pdf](#)
-  [FSUL Travel Policy 2013.pdf](#)
-  [Funds Spent on Travel.pdf](#)
-  [Gloria Colvin, p. 4-5.pdf](#)
-  [Gloria Colvin.pdf](#)
-  [Gloria Susan Byke.pdf](#)
-  [Jacqueline Druash.pdf](#)
-  [James Rhoades.pdf](#)
-  [Jessica Evans Brady.pdf](#)
-  [Jonathan Lutz, p. 4-5.pdf](#)
-  [Jonathan Lutz.pdf](#)
-  [Jordon Andrade.pdf](#)

-  [Julia Zimmerman.pdf](#)
-  [Kathryn Crandall.pdf](#)
-  [Katie McCormick.pdf](#)
-  [Katrina Miller.pdf](#)
-  [Kirsten Kinsley.pdf](#)
-  [Krystal Thomas.pdf](#)
-  [Laura Gayle Green.pdf](#)
-  [Leila Gibradze.pdf](#)
-  [Linda McKee, p. 4-5.pdf](#)
-  [Linda McKee.pdf](#)
-  [Marcia Gorin.pdf](#)
-  [Margaret Anne Glerum.pdf](#)
-  [Margaret Clark.pdf](#)
-  [Martin Wood.pdf](#)
-  [Mary McCormick.pdf](#)
-  [Mason Hall.pdf](#)
-  [Matthew Burrell.pdf](#)
-  [Megan Oliver.pdf](#)
-  [Micah Vandegrift.pdf](#)
-  [Michael Luesebrink.pdf](#)
-  [Michelle Demeter.pdf](#)
-  [Nancy Kellett.pdf](#)
-  [Norman Wyckoff.pdf](#)
-  [Organizational Overview.pdf](#)
-  [Pamela Doffek.pdf](#)
-  [Patricia Bingham Harper.pdf](#)
-  [Portia McQueen.pdf](#)
-  [Rachel Besara, p. 3-6.pdf](#)
-  [Rachel Besara.pdf](#)
-  [Richard Chaffin.pdf](#)
-  [Robert Shaun Saxon, p. 5.pdf](#)
-  [Robert Shaun Saxon.pdf](#)
-  [Robyn Rosasco.pdf](#)
-  [Roxann Williams.pdf](#)
-  [Roy Ziegler.pdf](#)
-  [Ruth Ziegler.pdf](#)
-  [Sara Nodine, p. 3.pdf](#)
-  [Sara Nodine.pdf](#)
-  [Sarah Buck Kachaluba.pdf](#)
-  [Sarah Cohen.pdf](#)
-  [Stephanie Hayes.pdf](#)
-  [Susan Epstein, p. 3-4.pdf](#)
-  [Susan Epstein.pdf](#)

-  [Suzanne Nagy.pdf](#)
-  [Tamara Weatherholt.pdf](#)
-  [The FSU Library Off Campus Login.pdf](#)
-  [Velma Smith.pdf](#)
-  [William Modrow.pdf](#)
-  [Yue Li.pdf](#)

### 3.9 STUDENT AFFAIRS AND SERVICES

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student Rights)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

A Summons to Responsible Freedom, developed in 1988 by a faculty-student committee at the direction of Florida's Board of Regents and FSU President Bernard Sliger, provides a framework of expectations for students, faculty, and staff as citizens of the university community. [[Summons to Responsible Freedom 2011-12](#)] Section 1006.50, Florida Statutes requires that each community college and state university compile and update annually a student handbook that includes, but is not limited to, student rights and responsibilities and appeals processes. [[FL Statutes 1006-50 2012](#)]

Florida State University publishes a comprehensive *Online Student Policy Handbook* online that lists relevant policies, procedures, rights, and responsibilities for students and student organizations, faculty, and staff on all campuses and programs. [[Online Student Handbook 2012-13](#)] The policies and procedures on this site include the Student and Student Organization Conduct Codes and the Academic Honor Policy which provide students with their responsibilities to the campus community and their rights through processes addressing any allegations of misconduct. [[Student Conduct Code 2012-13](#); [Student Organization Conduct Code 2012-13](#); [Academic Honor Policy 2011-12](#)]

All undergraduate students on the main campus and the West Palm Beach off-campus site are advised of the *Online Student Policy Handbook* during Summer Orientation. New students and transfer students attend sessions focusing on the Student Conduct Code and other campus policies. [[New Student Orientation Schedule 2012](#); [Transfer Student Orientation Schedule 2013](#)] New students are also enrolled "Nole Your Role," a post-orientation, online educational resource, which includes education on policies and procedures relevant to student rights and responsibilities, including a post-lesson quiz. [[Responsible Freedom Quiz 2012](#)] During a required orientation session, undergraduate students on the Republic of Panama branch campus are directed to the Republic of Panama Student Handbook for information concerning rights and responsibilities. [[Republic of Panama Student Handbook](#)] Students on the Panama City (Florida) branch campus also complete an orientation session in which they are informed of the Online Student Handbook and the Student Conduct Code.

Graduate students on the main campus, Republic of Panama and Panama City (Florida) branch campuses, and the Asolo, Gainesville, and Jacksonville off-campus sites receive rights and responsibilities information from both The Graduate School and

from individual academic departments. The Graduate School on the main campus coordinates an orientation program for graduate students at the start of each fall term in which the Dean shares relevant policies, including the Student Code of Conduct and the Academic Honor Policy. [[Student Conduct Code 2012-13](#); [Academic Honor Policy 2011-12](#)] Individual academic departments may host their own required orientation programs for new graduate students and will share these policies as well. In every graduate student orientation at both the departmental and institutional level, graduate students are informed of the Graduate Student Bulletin that provides information specific to graduate students on their rights and responsibilities at the University. [[FSU Graduate Bulletin 2012-13](#)]

Students participating in distance learning also complete an online orientation which includes links and information on student rights and responsibilities. Distance learning students are required to attend and pass a seven-module online orientation course, developed and hosted by the Office of Distance Learning faculty. This online course contains information and refers to the Online Student Handbook regarding student rights and responsibilities. [[Online Orientation 2012-13](#)] Distance learning students must pass a quiz on student rights and responsibilities as a requirement of their online orientation. [[Online Orientation Quiz 2012-13](#)] Students who are studying in one of FSU's international programs are provided in writing all special expectations regarding conduct when representing FSU at one of the international study sites.

Student Rights and Responsibilities administers the Student Code of Conduct (Rule 6C2R-3.004, Florida Administrative Code, has been changed to FSU 3.004). [[Student Conduct Code 2012-13](#)] Students on all campuses, as well off-campus sites and distance learning students, are responsible for upholding the expectations of the Code of Conduct at all times. Student Rights and Responsibilities also administers a Student Organization Code of Conduct that sets standards and expectations for the university community's recognized student groups. [[Student Organization Conduct Code 2012-13](#)]

Student Rights and Responsibilities facilitates the conduct process for students and organizations. For students, the process begins with documentation of an alleged violation of the Student Code of Conduct, typically in the form of a police report. [[Sample Student Conduct Documentation](#)] Before the completion of a police investigation, if it is determined the alleged violation affects the safety, health, or general welfare of the community, the University takes Interim Disciplinary Action to immediately separate the student from the University. [[Sample Student Conduct Documentation](#)] After the completion of the police report, Student Rights and Responsibilities staff review the report and issue a charge letter to the student indicating the student's alleged violations and initiating the hearing process. [[Sample Student Conduct Documentation](#)] The charged student then schedules an Information Session where she/he meets with a staff member to review rights and responsibilities in the conduct process, [[Sample Student Conduct Documentation](#)] including the role of an advisor in the process. [[Sample Student Conduct Documentation](#)] Student Rights and Responsibilities then conducts a hearing to find facts in the case with a student board, faculty/student panel, or single administrator, and the hearing officer/board completes a decision letter to inform the student of responsibility and any educational sanctions. [[Sample Student](#)

[Conduct Documentation](#)] The student is able to appeal a conduct decision per the Student Conduct Code, [\[Sample Student Conduct Documentation\]](#) and an administrator conducts a file review and, possibly, a hearing to find facts in the appeal. The student receives an appeal decision letter, representing final agency action by the University. [\[Sample Student Conduct Documentation\]](#) Given the educational nature of the conduct process, sanctions can include essays [\[Sample Student Conduct Documentation\]](#) and counseling assessments. [\[Sample Student Conduct Documentation\]](#)

The Republic of Panama branch campus uses the Student Code of Conduct and the campus's own Handbook of Student Rights and Responsibilities. [\[Republic of Panama Student Handbook\]](#) The Handbook is posted to the campus website, and students are notified of it during orientation sessions. The Student Affairs office on the branch campus is in communication with the Office of Student Rights and Responsibilities on the main campus in Tallahassee in order to receive guidance or support when needed. The Director of Student Affairs is charged with facilitating the conduct process.

The Panama City (Florida) branch campus administers on-site judicial affairs. To that end, the Office of Student Affairs provides guidance, procedural assistance/support for Admission/Readmission denial appeals, Honor Code Compliance, Grade Appeals, misconduct cases, judicial clearances for admission, and security check requests. Student Rights and Responsibilities on the main campus provides a link to the online documents that comprise Florida State University's Online Student Policy Handbook. This handbook contains information pertaining to the regulations, policies, and codes for which students, staff, and faculty must comply. The Office of Student Affairs in Panama City works closely with its counterparts in Tallahassee for procedural advice and appeals when they occur. The Office of Student Rights and Responsibilities on the main campus also inputs and removes judicial stops on student records, when appropriate.







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 dishonesty. [\[Academic Honor Policy 2011-12\]](#) The Dean of Students and the Office of Faculty Development & Advancement, formerly known as the Dean of Faculties\*\*, jointly administer the honor code. The Academic Honor Policy is published annually in the *Online Student Policy Handbook*, [\[Online Student Handbook 2012-13\]](#) the *General Bulletin*, [\[FSU General Bulletin 2012-13\]](#) and the *Graduate Bulletin* [\[FSU Graduate Bulletin 2012-13\]](#) It is also published in the *Faculty Handbook* [\[FSU Faculty Handbook 2011-12\]](#) and shared at all orientation programs. [\[New Student Orientation Schedule 2012; Transfer Student Orientation Schedule 2013; Online Orientation 2012-13\]](#) The Academic Honor Policy allows individual faculty members to directly address and resolve allegations of misconduct with the student. The 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.

Students who live in university residence halls on the main campus are informed of housing policies and the rights of resident students. The housing policies reference the Student Code of Conduct and applicable state and federal laws. The Housing

Agreement, 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 Conduct Code and the Guide to Residence Living." [[Housing Contract 2012-13](#)] University Housing follows the processes and procedures outlined in the Student Conduct Code to adjudicate allegations of misconduct in the main campus residence halls. [[Student Conduct Code 2012-13](#)]

\*\* In 2012 the University elevated the Dean of Faculties to the Vice President of Faculty Development and Advancement. Because of the timeline required to amend the Academic Honor Policy, the most updated version (attached to this standard) lists Dean of Faculties as the administrative unit overseeing the policy.

#### Evidentiary Documents

-  [Academic Honor Policy 2011-2012.pdf](#)
-  [FL Statutes 1006-50 2012.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [Housing Contract 2012-2013.pdf](#)
-  [New Student Orientation Schedule 2012.pdf](#)
-  [Online Orientation 2012-2013.pdf](#)
-  [Online Orientation Quiz 2012-2013.pdf](#)
-  [Online Student Handbook 2012-2013.pdf](#)
-  [Republic of Panama Student Handbook.pdf](#)
-  [Responsible Freedom Quiz 2012.pdf](#)
-  [Sample Student Conduct Documentation.pdf](#)
-  [Student Conduct Code 2012-2013.pdf](#)
-  [Student Organization Conduct Code 2012-2013.pdf](#)
-  [Summons to Responsible Freedom 2011-2012.pdf](#)
-  [Transfer Student Orientation Schedule 2013.pdf](#)

**3.9.2** The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. **(Student Records)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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The Florida State University has established comprehensive procedures for safeguarding student records, including the protection of student confidentiality and procedures for backing up student data.

The University stores and maintains a host of student records as part of its mission including, but not limited to:

- Admissions, enrollment, withdrawals, grades, retention and academic standing, and transcript data
- 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 faculty, staff and students employed in a variety of positions
- Research documents and approvals
- Documentation of performance or participation in internship, externships, clinical, co-operative work experiences

The Florida State University bases its policies and procedures for maintaining the security, confidentiality, and integrity of its student records on good business practices, State laws, and applicable Federal laws such as the Family Educational Rights and Privacy Act (FERPA) for student records. Select student medical and mental health records are subject to the provisions of the Health Insurance and Portability and Accountability Act (HIPAA) for campus entities performing functions as covered entities or through business associate agreements under HIPAA. Additionally, student financial aid records are secured under the provisions of the Gramm-Leach-Bliley Act. ] [



## Release of Student Record Data outside the University

The State of Florida has very broad public records laws [[FL. Statute Chp 119](#)]. Unless otherwise prohibited in Florida Statute Chapter 119 [ [Fl. Statute Chp 119, \(5\) Other Personal Information, rev. 2012](#)], much of the 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 release, may be release in some redacted, limited, aggregated or de-personalized form, or may be provided in total. [[OP-F-3 Records Management](#)]

Over and beyond state law, the University follows the FERPA [[2012-2013 General Bulletin, pg 18](#)] [[2012-2013 Graduate Bulletin, pg 18](#)], and HIPPA [[UHS Privacy Policy Brochure](#)] 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
- Telephone number (if listed)
- Classification
- Major
- Participation in official University activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees, honors, and awards received
- Most recently attended educational institution
- Digitized FSUCard photo

## 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/antispyware 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 (CCTV) systems, and FSU Police Department patrols.

Florida State University has implemented an Information Security Program. [[OP-H-9 Information Technology Security](#)] Additional supporting IT policies define controls required to safeguard the confidentiality, integrity, and availability of student records at FSU. These are:

[OP-H-6 Use of University Information Technology Resources](#)

[OP-H-8 Wireless Data Communications](#)

[OP-H-11 Network Access and Use Policy](#)

[OP-F-7 Safeguarding of Confidential Financial and Personal Information](#)

[Data Management and Computer Security Business Manual](#)

[OP-H-12 Primary Identifier Policy](#)

The University also extends required security controls to non-electronic (paper, microfiche) based protected student information under the Safeguarding policy [[OP-F-7 Safeguarding of Confidential Financial and Personal Information](#)].

Individuals requiring access to information must login through a single secure login process. 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 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 [[Data Management and Computer Security Business Manual](#)]. The password must conform to the industry and university standards established in regard to length, type, and number of symbols and characters. When appropriate or necessary, data passed over the internet through the web applications for faculty, staff, or students are encrypted [[OP-H-11 Network Access and Use Policy](#)].

The University technology use 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. [[OP-H-6 Use of University Information Technology Resources](#)]

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 as installed at FSU 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. 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 [[OP-H-10 Information Technology Disaster Recovery and Data Backup Policy](#)].

Designated data custodians oversee the security authorization process for staff and students that require access the different data and systems necessary to perform their jobs or conduct their studies [[OP-H-9 Information Technology Security, Data Management and Computer Security Business Manual](#)]. Individuals are granted one of several levels of access authority that may be generally grouped, from limited to the broad access, as 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 [[OP-B-2 Issuance of University Keys/Access Control](#), [FSU Data Center Physical Security Control 2013](#)].

In the unlike event that a security breach should occur, the University has an established Reponses and Reporting procedure that follows accepted industry standards [[FSU Incident Response and Reporting Procedures 2013](#)]. 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**

The University employees are required to sign a confidentiality statement as part of the hiring process [[Employee Confidentiality Statement](#)]. 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 Registrar presents annually at the New Faculty Orientation [[New Faculty Orientation Agenda 2011](#)] and the Program for Instructional Excellence (PIE) [[2011 PIE Conference Schedule](#)] conferences on the subject of FERPA and need to protect student records. In addition, the Office of the 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.

Notification of the FERPA rights are published to the University community in both the undergraduate and graduate editions of the *General Bulletin* [[2012-2013 General Bulletin, pg 18](#)] [[2012-2013 Graduate Bulletin, pg 18](#)], the *Registration Guide* that is published each semester a FERPA [[Registration Guide Fall 2012, pg. 9](#)], and a public website maintained by the Office of the Registrar [[FERPA home page](#)]. In addition, information is provided to newly admitted students and parents through the New Nole website that is made available to all incoming undergraduate students [[New Nole Student Privacy notification](#)]. Furthermore, all parents that attend orientation receive a copy of *Its All Academic*, a guide to University academic requirements that includes information about student privacy [[Its All Academic 2011-parent, pg 1](#)]. All undergraduates are required to attend orientation, regardless of whether student is a face-to-face or online student. Students are provided similar information in the student version of *Its All Academic* [[Its All Academic 2012, pg 6](#)].








### **Student Records on Branch Campuses and Sites**

The policies and processes noted above apply consistently to all campuses and sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Plan Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida), regardless of delivery mode.

The nature of the branch campuses is such that security and training of the staff is by necessity broader in scope than the sites with their limited staff, targeted focus, and limited student composition. In the case of the off-campus instructional sites, the treatment of student records in admission and orientation as well as staff training are all handled by the main campus and follow the methods outline above.

Where appropriate, both campuses and all instructional sites coordinate with the central information technology staff to establish and maintain the core technology infrastructure in accordance with the University policies and standards. This coordination extends to working with the Office of the Registrar, Dean of Students, and Wellness Center for similar support, guidance and training for faculty and staff on the campuses and sites related to management of and release of records.

#### **Evidentiary Documents**

-  [2011\\_PIE Conference Schedule.pdf](#)
-  [Data Management and Computer Security Business Manual.pdf](#)
-  [Employee Confidentiality statement, rev 7-27-2012.pdf](#)
-  [FERPA home page.pdf](#)
-  [Fl Statute Chp 119, \(5\) Other Personal Information.pdf](#)
-  [Fl Statute Chp 119.pdf](#)
-  [FSU Data Center Physical Security Controls 2013.pdf](#)

-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU Incident Response and Reporting Procedures 2013.pdf](#)
-  [Its All Academic 2011-parent.pdf](#)
-  [Its All Academic 2012.pdf](#)
-  [New Faculty Orientation Agenda2011.pdf](#)
-  [New Nole Student Privacy notification.pdf](#)
-  [OP-F-3 Records Management, rev 7-27-2012 .pdf](#)
-  [OP-F-7 POLICY ON SAFEGUARDING OF CONFIDENTIAL FINANCIAL AND PERSONAL INFORMATION.pdf](#)
-  [OP-H-10 INFORMATION TECHNOLOGY DISASTER RECOVERY AND DATA BACKUP POLICY.pdf](#)
-  [OP-H-11 NETWORK ACCESS AND USE POLICY.pdf](#)
-  [OP-H-12 PRIMARY IDENTIFIER POLICY.pdf](#)
-  [OP-H-6 Use of University Information Technology Resources.pdf](#)
-  [OP-H-8 Wireless Data Communications.pdf](#)
-  [OP-H-9 Information Technology Security, rev7-27-2012.pdf](#)
-  [OP\\_B\\_2 Issuance of University Keys Access Control.pdf](#)
-  [Registration Guide Fall 2012.pdf](#)
-  [UHS Privacy Policy Brochure 2012.pdf](#)

**3.9.3** The institution provides a sufficient number of qualified staff -- with appropriate education or experience in the student affairs area -- to accomplish the mission of the institution. **(Qualified Staff)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Staffing in Student Services

The various student services on the main campus in Tallahassee and branch campuses in Panama City (Florida) and the Republic of Panama are led by qualified professionals with the education and experiences needed to facilitate an effective set of student services that are sufficient to accomplish the University mission. In addition to having specific services on all campus, many of the main campus services coordinate and/or directly serve students on branch campuses as well as distance learning students and students on the Gainesville, Jacksonville, Sarasota, and West Palm Beach off-campus sites.

#### *Main Campus*

The Division of Student Affairs on the main campus in Tallahassee is composed of 11 departments and other units that oversee various student services and programs for students on all FSU campuses and distance learning programs. Leadership in the division include the Vice President for Student Affairs, the Associate Vice President for Student Affairs, the Assistant Vice President for Student Affairs, the Chief of Staff, and the 11 individual department directors. [[Student Affairs Organizational Chart 2012-2013](#)]

Each of these positions requires a master's degree and/or terminal degree in higher education/student affairs or related field as well as professional experience relevant to the specific position. Individual qualifications can be accessed from the curricula vitae links below:

- Mary B. Coburn, Vice President for Student Affairs  
[\[Vitae\]](#) [\[Position Description\]](#)
- Allison H. Crume, Associate Vice President for Student Affairs  
[\[Vitae\]](#) [\[Position Description\]](#)
- Courtney Barry, Chief of Staff  
[\[Vitae\]](#) [\[Position Description\]](#)
- Christopher Morris, Campus Recreation  
[\[Vitae\]](#) [\[Position Description\]](#)
- Nikki Pritchett, University Counseling Center

[\[Vitae\]](#) [\[Position Description\]](#)

- Cynthia Green, Center for Global Engagement  
[\[Vitae\]](#) [\[Position Description\]](#)
- Jeanine Ward-Roof, Dean of Students  
[\[Vitae\]](#) [\[Position Description\]](#)
- William Clutter, Oglesby Union  
[\[Vitae\]](#) [\[Position Description\]](#)
- Vicki Dobiynski, Student Government Association  
[\[Vitae\]](#) [\[Position Description\]](#)
- Lesley Sacher, University Health Services  
[\[Vitae\]](#) [\[Position Description\]](#)
- Myrna Hoover, Career Center  
[\[Vitae\]](#) [\[Position Description\]](#)
- Laura Osteen, Center for Leadership and Social Change  
[\[Vitae\]](#) [\[Position Description\]](#)
- Adrienne Frame, University Housing  
[\[Vitae\]](#) [\[Position Description\]](#)
- Tadarayl Starke, Center for Academic Retention and Enhancement  
[\[Vitae\]](#) [\[Position Description\]](#)
- Aron Myers, Marketing & Communications  
[\[Vitae\]](#) [\[Position Description\]](#)
- James Hunt, Assessment and Research  
[\[Vitae\]](#) [\[Position Description\]](#)
- Ricky Bailey, Business Manager  
[\[Vitae\]](#) [\[Position Description\]](#)
- Alyssa Gill, Events and Programs  
[\[Vitae\]](#) [\[Position Description\]](#)
- Amy Safriet, Development Director  
[\[Vitae\]](#) [\[Position Description\]](#)
- Adam Tingen, Development Officer  
[\[Vitae\]](#) [\[Position Description\]](#)

### *Panama City (Florida)*

The Office of Student Affairs on the Panama City (Florida) branch campus provides services to students in the areas of student disability services, financial aid, veteran's affairs, housing information, health services, internships, student conduct, orientation, student organizations, student government, withdrawals, and more. The Office of Student Affairs is led by Melissa Conner. [[Vitae](#)] [[Position Description](#)] Student Affairs members from the Panama City Florida campus visit main campus regularly and maintain a consultative relationship with the Office of the Vice President for Student Affairs.

### *Republic of Panama*

Students on the Republic of Panama branch campus are afforded a variety of services, including admissions and orientation, disability services, student conduct, academic advising, veterans affairs, internship, wellness, and more. The Office of Student Affairs on the Republic of Panama branch campus is led by Raymond George. [[Vitae](#)] [[Position Description](#)] The Director is supported by several staff members, including Milena Van Der Laet, the Wellness Director [[Vitae](#)] [[Position Description](#)] Student Affairs members periodically visit the main campus to establish and build relationships, which enhances the support received from the main campus Student Affairs specialist.

## **Training and Development**

Training and development opportunities are made available to all student services staff on the main campus as well as the Republic of Panama and Panama City (Florida) branch campuses and the Jacksonville, Gainesville, Sarasota, and West Palm Beach off campus sites. Human Resources on the main campus provides both in-person and online classes for staff, covering topics such as human resources and financial business practices, public speaking, front line staffing training, and more. [[HR Training Schedule 2013](#)]

The Division of Student Affairs on the main campus also provides a wide array of training and programs to staff in the division. DSA maintains a comprehensive professional development plan for staff at varying levels of professional experience. [[DSA Professional Development Plan 2012-13](#)] The Professional Development Committee hosted several marquee events in 2012-2013, including the Noles Professionals Institute, a full-day program designed for staff in their first five years of professional work attended by 33 staff members, the twice-yearly New Employee Orientation, an information and networking session for all new DSA employees attended by 60 staff in fall 2012 and 20 staff in spring 2013, and the Half-Day Conference, a retreat-style, topic-driven program attended by over 100 staff.




## **Supporting the University Mission**











In total, the wide range of services available to distance learning students as well as students on the main campus, the Panama City (Florida) and Republic of Panama branch campuses, and the Gainesville, Jacksonville, Sarasota, and West Palm Beach



off-campus sites provide the necessary infrastructure to support student learning and the University's academic units. To ensure that student services is supporting the University mission, Student Affairs has developed a Strategic Plan to guide its efforts. [[DSA Strategic Plan 2010-15](#)] In addition, encompassing the full scope of student services at the University, the DSA Strategic Plan is aligned with the University's Strategic Plan and the Florida Board of Governors' Goals. [[DSA Strategic Alignment 2012](#)]

#### Evidentiary Documents

-  [53437 - BusinessAnalyst\\_OVPSA.pdf](#)
-  [53439 - ChiefofStaff\\_OVPSA.pdf](#)
-  [53481 - Director\\_Career Center.pdf](#)
-  [53783 - DeanofStudents\\_DOS.pdf](#)
-  [54262 - Director\\_CARE.pdf](#)
-  [55200 - Director\\_CGE.pdf](#)
-  [56092 - VicePresident\\_OVPSA.pdf](#)
-  [56166 - ProgramCoordinator\\_OVPSA.pdf](#)
-  [57325 - DataAnalyst\\_OVPSA.pdf](#)
-  [57326 - AssistantVicePresident\\_OVPSA.pdf](#)
-  [60369 - Director\\_UCC.pdf](#)
-  [60456 - Director\\_Housing.pdf](#)
-  [60718 - Director\\_Student Health Center.pdf](#)
-  [65032 - Director\\_Campus Rec.pdf](#)
-  [65088 - Director\\_Oglesby Union.pdf](#)
-  [65246 - Director\\_SGA.pdf](#)
-  [65383 - Director\\_Union Marketing.pdf](#)
-  [65390 - Director\\_CLSC.pdf](#)
-  [Bailey.pdf](#)
-  [Barry.pdf](#)
-  [Clutter.pdf](#)
-  [Coburn.pdf](#)
-  [Conner, Melissa\\_PD.pdf](#)
-  [Conner.pdf](#)
-  [Crume.pdf](#)
-  [Dobiyanski.pdf](#)
-  [DSA Professional Development Plan 2012-13.pdf](#)
-  [DSA Strategic Plan 2010-15.pdf](#)
-  [Frame.pdf](#)
-  [FSU SP DSA SP and BOG grid.pdf](#)
-  [George.pdf](#)
-  [Gill.pdf](#)
-  [Green.pdf](#)

-  [Hoover.pdf](#)
-  [HR Training Schedule 2013.pdf](#)
-  [Hunt.pdf](#)
-  [Morris.pdf](#)
-  [Myers.pdf](#)
-  [Osteen.pdf](#)
-  [Pritchett.pdf](#)
-  [ROP Student Affairs Director Position Description.pdf](#)
-  [ROP Wellness Director Position Description.pdf](#)
-  [Sacher.pdf](#)
-  [Safriet.pdf](#)
-  [SafrietAmy - Director for Development Student Affairs 040212.pdf](#)
-  [Starke.pdf](#)
-  [Student Affairs - Vice President Office.pdf](#)
-  [Tingen.pdf](#)
-  [TingenAdam - Development Officer Student Affairs 042012.pdf](#)
-  [Van Der Laat, Milena CV.pdf](#)
-  [Ward-Roof.pdf](#)

### 3.10 FINANCIAL RESOURCES

**3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial Stability)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

The recent financial history of Florida State University reflects financial stability in the areas of annual operating budgets, unrestricted revenues, and unrestricted fund balances -- achieved throughout an extended (six year) period of financial uncertainty and turbulence in the state's economy, and while undergoing reductions in state appropriations. During the period of 2007-08 to 2012-13, Florida experienced a downturn in its economy, which resulted in several, significant recurring and non-recurring reductions in the university's Educational and General (E&G) appropriations. The largest reduction, \$65.8 million, was appropriated for 2012-13; this reduction, however, is non-recurring and was restored in 2013-14. [[Summary of Changes to E&G 2012-13](#)] [[E&G College of Medicine Operating Budget](#)] [[2012-13 E&G Allocations Memo](#)]

During this six year period federal assistance was received. In years 2009-10 and 2010-11, America Recovery and Reinvestment Act (ARRA) funds were received from the federal government, via appropriations from the Florida legislature. The funds were used for general operations and to maintain, create or save jobs. All universities in the State University System (SUS) received ARRA funds for these two fiscal years.

Also during this six year period, the university was able to augment tuition revenues. In fall of 2008 the university started to increase tuition revenues by implementing a statutorily-granted-flexibility to establish an undergraduate (tuition differential) fee. The fee requires and has been approved every year since by the State University Board of Governors and the University Board of Trustees. The university's goal over time is to move tuition up--towards the national average. .

The state relaxed fund balance restrictions during this six year period. The previous 5 percent (maximum) carry-forward statutory provision was deleted effective January 2003, and was replaced with a requirement to maintain a 5 percent-of-budget fund balance (minimum). Therefore, currently there is no external restriction/maximum on the size of the E&G fund balance. In the last ten years the institution's E&G unrestricted fund balance at the end of the fiscal has grown steadily as a proportion of the budget. [[2007 - 2012 Fund Balance Chart](#)]

The university's overall unrestricted fund balance (as in the Annual Report) also includes that of auxiliaries and other non-E&G entities. The recent budgetary history for all non-E&G entities (contracts and grants, auxiliary budgets, student activity fees,

athletics, and financial aid) further attests to the institution's financial stability. [[Operating Budget Pie Chart](#)] [[Operating Expenditures](#)]

Due in large part to the major factors noted above, the ten-year history of Florida State's Educational and General (E&G) core budget, comprised of state support (general revenue and lottery) and student tuition, shows fluctuating revenues as well as changes in the relative contribution percentages in the budget between state support and tuition levels. But overall during the period, relative stability has been maintained. [[Summary of Changes to E&G Budget](#)] [[Summary of Changes to E&G-College of Medicine Budget](#)]

Although impacted by two economic downturns to the U.S. and global economies in the past ten years, Endowments created by fund-raising efforts continue to grow, though at a lesser pace in the last four years. [[University Endowment 2008-2012](#)]

Even throughout an extended (six year) period of reduced state support and financial uncertainty and turbulence, Florida State University has exercised due diligence in ensuring that its financial operations parallel the financial needs of its mission-based programs. Moreover, the university has moved up to the 42<sup>nd</sup> spot in U.S. News and World Report's rankings as well as being designated the country's most efficient university by the same publication.

The University has a positive outlook for fiscal 2013-14 based on the 2013 Legislative session. As promised, the State restored the University's \$65.8 million nonrecurring reduction. In addition, the Governor signed into law legislation that affirms Florida State University to be a preeminent institution among Florida's public research universities. Based on this designation, the University will receive \$15 million per year in recurring state funds for five years as a means of advancing the University to a national "Top 25" ranking among public universities. Finally, the State approved \$1,000 - \$1,400 salary increases for employees starting in October 2013, along with available funding for merit bonuses to occur before June 30, 2014. [[2-year plan 4-30-2013](#)]

More complete information can be found in the university's annual reports for the past ten years, including enrollment statistics, number of faculty positions, degrees awarded, financial highlights, combined balance sheets, auditor statement, and annual financial statements. [[FSU 2006-2007 Annual Report](#)] [[FSU 2007-2008 Annual Report](#)] [[FSU 2008-2009 Annual Report](#)] [[FSU 2009-2010 Annual Report](#)] [[FSU 2010-2011 Annual Report](#)] [[FSU 2011-2012 Annual Report](#)] [[Headcount Enrollment](#)] [[Degrees Awarded](#)] [[Faculty Positions](#)] [[UBAC Meeting Booklet](#)]

As noted in 2.11.1, in order to comply with the laws of the Republic of Panama, a Panamanian not-for-profit legal entity, "*Fundacion 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's Financial Statements. FSU Panama is subject to an annual financial audit. [[Fundacion Florida State University - Financial Statements Sept 30 2012](#)] All other off campus sites

and the activities of on-line distance learning are consolidated within the university's financial statements.

#### **Evidentiary Documents**

-  [2-year plan 4-30-2013.pdf](#)
-  [2007 - 2012 Fund Bal Chart.pdf](#)
-  [2012-13 E&G Allocations Memo.pdf](#)
-  [Degrees Awarded.pdf](#)
-  [E&G College of Medicine Operating Budget.pdf](#)
-  [Faculty Positions.pdf](#)
-  [FSU 2006 2007 Annual Report.pdf](#)
-  [FSU 2007 2008 Annual Report.pdf](#)
-  [FSU 2008 2009 Annual Report.pdf](#)
-  [FSU 2009 2010 Annual Report.pdf](#)
-  [FSU 2010 2011 Annual Report.pdf](#)
-  [FSU 2011 2012 Annual Report.pdf](#)
-  [FUNDACION FLORIDA STATE UNIVERSITY - FINANCIAL STATEMENTS SEPT 30 2012.pdf](#)
-  [Headcount Enrollment.pdf](#)
-  [Operating Budget Pie Chart.pdf](#)
-  [Operating Expenditures.pdf](#)
-  [Summary of Changes to E&G 2012-13.pdf](#)
-  [Summary of Changes to E&G Budget.pdf](#)
-  [Summary of Changes to E&G-College of Medicine Budget.pdf](#)
-  [UBAC Meeting Booklet.pdf](#)
-  [University Endowment 2008 to 2012.pdf](#)

**3.10.2** The institution audits financial aid programs as required by federal and state regulations. **(Financial Aid Audits)**

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, 2017. [[PPA, 06/20/2011](#)]

Florida State University adheres to all federal regulations as set forth under Title IV Student Aid Programs regulations. [[Electronic Code of Federal Regulations, HEA of 1965](#)] Processing of student aid applications and of federal funds is carried out as mandated by these regulations, including off-site and distance learning programs. Student eligibility is verified according to federal and state verification regulations; the regulations are reviewed and both manual and systematic verification procedures adjusted each year. Policies for review of eligibility and awarding of aid are maintained, reviewed, and updated in the FSU Office of Financial Aid Policy and Procedure Manual. This manual includes established procedures for cost-of-attendance calculations, methodology for awarding of aid, determination of satisfactory progress, and other procedures required to comply with federal, state, and institutional financial-aid awarding.

The Auditor General of the state of Florida, in accordance with U.S. Office of Management and Budget Circular A-133, [[14-4-Circular-A-133-Audits, 06/27/2003](#)] conducts an annual audit of the federal awards programs of the state of Florida, including financial-aid programs administered by the state universities. [[Florida Statewide Audit 2009 Final FAD FSU Only, 11/03/2010](#)] [[Florida Statewide Audit 2010 Final FAD, 01/18/2012](#)] [[Florida Statewide Audit 2011 Final FAD FSU Only, 03/2012](#)] These audits include financial aid dispersed to students regardless of location or mode of delivery. Findings have either been cleared or corrected and not repeated.

2008-2009: There were three findings and university responses reported on the State of Florida Audit for 2008-2009 as follows:

- FA-09-087 Inadequate Computer System Controls

#### Finding:

Access controls over the institutions Information Technology (IT) need to be improved. Specific details of the deficiencies were not disclosed in the audit report to avoid the possibility of compromising institutional information. However, appropriate institutional personnel have been notified of the deficiencies.

Response and Corrective Action:

This was a common finding across the state university system. FSU offered to partner with the State IT auditor's to devise best practice processes, and is in the process of implementing a new Student management System (Oracle/PeopleSoft).

- FA-09-098 Failure to Document Attendance:

Finding:

The institution has procedures to identify students who officially withdraw, unofficially withdraw, or who do not attend at least one class during a term. However, the institution could not provide evidence that one out of four students tested attended any classes in which they were enrolled. If attendance in at least one class cannot be documented, Title IV funds must be returned to the program.

Response and Corrective Action:

Corrective action was taken to tighten controls on Withdrawal and first-day attendance procedures, and the federal aid was returned to the appropriate accounts.

- FA-09-104 Fraud Reported to the Office of Inspector General

Finding:

The institution reported two suspected cases of fraud to the Department's OIG. The institution became aware of unauthorized enrollment status changes for 16 students.

Response and Corrective Action:

The matter was reported to the State Attorney, which resulted in grand theft charges for four individuals. The finding is closed.

2009-2010: The State of Florida Audit for 2009-2010 included Florida State University as one of 16 institutions among the 39 examined who either had no deficiencies or who satisfactorily resolved all findings cited, requiring no further action.

2010-2011: The State of Florida Audit for 2010-2011 included 3 findings and institutional responses as follows (Federal review of this state audit is not yet complete):

- FA-11-087

Finding:

The 2009-10 fiscal year FISAP Edit report did not always accurately disclose the FWS JLD Program matching fund amount, and the PELL, ACG, and SMART

expenditure amounts, in compliance with the United States Department of Education (USED) FISAP Instructions, Parts II and V. The Edit report was due by December 15, 2010, and should have included any adjusted amounts for year-end activity that may have occurred after the initial FISAP was submitted.

Response and Corrective Action:

To help ensure that the FISAP report accurately reflects the appropriate award year transactions and subsequent adjustments, we have enhanced the preparation process to include an additional level of review. In addition, to help ensure appropriate matching requirements are met, we will fund and review matching requirements more frequently.

- FA11-096

Finding:

The institution did not always timely (within 30 days) provide exit counseling materials for FDSL and FPL student loan borrowers who graduated, withdrew, or ceased to be enrolled at least half-time. (findings specific to students who were academically dismissed)

Response and Corrective Action:

Effective December 2011, the University implemented program changes to include academically dismissed students in reports utilized to transmit exit counseling materials.

- FA 11-109

Finding:

The institution did not always accurately and timely report enrollment status changes to NSLDS for FDSL student loan borrowers. Unless the institution expects to submit its next roster file (enrollment data) to NSLDS with 60 days, it must notify NSLDS directly within 30 days of discovering that a student who received an FDSL loan ceased to be enrolled on at least a half-time basis.

Response and Corrective Action:








FSU provides enrollment files to the National Student Clearinghouse (NSC) on a monthly basis and had every expectation that such a schedule would prevent the late notification noted in this finding. Research conducted during the course of this audit included calls to the Clearinghouse audit support staff to determine the breakdown in the process. The Clearinghouse reported that student withdrawals and dismissals that result in non-enrollment for the subsequent terms are picked was the result of human error. The importance of these dates and the role they play in the reporting process will be stressed in training with office staff. The two students that were dismissed in Spring were reported in the Summer file



submissions. During the conversations with NSC audit staff it came to light that since summer is an optional term, non-enrollment in this term does not automatically update the student status as it does for other terms. Instead, the following Fall file is used to retroactively update the status. FSU was not aware that this was the processing approach taken by the NSC when processing the summer files. At this time the University is working on developing a process to submit a separate file at the end of Spring with any withdrawals or dismissals that can update the Spring enrollment status appropriately. This effort will include working with NSC staff to determine the data submission requirements and timelines for the update.

Additionally, a federal program review completed in August 2009 identified a single finding, related to one student who did not complete Exit Counseling. This finding is closed. [[14-6-Federal-Rev-0809, 09/02/2009](#)] Federal program reviews include a review of financial aid files regardless of location.

#### Evidentiary Documents

-  [14-4-Circular-A-133-Audits.pdf](#)
-  [14-6-Federal-Rev-0809.pdf](#)
-  [Electronic Code of Federal Regulations .pdf](#)
-  [Florida Statewide Audit 2009 Final FAD FSU Only.pdf](#)
-  [Florida Statewide Audit 2010 Final FAD.pdf](#)
-  [Florida Statewide Audit 2011 Final FAD FSU Only.pdf](#)
-  [PPA.pdf](#)

**3.10.3** The institution exercises appropriate control over all its financial resources. **(Control of Finances)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Financial Resource Control

The University Budget Office and the Controller's Office exercise control over financial resources. The University Budget Office is the unit charged with monitoring all Educational and General (E&G) budgets. Among other functions, this office is responsible for developing the university's operating budget, monitoring and controlling the budget and legislative appropriations, and evaluating budgetary performance and resource allocation. [[Budget Office Mission Statement webpage](#)] [[Operating Budget Pie Chart](#)] [[Budget Office Homepage](#)] Its staff members work closely with their counterparts from the Controller's Office, Purchasing, Human Resources, the Office of the Vice President for Faculty Development and Advancement, and other academic and administrative units to effect budget management and control.

The Controller's Office is primarily responsible for establishing and communicating policies and procedures to ensure the proper and efficient use of university resources, receiving and depositing funds to the university, the investment of university funds maintaining and processing the payroll, ensuring the prompt and proper settlement of accounts owed the university, and maintaining the university's accounting and financial reporting systems, including the accounts-receivable and property subsystems. [[FSU Investment Report 6-30-2012](#)] [[Controller's Office Mission Statement Webpage](#)]

The Controller and Budget Director report to the Associate Vice President for Administration who, in turn, reports to the Vice President for Finance and Administration. [[Controller's resume - Williams](#)] [[Budget Director resume - Lake](#)] [[VP of Administration resume – Algoe](#)] [[VP of Finance and Administration resume - Clark](#)] [[Interim VP Finance and Administration resume - Coburn](#)]

The University Business Administrators (UBA) Program provides fiscal and administrative staff and support services to many of the academic and other units across the campus. [[UBA Brochure](#)] [[UBA Org Chart](#)] The UBA Director reports to the Assistant Vice President for Administration who, in turn, reports to the Associate Vice President for Administration who reports to the Vice President for Finance and Administration. [[UBA Director's resume - Gaskins](#)] [[Asst. VP for Administration - Crowell](#)] [[Assoc. VP for Administration – Algoe](#)]

Internal audits and various other services are provided by the Office of Inspector General Services, headed by a Chief Audit Officer. The Chief Audit Officer reports to the University President, with a dotted reporting line to the Chair of the FSU Board of Trustees' Finance, Business and Audit Committee. [[Office of Inspector General](#)]

[Service's homepage](#)] [[Inspector General Services Complete Work plan 2012-2013](#)] [[Management Representation Letter 2011-2012](#)] [[Management Representation Letter 2012-2013](#)] The Chief Audit Officer reviews all Direct Support Organization's audits as noted in the Sponsored Research Accreditation document and all financial and budgetary controls over sponsored research projects are discussed in detail. [[Chief Audit Officer resume - McCall](#)]

Institutional control over sponsored research projects remains under the purview of the Vice President for Research. [[Office of Research Website](#)] [[VP of Research CV - Ostrander](#)] The operations for sponsored project administration is divided into two areas—Sponsored Research Services and Sponsored Research Accounting Services. The directors of each area report to the Assistant Vice President for Research who, in turn reports directly to the Vice President of Research. [[VP for Research Organizational Chart](#)] [[Division of Sponsored Research Organizational Chart](#)] [[Sponsored Research Accounting Services Organizational Chart](#)] [[Director Sponsored Research resume - Thompson](#)] [[Asst VP for Research CV - Pope](#)] [[VP of Research CV - Ostrander](#)] Sponsored Research Services is primarily responsible for ensuring compliance with the policies of the university and of sponsoring agencies when assisting in the following: proposal and budget development; reviewing, approving, and negotiating awards; and administrative management of awards throughout the project period. [[Sponsored Research Services Website](#)] [[Sponsored Research Policies and Procedures](#)]

Sponsored Research Accounting Services is primarily 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 Accounting Services Mission and Vision](#)] [[FSU Policy OP-D-2-C4 Regarding Purchases from Contract and Grant Budgets](#)] [[Management Representation Letter 2010-2011 federal](#)] [[Management Representation Letter 2011-2012 federal](#)] [[Management Representation Letter 2012-2013 federal](#)] [[Compliance Federal Awards 2011-167, p. 240-245](#)] [[Compliance Federal Awards 2012-142, p. 183-184, 194, 213-214, 221-223, 232-233](#)] [[Compliance Federal Awards 2013-161, p. 198, 218-219, 222-224, 232-233](#)]

Twelve direct-support organizations (DSO's) (10 are active) as authorized by Florida statute, and further defined by the Board of Governors (BOG) and FSU Board of Trustees (BOT) Regulations. Each DSO is governed by a Board of Directors (or, in the case of the FSU Foundation, by a Board of Trustees). At least one of the directors of each must be the university president or the president's designee. The president or designee serving as a board member of a DSO is considered a "continuing," ex officio board member, not subject to term limits applicable to elected board members. [[DSO Governance from BOT Oct 2012](#)]

The budget of each DSO is prepared by its staff and approved by its governing board.

In turn, the president reviews the budget and forwards it with recommendation to the Florida State University Board of Trustees for review. The FSU Board of Trustees has final authority for approving all annual budgets, and the university president has final authority for approving all expenditure reports. In accordance with statute and regulations or policy, each DSO is required to undergo an annual, independent audit. [[Alumni Association FS12](#)] [[International Programs FS12](#)] [[Foundation FS2012](#)] [[Seminole Boosters and Financial Assistance FS2012](#)] [[Research Foundation FY2011 FY 2012](#)] [[Ringling Audited FY2012](#)] [[Real Estate Foundation FS2012](#)] [[COB Student Investment Fund FS12](#)] [[Magnet Research and Development FS2011 FS2012](#)] The summary results of these audits (consisting of assets, liabilities, revenues, expenditures, and transfers) are published annually in the Florida State University Annual Report. [[FSU 2006-2007 Annual Report](#)] [[FSU 2007-2008 Annual Report](#)] [[FSU 2008-2009 Annual Report](#)] [[FSU 2009-2010 Annual Report](#)] [[FSU 2010-2011 Annual Report](#)] [[FSU 2011-2012 Annual Report](#)]

All university units and activities report ultimately either to the university president or to one of the eight vice presidents. Most budgetary and control measures can be resolved at the dean, director, or department-head levels. Major or university-wide budgetary control issues are resolved with the approval of either the university president or the appropriate vice president. [[BOT 2012-13 Operating Budget FINAL](#)] [[BOT Regulation 6C2R-2.024, Tuition and Fees](#)]

The university owns and uses Oracle/PeopleSoft Financials and Human Resources ERP software, an integrated accounting, budgeting, payroll, purchasing, human resources, sponsored programs and intelligence set of systems, internally named OMNI. OMNI incorporates budget, encumbrances, and expenditures. Its balance features can be set at the organizational level and budget-category type to achieve the desired budget controls and cash monitoring. Payroll transactions are monitored regularly but can by-pass normal balance controls in cases where an administrative matter or timing delay could prevent an employee from being paid. [[OMNI Portal Home](#)] [[Budget Details Screen](#)]

Within the OMNI system, departments electronically access their financial ledgers, which are available on a daily basis, if needed, in addition to the typical end-of-month and end-of-year ledgers. These ledgers and other available electronic reports show all transactions and supporting documentation, e.g., details of vouchers, encumbrances, and payroll charges. [[Department Ledger Report](#)] [[Transaction Detail Report](#)]

Departments have real-time electronic access to the system, enabling daily monitoring of financial position. OMNI includes a business intelligence tool (OBIEE) for numerous reports via a data warehouse. The information is refreshed nightly. An on-line, real-time budget-amendment system allows units to make resource allocation changes to most budgetary categories. [[Budget Journal Screen](#)] Special summary reports of budget position are provided to executive-level management at least monthly. An end-of-year report is published and provided to the university president and vice presidents. [[OBI Available Balance Report](#)] [[E&G Annual Report](#)] [[Auxiliary Negative Cash](#)]

The university has flexibility in the use and reallocation of state appropriated funds by

programs and budget categories. Position budgeting is flexible, and positions can be exchanged between faculty and staff and among other categories of budget without external controls from the legislature or State University System Board of Governors (BOG).

Internal position control is a primary component of budget control. The university uses position numbers and annualized position rate control as a major management tool. Reports of all positions -- filled and vacant -- are regularly provided to departments. In accordance with internal budgetary guidelines within the annual allocation transmittal documents from the President and Provost and Executive Vice President, unfilled faculty positions may be converted to other budget categories to pay for graduate assistants, expenses, and/or equipment (at the discretion of deans). [[2012-13 E&G Allocations Memo](#)]

The Budget Office also monitors the Auxiliary, Athletics, Financial Aid, Concessions and other university budget entities. [[BOT 2012-13 Operating Budget FINAL](#)]

### **Institutional Policies and Procedures**

All FSU policies apply to The Florida State University (FSU) and off-campus instructional sites, including; Asolo Conservatory for Actor Training, Sarasota; Film School, West Palm Beach; Social Work in Gainesville and Jacksonville; and 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, "*Fundacion 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's Financial Statements. FSU Panama is subject to an annual financial audit. [[FUNDACION Florida State University – Financial Statements Sept 30 2012](#)] The financial status of the other off-campus instructional sites is consolidated within the university Financial Statements. The Panama City Florida campus is also audited separately by the university Office of Audit Services. [[Audit of Panama City Florida Campus – Complete AU11-08](#)] Online distance learning finances are reported and audited as part of the university financial statements.

































### **Physical Resource Control**

The Board of Governors requires the universities to inventory and record any and all pieces of property valued at \$5,000 or more. [[BOG Regulation 9.003 Property Inventory](#)] The university Controller's Office is the institutional unit charged with inventorying and recording such property. [[Controller's Policy OP-D-2-F Property](#)]

To ensure proper control of physical resources directly related to physical plant operations, the Department of Facilities Operations and Maintenance has developed a preventative maintenance master schedule specific to major (and expensive) pieces of

equipment. [[Preventative Maintenance Schedule Template](#)] Preventive maintenance of each item is performed monthly, quarterly, semi-annually, or annually as appropriate to the item. Preventive-maintenance schedules are generated automatically from the computerized equipment records maintained by Facilities Operations and Maintenance. The same is true of preventive-maintenance scheduling of building roofs which, depending upon the roof type, is performed monthly, quarterly, semi-annually, or annually. Building "envelopes" are inspected daily by Facilities and Operations Maintenance zone personnel.

#### **Evidentiary Documents**

-  [2012-13 E&G Allocations Memo.pdf](#)
-  [Alumni Association FS12.pdf](#)
-  [Asst VP Administration resume - Crowell.pdf](#)
-  [Asst VP for Research CV - Pope.pdf](#)
-  [Audit of Panama City Florida Campus - Complete AU11-08.pdf](#)
-  [Auxiliary Negative Cash.pdf](#)
-  [BOG Regulation 9.003 Property Inventory.pdf](#)
-  [BOT 2012-13 Operating Budget FINAL.pdf](#)
-  [BOT Regulation 6C2R-2.024, Tuition and Fees.pdf](#)
-  [Budget Details Screen.pdf](#)
-  [Budget Director resume - Lake.pdf](#)
-  [Budget Journal Screen.pdf](#)
-  [Budget Office Homepage.pdf](#)
-  [Budget Office Mission Statement webpage.pdf](#)
-  [Clark Kyle VP Finance and Administration.pdf](#)
-  [COB Student Investment Fund FS12.pdf](#)
-  [Compliance Federal Awards 2011-167.pdf](#)
-  [Compliance Federal Awards 2012-142.pdf](#)
-  [Compliance Federal Awards 2013-161.pdf](#)
-  [Controllers Office Mission Statement webpage.pdf](#)
-  [Controllers Policy OP-D-2-F Property.pdf](#)
-  [Controllers Resume - Williams.pdf](#)
-  [Departmental Ledger Report.pdf](#)
-  [DSO Governance from BOT Oct 2012.pdf](#)
-  [E&G Annual Report.pdf](#)
-  [Eric Algoe Resume FSU VP long.pdf](#)
-  [Foundation FS2012.pdf](#)
-  [FSU 2006 2007 Annual Report.pdf](#)
-  [FSU 2007 2008 Annual Report.pdf](#)
-  [FSU 2008 2009 Annual Report.pdf](#)
-  [FSU 2009 2010 Annual Report.pdf](#)
-  [FSU 2010 2011 Annual Report.pdf](#)

-  [FSU 2011 2012 Annual Report.pdf](#)
-  [FSU Investment Report 6-30-12.pdf](#)
-  [FSU Policy OP-D-2-C4 Regarding Purchases from Contract and Grant Budgets.pdf](#)
-  [FUNDACION FLORIDA STATE UNIVERSITY - FINANCIAL STATEMENTS SEPT 30 2012.pdf](#)
-  [Inspector General Services Complete Work Plan 2012-2013.pdf](#)
-  [Interim VP Finance and Administration resume - Coburn.pdf](#)
-  [International Programs FS12.pdf](#)
-  [Magnet Research and Development FS 2011 FS2012.pdf](#)
-  [Management Representation Letter 2010-2011 federal.pdf](#)
-  [Management Representation Letter 2011-2012 federal.pdf](#)
-  [Management Representation Letter 2011-2012.pdf](#)
-  [Management Representation Letter 2012- 2013 federal.pdf](#)
-  [Management Representation Letter 2012-2013.pdf](#)
-  [OBI Available Balance Report.pdf](#)
-  [Office of Inspector General Services homepage.pdf](#)
-  [Office of Research Website.pdf](#)
-  [OMNI Portal Home.pdf](#)
-  [Operating Budget Pie Chart.pdf](#)
-  [Preventive Maintenance Schedule template.pdf](#)
-  [Real Estate Foundation FS2012.pdf](#)
-  [Research - Division of Sponsored Research.pdf](#)
-  [Research Foundation FY2011 FY2012.pdf](#)
-  [Research--Sponsored Rsrch Acctg Svcs.pdf](#)
-  [RESUME Greg Thompson OVR.pdf](#)
-  [Ringling Audited FS2012.pdf](#)
-  [Sam McCall FSU Updated Resume 8-5-13.pdf](#)
-  [Seminole Boosters and Financial Assistance FS2012.pdf](#)
-  [Sponsored Research Accounting Services Mission and Vision.pdf](#)
-  [Sponsored Research Policies and Procedures.pdf](#)
-  [Sponsored Research Services Website.pdf](#)
-  [Transaction Detail.pdf](#)
-  [UBA Brochure.pdf](#)
-  [UBA Director's resume - Gaskins.pdf](#)
-  [UBA Org Chart.pdf](#)
-  [VP for Research Organizational Chart.pdf](#)
-  [VP of Research CV - Ostrander.pdf](#)
-  [VP of Research CV - Ostrander.pdf](#)

**3.10.4** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of Sponsored Research/External Funds)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Sponsored Research

The Division of Research, one of the major divisions of the university, is under the formal authority of the Vice President for Research (one of eight university vice presidents), and reports to the President. [[President's Organizational Chart](#)] All processes detailed below apply regardless of location or mode of delivery.

Institutional control over sponsored research projects remains under the purview of the Vice President for Research. The Vice President for Research is responsible for the operations of pre and post award administration of sponsored projects. [[Office of Research Website](#)]

The operations for sponsored project administration is divided into two areas—Sponsored Research Services and Sponsored Research Accounting Services. The directors of each area report to the Assistant Vice President for Research who, in turn reports directly to the Vice President of Research. [[VP for Research Organizational Chart](#)] [[Division of Sponsored Research Organizational Chart](#)] [[Sponsored Research Accounting Services Organizational Chart](#)] [[Director Sponsored Research resume - Thompson](#)] [[Asst VP for Research CV - Pope](#)] [[VP of Research CV - Ostrander](#)]

Sponsored Research Services is primarily responsible for ensuring compliance with the policies of the university and of sponsoring agencies when assisting in the following: proposal and budget development; reviewing, approving, and negotiating awards; and administrative management of awards throughout the project period. [[Sponsored Research Services Website](#)] [[Sponsored Research Policies and Procedures](#)]

Sponsored Research Accounting Services is primarily 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. On-line distance activities do not typically involved externally funded relationships. If they do, they are subject to the same processes and controls as other university activities. [[Sponsored Research Accounting Services Mission and Vision](#)] [[FSU Policy OP-D-2-C4 Regarding Purchases from Contract and Grant Budgets](#)] [[Management Representation Letter 2010-2011 federal](#)] [[Management Representation Letter 2011-2012 federal](#)] [[Management Representation Letter 2012-2013 federal](#)]



[\[Compliance Federal Awards 2011-167, p. 240-245\]](#) [\[Compliance Federal Awards 2012-142, p. 183-184, 194, 213-214, 221-223, 232-233\]](#) [\[Compliance Federal Awards 2013-161, p. 198, 218-219, 222-224, 232-233\]](#)

## **Direct-Support Organizations**

Twelve direct-support organizations (DSO's) (10 are active) as authorized by Florida statute, and further defined in Board of Governors (BOG) and FSU Board of Trustees (BOT) Regulations, are under university control: (1) the FSU Alumni Association (which fosters alumni support for the university's programs and future development), (2) International Programs Associates, Inc. (which seeks to enhance the university's overseas educational programs); (3) The Florida State University Foundation (which raises funds to support the university's overall educational mission); (4) the Seminole Boosters (which raises funds to support the university's intercollegiate athletic programs); (5) FSU Financial Assistance (which secures bond financing for athletic facilities); (6) the FSU Research Foundation (which facilitates technology transfer and expedites university-industry ties); (7) the John and Mable Ringling Museum of Art (which provides charitable aid to the Ringling Museum of Art); (8) the FSU Real Estate Foundation (which accepts gifts of real estate); (9) the FSU College of Business Student Investment Fund (which invests funds as part of a College of Business graduate degree program); (10) the FSU Magnet Research and Development (which fabricates magnets); (11) the FSU Performing Arts Center Foundation (inactive); and (12) the FSU Foundation Innovation Fund (inactive). [\[Florida Statute 1004.28 Direct Service Organizations\]](#) [\[Board of Governors Regulation 9.011\]](#) [\[Board of Trustees Regulation 6C2R-2.025\]](#)

Each DSO is governed by a Board of Directors (or, in the case of the FSU Foundation, by a Board of Trustees). At least one of the directors of each must be the university president or the president's designee. The president or designee serving as a board member of a DSO is considered a "continuing," ex officio board member, not subject to term limits applicable to elected board members. [\[DSO Governance from BOT Oct 2012\]](#)

The budget of each DSO is prepared by its staff and approved by its governing board. In turn, the president reviews the budget and forwards it with recommendation to the Florida State University Board of Trustees for review. The FSU Board of Trustees has final authority for approving all annual budgets, and the university president has final authority for approving all expenditure reports.

For the FSU Foundation, the FSU Research Foundation, the Real Estate Foundation and Alumni DSO's, the financial services and accounting employees (in part for Alumni and FSU Research Foundation) are university employees, who report to the Associate Vice President for Administration. [\[Associate VP for Administration Organizational Chart\]](#) The Director of Finance and Administration for the Ringling Museum is also a university employee and reports directly to the Assistant Vice President for Administrative Services. The Chief Financial Officer for Seminole Boosters and FSU Financial Assistance and the John and Mable Ringling Museum of Art DSO's report to the Assistant Vice President for Administrative Services. [\[Assistant VP for](#)




[Administrative Services Organizational Chart](#)] The FSU College of Business Investment Fund, FSU Magnet Research and Development, Inc., and FSU International Programs Association, Inc., financial services and accounting employees are university employees and report to the Director of the University Business Administrator's (UBA) program. [UBA Organizational Chart](#)] [UBA Director's resume - Gaskins](#)] The university vice presidents in charge of DSOs report directly to the university president.

In accordance with statute and regulations or policy, each DSO is required to undergo an annual, independent audit. [Alumni Association FS12](#)] [International Programs FS12](#)] [Foundation FS2012](#)] [Seminole Boosters and Financial Assistance FS2012](#)] [Research Foundation FY2011 FY 2012](#)] [Ringling Audited FY2012](#)] [Real Estate Foundation FS2012](#)] [COB Student Investment Fund FS12](#)] [Magnet Research and Development FS2011 FS2012](#)] The summary results of these audits (consisting of assets, liabilities, revenues, expenditures, and transfers) are published annually in the Florida State University Annual Report. [FSU 2006-2007 Annual Report](#)] [FSU 2007-2008 Annual Report](#)] [FSU 2008-2009 Annual Report](#)] [FSU 2009-2010 Annual Report](#)] [FSU 2010-2011 Annual Report](#)] [FSU 2011-2012 Annual Report](#)]

Similarly, and in accordance with IRS regulations, each DSO must complete and submit a Form 990 income tax return for Section 501(c)(3) tax-exempt organizations. [Alumni Association 990](#)] [International Programs Association 990](#)] [FSU Foundation 990](#)] [Seminole Boosters 990](#)] [Financial Assistance 990](#)] [Research Foundation 990](#)] [Ringling Museum of Art 990](#)] [FSU Real Estate Foundation 990](#)] [FSU College of Business Student Investment Fund 990](#)] [Magnet Research and Development 990](#)]

The University recently re-negotiated its federal indirect (F&A) rates. The basic research rate is now 51.3% versus the previous rate of 47.0%. The university changed the threshold amount for capitalization of equipment, to \$5,000 from \$1,000. [F&A Policy](#)] [F&A Rate Agreement](#)] [Indirect Cost Rate Change Letter 3-8-2013](#)]

#### Evidentiary Documents

-  [Alumni Association 990.pdf](#)
-  [Alumni Association FS12.pdf](#)
-  [Associate VP for Administration Aug 2013.pdf](#)
-  [Asst VP for Administrative Services Org Chart.pdf](#)
-  [Asst VP for Research CV - Pope.pdf](#)
-  [Board of Governors Regulation 9.011.pdf](#)
-  [Board of Trustees Regulation 6C2-2.025.pdf](#)
-  [COB Student Investment Fund FS12.pdf](#)
-  [Compliance Federal Awards 2011-167.pdf](#)
-  [Compliance Federal Awards 2012-142.pdf](#)
-  [Compliance Federal Awards 2013-161.pdf](#)
-  [DSO Governance from BOT Oct 2012.pdf](#)
-  [F&A Policy.pdf](#)

-  [F&A Rate Agreement.pdf](#)
-  [Financial Assistance 990.pdf](#)
-  [Florida Statute 1004.28 Direct Service Organizations - .pdf](#)
-  [Foundation FS2012.pdf](#)
-  [FSU 2006 2007 Annual Report.pdf](#)
-  [FSU 2007 2008 Annual Report.pdf](#)
-  [FSU 2008 2009 Annual Report.pdf](#)
-  [FSU 2009 2010 Annual Report.pdf](#)
-  [FSU 2010 2011 Annual Report.pdf](#)
-  [FSU 2011 2012 Annual Report.pdf](#)
-  [FSU COB Student Investment Fund 990.pdf](#)
-  [FSU Foundation 990.pdf](#)
-  [FSU Policy OP-D-2-C4 Regarding Purchases from Contract and Grant Budgets.pdf](#)
-  [FSU Real Estate Foundation 990.pdf](#)
-  [Indirect Cost Rate Change Letter 3-8-13.pdf](#)
-  [International Programs Assoc 990.pdf](#)
-  [International Programs FS12.pdf](#)
-  [Magnet Research and Development 990.pdf](#)
-  [Magnet Research and Development FS 2011 FS2012.pdf](#)
-  [Management Representation Letter 2010-2011 federal.pdf](#)
-  [Management Representation Letter 2011-2012 federal.pdf](#)
-  [Management Representation Letter 2012- 2013 federal.pdf](#)
-  [Office of Research Website.pdf](#)
-  [President's Organizational Chart.pdf](#)
-  [Real Estate Foundation FS2012.pdf](#)
-  [Research - Division of Sponsored Research.pdf](#)
-  [Research Foundation 990.pdf](#)
-  [Research Foundation FY2011 FY2012.pdf](#)
-  [Research--Sponsored Rsrch Acctg Svcs.pdf](#)
-  [RESUME Greg Thompson OVR.pdf](#)
-  [Ringling Audited FS2012.pdf](#)
-  [Ringling Museum of Art 990.pdf](#)
-  [Seminole Boosters 990.pdf](#)
-  [Seminole Boosters and Financial Assistance FS2012.pdf](#)
-  [Sponsored Research Accounting Services Mission and Vision.pdf](#)
-  [Sponsored Research Policies and Procedures.pdf](#)
-  [Sponsored Research Services Website.pdf](#)
-  [UBA Director's resume - Gaskins.pdf](#)
-  [UBA Organizational Chart.pdf](#)
-  [VP for Research Organizational Chart.pdf](#)
-  [VP of Research CV - Ostrander.pdf](#)

### 3.11 PHYSICAL RESOURCES

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of Physical Resources)**

Compliance

Partial Compliance

Non-compliance

#### Narrative

Florida State University exercises appropriate control over all its physical resources, employing a combination of policies, software applications, and physical monitoring by the appropriate units and their personnel. Implementation of maintenance programs for the buildings and acquisition of insurance coverage for losses sustained to physical property allow the university to categorize and minimize their level of risk.

The Florida Board of Governors (BOG), in accordance with the Florida Constitution, delegates financial management to the University Board of Trustees (BOT). [[University Board of Trustees Powers and Duties](#)] The BOG also establishes basic rules for sound financial practice within the university system. [[BOG Regulation 9.001 - 9.0031](#)]

#### Physical Assets

Physical assets are managed through Property Accounting, a unit of the Controller's office. This unit is charged with ensuring the university complies with all applicable state, federal, and University rules, regulations and procedures. FSU Policy OP-D-2-F, utilizing the appropriate Florida Board of Governors regulations, provides the framework for the management of assets including annual inventories and stringent guidelines for the proper disposal of property. [[FSU Policy OP-D-2-F](#)]

Property Accounting Services utilize the Online Management of Networked Information (OMNI) to coordinate the annual physical inventory; account for acquisitions, transfers and disposition of tagged property; and depreciate tangible property over the estimated useful life. [[Property Change Form](#)] [[Accountability Release Form](#)] Assets are inventoried on an annual basis and reconciled. Compliance is obtained by doing the physical inventory or completing the appropriate documentation. [[Inventory Certification](#)] [[Accountability Release Form](#)]

The inventory accounting process is fully automated with a complete reconciliation due by June of each year. Any departmental inventory not in compliance with inventory standards, are reported to the Provost's office for further action. [[Sample memo to Provost](#)]

Off-campus instructional sites are subject to these same policies and technology. Asolo and FSU Panama City submit their own inventories. [[PC reconciliation](#)] [[ASOLO](#)]

[reconciliation](#)] The programs in Jacksonville and Gainesville are donated by the local universities. At this time all their needs are met by the borrowed space and there is no equipment in those locations. Inventory for the West Palm program are listed on the Film School inventory. [\[Film School reconciliation\]](#) The Panama City, Panama campus has been using a system called Peachtree and they are currently implementing a new system as well as writing new policies to update their inventory program. [\[ROP Fixed Assets List\]](#) The Office of Distance Learning maintains the course management and related software while Information Technology Services exercises on-going responsibility for the underlying infrastructure associated with on-line distance learning. Both are subject to the same policies as other units on campus.

## **Deferred Maintenance**

Beginning in 2007 the university began a formal program to measure the Deferred Maintenance Backlog. [\[ISES Corporation Executive Summary\]](#) Utilizing ISES Corporation of Stone Mountain Georgia, a campus wide assessment of educational and general facilities was conducted.

Plans are developed to reduce the deferred maintenance backlog from the assessments provided by ISES. In addition, FSU measures success by benchmarking the university against other peer institutions through the publication *Sightlines*. The assessments provided by ISES are snap shots of the condition of a facility and a level of deferred maintenance at the time of the assessment. These assessments age and become less accurate over a five-year period. Based on this obsolescence FSU employs ISES to assess one quarter of our facilities each year. [\[ISES Facility Condition Analysis - March 2011\]](#) These reports enable FSU to strategize and plan so that monies for deferred maintenance are spent in an optimal fashion.

## **Risk Management**

Many risk management activities are managed and/or conducted through the department of Environmental Health and Safety (EH&S). EH&S is divided into four major functional areas: Building and Construction Safety, Emergency Management, Research Support and Environmental Compliance, and Risk Management.

### **Building and Construction Safety**

- 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 all electrical, plumbing, mechanical, gas, gas fuel, fire prevention, energy conservation, accessibility, storm water and floodplain management requirements. This office supervises, directs and enforces the permitting, plans examination and inspection program in all FSU buildings. When the Building Code Administrator is satisfied that all code requirements have been met, he/she issues a certificate that allows completed buildings to be occupied. [\[BAC list of forms\]](#)
- 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.

## **Emergency Management**

- The responsibility of the Emergency Management section within EH&S is to ensure that FSU is prepared to respond to, recover from, and mitigate against the effects of a wide variety of disasters that could adversely affect the health, safety, and/or general welfare of its students, faculty, staff, visitors, and families. The Comprehensive Emergency Management Plan (CEMP) serves as the official emergency operations plan (EOP) of Florida State University. [[CEMP - purpose and authority](#)] [[Emergency Programs List](#)]

## **Research Support and Environmental Compliance**

- 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. [[Biological Safety](#)]
- Chemical Safety Office provides resources and support for reducing potential chemical and environmental hazards associated with chemicals in laboratories and workplaces. [[Chemical Safety](#)]
- Laboratory Safety Office consults with new researchers regarding safety issues particular to each lab, provides assistance 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. [[Laboratory Safety](#)]
- 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. [[Radiation Safety](#)]
- Environmental Compliance issues are coordinated and managed in this section. This includes oversight of sustainability initiatives; recycle programs, site investigations and remediation. [[Environmental Issues](#)]

## **Risk Management**



- 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 management in the University's buildings. [[Industrial Hygiene](#)]
- Insurance & Risk section is the primary provider of support for the University's

property, liability, workers' compensation, and some 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. [[Risk Management](#)]

- Training support is provided for the managing (including tracking attendees and scheduling) of the myriad of safety training offered by EH&S. Training topics are provided to ensure safety and health in the workplace and to meet the many topics 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. [[Training](#)]

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 campus. The director of EHS is responsible for the oversight of all of these departments. [[Director of Environmental Health and Safety Position Description](#)]

#### Evidentiary Documents

-  [Accountability Release Form.pdf](#)
-  [Asolo Reconciliation.pdf](#)
-  [BAC list of forms.pdf](#)
-  [Biological Safety.pdf](#)
-  [BOG Regulation 9.001 - 9.0031.pdf](#)
-  [CEMP - purpose and authority.pdf](#)
-  [Chemical Safety.pdf](#)
-  [Director of EH&S Position Description.pdf](#)
-  [Emergency Programs List.pdf](#)
-  [Environmental Issues.pdf](#)
-  [Film School Reconciliation.pdf](#)
-  [FSU Policy OP-D-F-2.pdf](#)
-  [Industrial Hygiene.pdf](#)
-  [Inventory Certification.pdf](#)
-  [ISES Corporation Executive Summary.pdf](#)
-  [ISES Facility Condition Analysis - March 2011.pdf](#)
-  [Laboratory Safety.pdf](#)
-  [PC reconciliation.pdf](#)
-  [Property Change Form.pdf](#)
-  [Radiation Safety.pdf](#)
-  [Risk Managment.pdf](#)
-  [ROP Fixed Assets List.pdf](#)
-  [Sample Memo to Provost.pdf](#)

 [Training.pdf](#) [University Board of Trustees Powers and Duties.pdf](#)



**3.11.2** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional Environment)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

The university administration makes every effort not only to maintain a secure, safe, and healthy environment but also to improve it. Comprehensive and specific discussions of the university's attention to safety are presented in the Annual Report of Crime Statistics and Physical Plant Safety. 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 the campus. [[BOG 2011 Merged with Clery worksheet](#)]

### **Health & Safety**

The Florida State University (FSU) strives to provide a safe and healthy campus by empowering the Department of Environmental Health and Safety (EH&S), under the Division of Finance and Administration (F&A), to promote a safe and healthy environment for all members of the University community. EH&S works to accomplish their mission by:

- Supporting involvement of all faculty, staff and students in the success of our health and safety program.
- Promoting health and safety as a part of every classroom, laboratory and work site in order to enhance knowledge of safe and healthy practices.
- Providing the means by which each University community member can take charge of his/her own personal health.
- Providing accessibility and advice on health and safety regulations, procedures and standards and helping ensure continued compliance.
- Setting a good example by practicing and promoting safe behaviors.

To accomplish its mission and goals EH&S is staffed with 35 highly trained individuals operating within a structure that is generally organized by regulatory functions. EH&S is divided into 3 major functional areas with related responsibilities and also included is Emergency Management. [[EHS Organizational Chart](#)] EH&S staff is a highly educated and trained entity as identified by the resumes provided for the top tier of the department as well as a table highlighting the major certifications held in the department. [[EH & S Certifications](#)] The following information provides information pertaining to the major technical sections within the department.

## Building and Construction Safety

- 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 all electrical, plumbing, mechanical, gas, gas fuel, fire prevention, energy conservation, accessibility, storm water and floodplain management requirements. This office supervises, directs and enforces the permitting, plans examination and inspection program in all FSU buildings. When the Building Code Administrator is satisfied that all code requirements have been met, he/she issues a certificate that allows completed buildings to be occupied. [[FSU Building Code](#)]
- 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](#)]

## Emergency Management

The responsibility of the Emergency Management section within EH&S is to ensure that FSU is prepared to respond to, recover from, and mitigate against the effects of a wide variety of disasters that could adversely affect the health, safety, and/or general welfare of its students, faculty, staff, visitors, and families.

## Research Support and Environmental Compliance

- 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](#)]
- Chemical Safety Office provides resources and support for reducing potential chemical and environmental hazards associated with chemicals in laboratories and workplaces. [[FSU Chemical Safety](#)]
- Laboratory Safety Office consults with new researchers regarding safety issues particular to each lab, provides assistance 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](#)]
- 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](#)]

## Risk Management

- 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 management in the University's buildings. [[FSU Industrial Hygiene](#)]
- Insurance & Risk section is the primary provider of support for the University's property, liability, workers' compensation, and some 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 managing (including tracking attendees and scheduling) of the myriad of safety training offered by EH&S. Training topics are provided to ensure safety and health in the workplace and to meet the many topics 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](#)]

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 Vice President for Finance & Administration website. [[Policy of VPFA](#)] The overarching policies and procedures that guide the University in the areas that EH&S is responsible for are available through the internet. [EH & S Policies 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.

Environmental Health & Safety has been developing and implementing an interactive web based policy and procedure system. This system is based in SharePoint and is a Wiki. This system was selected based on its ease of access and search abilities. The system allows documents to be developed for technical areas or areas of focus and arranged in a master alphabetical listing. Each page is individually developed and stored electronically on the SharePoint server, not as a printable document. Another benefit to the system is the creation of a variety of linked collections of pages that can be referenced from other web locations. For example, each functional area within EH&S can create a “manual” or listing of applicable pages like the Safety Manual or the Comprehensive Emergency Management Plan. We do not have an all-encompassing manual and the only thing we can capture is screen shots for the internet. An example of the information that will be displayed for general laboratory safety procedures is attached. Within this display are numerous other links that can be accessed that will provide additional information. [[Lab Safety Manual](#)] [[EH & S Emergency Management](#)] [[General Lab Safety Procedures](#)] The Comprehensive Emergency Plan is provided in

this attachment. [[Emergency Management Plan](#)]

Each year a summary report is provided through the Division of Finance and Administration that highlights the accomplishments for the current fiscal year and identifies significant goals for the upcoming period. The report submitted for the 2012-2013 fiscal year is the most current and the following list highlights items of interest from that report:

- Training information: EH&S provides a large variety of courses, for both regulatory requirements and education. The courses are offered throughout the year across campus with over 4000 attendees. [[EH & S Activities Report 2012-2013, p. 22-24](#)]
- Inspections: EH&S conducts or participates in a variety of inspections throughout the year. Inspections include responsible state and federal entities as well as internal inspections conducted by EH&S staff. At this time there is no outside agency at the state or federal level that has authority for general workplace safety inspections for state entities in Florida. All safety inspections are conducted by EH&S and identified under "Internal" inspections below. The following categories identify the focus of those inspections:
- Investigations: EH&S also conducts investigations that are initiated in response to scenarios; including, but not limited to, accidents, complaints or prior to maintenance activities. [[EH & S Activities Report 2012-2013, p. 32-33](#)]

## **Institutional Policies and Procedures**

In addition to the main campus, all FSU policies apply to the operations of online distance learning with the Offices of Distance Learning and Information Technology Services responsible for a secure environment. This includes the security of online transactions and individual student records. FSU's learning management system, Blackboard, provides a secure online environment for teaching and learning, access to webmail and a variety of secure applications needed to transact university business. FSU policies also apply to all off-campus locations. These locations are Panama City, Republic of Panama, Asolo Conservatory for Actor Training, Sarasota, Film School, West Palm Beach, Social Work in Gainesville and Jacksonville and Panama City, Florida.

## **Public Safety**

The Police Department is responsible for enforcing federal and state criminal laws and specific university policies and procedures pertaining to student conduct. The Mission of the Police Department is as follows: Supports the mission of the Florida State University by promoting a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime. [[FSU Police Website Homepage](#)] The Florida State University Police Department received accreditation from the Commission for Florida Law Enforcement Accreditation in 2002, 2005, 2008, and 2011. [[Commission for Florida Law Enforcement 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 department also publishes the annual Seminole Safety Guide, which consists of criminal-offense and arrest statistics in accordance with the requirements of the federal Jeanne Clery Act, information regarding safety and security programs available to members of the university community, and information about campus organizations and individuals available to help individuals with safety and security-related concerns. [[Seminole Safety Guide 2012-2013, p. 1](#)] Full service police operations are in place at the FSU Panama City, Florida Branch Campus. Five full time officers patrol and investigate crimes on FSU property in the area and at the Gulf Coast State College in Panama City. [[2012 Safety Guide Panama City Campus](#)] Two security guards are assigned to the FSU Marine Lab at Turkey Point, Florida, and approximately 80 non-sworn security staff is employed by FSU at the Ringling Museum of Art in Sarasota, FL. FSU does not maintain FSU employed security staff at other properties, and relies upon local law enforcement. [[FSU PD Organizational Chart](#)] [[FSU Coastal and Marine Laboratory](#)] [[Ringling Museum Security Staff Roster](#)] [[Department Directory Ringling](#)] The 2011-2016 Strategic Vision for the Division of Finance and Administration lists the five-year strategic initiatives for all departments which include both the Police Department and Department of Environmental Health and Safety. [[2012 Strategic Vision Summary](#)] These initiatives are aimed at improving operational efficiency and effectiveness. Moreover, the two departments actively seek out external partnerships and funding opportunities in order to enhance and expand their respective safety programs. Internally the departments work collaboratively together when in partnership for emergency management issues, such as with the FSU ALERT emergency notification system. [[FSU Alert Page Details of System](#)]

Each year as part of the requirements of the federal Clery Campus Right to Know Act, the FSUPD disseminates a "Seminole Safety Guide" to all students, faculty, and staff via mass email with a direct link to the website. This falls within accepted compliance with the Clery Act. Within this comprehensive document is detailed information regarding communications procedures related to emergencies on campus, referring to the FSU Alert System, timely warnings, where to find the latest information, and how to access such information. [[FSU Alert Group test emails](#)] [[Seminole Safety Guide email](#)] The FSU Police Department and the Department of Environmental Health and Safety also conduct a full and live test of the system as least once a semester. [[FSU Alert test emails](#)] [[FSU Alert Statistics](#)] Additionally, all incoming students are required to attend a campus safety orientation session presented by the Chief or Deputy Chief of Police in which details about the FSU Alert System are reiterated. [[FSU Alert Slide Orientation](#)]

In addition to crisis communication surrounding an on-going emergency, the FSU Police Department 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 (SSRT) and the Employee Threat Assessment Team. These two bodies bring key university officials together communicate across specialties regarding the wellbeing of students and staff who may be exhibiting behaviors indicative to potential crisis. Crisis in these applications can mean a wide range of behaviors ranging from stress and

decreasing performance, all the way to self-harm or threats toward others. [[SSRT proofs](#)] [[Threat Assessment Team proofs](#)]

Also of important note is similar to the Employee Threat Assessment Team, FSU also has a student threat assessment process that follows a similar protocol to the Employee Threat Assessment Process. In the event that a student's behavior gives rise to concern, the Student Threat Assessment Team is pulled together to analyze the situation and determine an appropriate course of action. [[Student Threat Assessment Team proofs](#)]








































Additionally, the FSU Police Department has partnered with the FSU Psychology Clinic in the administration of the Crisis Management Unit. This collaboration exists to provide emergency counseling to students who find themselves in an acute emotional or mental health crisis, and who at the time may or may not exhibit obvious signs of the need for immediate and/or involuntary hospitalization. In the event that a student is in need and calls, even in holidays or in the middle of the night, an FSU police officer trained in Crisis Intervention, and a Psychology Clinic doctoral student will respond to the students location to deliver immediate counseling services. The FSU police officer maintains a presence to ensure a safe counseling environment while the psychology professional makes the assessment. [[Crisis Management Unit Proof](#)]

Clearly, the means and depth of crisis communication within the University are robust, as concentrated as one on one individual intervention, to assessment meetings and information sharing, to massive dissemination of information to tens of thousands of recipients within minutes in a campus emergency. This is not done by accident, but rather is a demonstration of FSU's commitment to preventing and diverting crises before they manifest themselves in a wide ranging and devastating way.

The Florida State University has officially adopted the National Incident Management System (NIMS), created by the Department of Homeland Security as its means of crisis communication and management for emergencies ranging from isolated, to those having national implications. NIMS trains employees in understanding concepts such as incident command, incident command structure and roles, resource management, logistics, identification of key assets, and more. Modules for training in NIMS range from classes designated from "100" to "800", with 800 being the most advanced. The Chief of Police, Deputy Chief of Police, FSUPD senior management, and key Environmental Health and Safety staff are trained in all modules. Further, a wide range of University staff are trained in some or all of the NIMS concepts. The system, by design, allows for flexibility, cross-role responsibilities, as crisis situations themselves are flexible, dynamic, and key personnel may or may not be available to manage rapidly evolving crises. [[NIMS training and records](#)] This FSU Policy is applicable to all FSU facilities regardless of location.

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. [[FSU PD General Order - Emergency Response Plan](#)]

## Evidentiary Documents

-  [2012 Safety Guide Panama City Campus.pdf](#)
-  [2012 Strategic Vision Summary.pdf](#)
-  [BOG 2011 Merged with Clery worksheet.pdf](#)
-  [Commission for Florida Law Enforcement Accreditation.pdf](#)
-  [Crisis Management Unit Proofs.pdf](#)
-  [Department Directory Ringling.pdf](#)
-  [EH & S Activities Report 2012-13.pdf](#)
-  [EH & S Certifications.pdf](#)
-  [EH & S Emergency Management.pdf](#)
-  [EH & S Organizational Chart.pdf](#)
-  [Emergency Management Plan.pdf](#)
-  [Florida State University Biological Safety.pdf](#)
-  [Florida State University Building Code.pdf](#)
-  [Florida State University Chemical Safety - Copy.pdf](#)
-  [Florida State University Fire Safety.pdf](#)
-  [Florida State University Industrial Hygiene.pdf](#)
-  [Florida State University Lab Safety.pdf](#)
-  [Florida State University Radiation Safety.pdf](#)
-  [Florida State University Risk Management.pdf](#)
-  [Florida State University Training.pdf](#)
-  [FSU Alert Group test emails.pdf](#)
-  [FSU Alert Page details of system.PDF](#)
-  [FSU Alert Slide Orientation.pdf](#)
-  [FSU Alert Statistics.pdf](#)
-  [FSU Alert test emails.pdf](#)
-  [FSU Coastal & Marine Laboratory.pdf](#)
-  [FSU General Order - Emergency Response Plan.pdf](#)
-  [FSU PD Organizational Chart.pdf](#)
-  [FSU Police Website Homepage.pdf](#)
-  [General Lab Safety Procedures.pdf](#)
-  [Lab Safety Manual.pdf](#)
-  [NIMS training and records.pdf](#)
-  [Policy of VPFA.PDF](#)
-  [Ringling Museum Security Staff Roster.pdf](#)
-  [Seminole Safety Guide 2012-2013.pdf](#)
-  [Seminole Safety Guide email.pdf](#)
-  [SSRT Proofs.pdf](#)
-  [Student Threat Assessment Team Proofs.pdf](#)
-  [Threat Assessment Team Proofs.pdf](#)

**3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical Facilities)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

The university takes great pains to ensure that its physical facilities are adequate and conducive to the accomplishment of its primary mission of teaching, research, and public service. These efforts focus on the main campus and those properties off-campus where degree programs are offered, including leased space.

### **Physical Space**

The main campus has over 9.8 million gross square feet located on 447 landscaped acres located in the heart of Florida's state capital, Tallahassee. [[Main Campus Map 2012](#)] Locations in the surrounding counties, the south west portion of the city and various other areas near campus give the university another 916 acres of available space. [[University Space Management System \(USMS\) Site list 2012](#)]

In conjunction with a state mandate, as well as maintaining a unified vision and strategy for the best use of the physical resources, FSU maintains a Master Plan which is updated every five (5) years. These master plans are quite extensive as it is used to project the new facilities construction, major facilities renovations, 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. A website had to be created to provide a master overview of the documents produced to meet these goals and allow public access to them. [[Master Plan Overview](#)] The master plan looks to 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. [[Academic Program Supporting Data](#)] [[Space Inventory](#)] [[Master Plan Supporting Data Academic Facilities](#)]

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. The Educational Plant Survey process determines the facilities required by the university to accommodate educational programs, student enrollments, personnel, and services. [[Overview of Survey Process](#)]

The survey process is comprised of two main components: the Facilities Inventory Validation Component and the Needs Assessment Component. [[Facilities Inventory](#)]



[Validation Method](#)] [[Space Needs Assessment](#)] The space needs formula (Formula) provides for three general classifications of space: instructional, academic support, and institutional support. [[Space Needs Formula](#)] 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 current Educational Plant Survey is in progress and should be complete by mid-fall 2013.

Finally, annual fixed capital outlay budget requests parallel the master plans. [[CIP 2007](#)] [[CIP 2008](#)] [[CIP 2009](#)] [[CIP 2010](#)] [[CIP 2011](#)] In this current climate of budget cuts and decreasing legislative appropriations, FSU's capital budget allocations are requested, approved, and distributed to match the land acquisition and/or construction schedules of the master plans. The request follow 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](#)]

## **Off Campus Space**

The Panama City, Florida Branch Campus has its own Department of Finance/Facilities Operations and Maintenance. In January 2009 the new academic building was opened to the public. The new structure contains classrooms, labs with upgraded power supplies and workstations, a virtual library, and faculty offices. When added to the space provided by the new physical plant, the square footage of the campus has more than doubled in the past five years. [[Panama City Campus Map](#)] The Facilities Operations and Maintenance unit within that department is responsible for maintaining the campus's physical facilities.

The Ringling Center for the Cultural Arts in Sarasota has its own Plant Operations and Maintenance staff, which are regular FSU employees, and its own long-range plan for the maintenance, development, and/or expansion of its land and physical facilities. The Asolo Conservatory of Performing Arts Center, which hosts a MFA in Acting is located within the compound.

The Operations and Maintenance of each of these branches fall under the overall supervision of the main campus facility. If a higher level of expertise becomes necessary, expert personnel are deployed from main campus to one of these areas where they analyze the problem, complete the repair, or assist in obtaining an appropriate service provider to complete the repair.

The government of the Republic of Panama recognizes the Florida State University–Panama campus as a legal entity [[Republic of Panama Legal Entity - Spanish](#)] [[Republic of Panama Legal Entity - English](#)]. FSU-Panama is currently organized as a

nonprofit organization. FSU Panama operates in a five story, 34,912 square foot building located in and leased from the City of Knowledge, Panama, Republic of Panama. [[Republic of Panama Lease Agreement](#)] [[Republic of Panama Building Floor Plans](#)]. The City Of Knowledge is a foundation whose mission includes 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, and the student lounge/computer lab/study area. In addition to the five-story building that is entirely used to serve the Republic of Panama's teaching mission, the university's library occupies the ground floor of another building next to the primary one. [[FSU Republic of Panama Facility Description](#)] The City of Knowledge staff is responsible for repairs to structural buildings and the university is responsible for the maintenance and cleaning of these areas, any necessary improvements not covered by the City of Knowledge, and additions/repair needs. Through a contractual agreement FSU student have access to all sports facilities (gymnasium, racquetball and tennis courts, various fields, swimming pool, etc.). [[Republic of Panama \(ROP\) Facilities Update](#)]

The Master's in Social Work Program available in both Gainesville and Jacksonville are housed in space loaned to FSU from the local universities. All maintenance and upkeep is provided by the owners of the space.

The film program located in West Palm Beach occupies leased space. The leasing agreement includes maintenance fees for the actual space leased as well as the common area surrounding it. [[2013-102 Film School - West Palm Beach](#)] Per the leasing agreement, FSU pays a portion of the operating costs to the management for items such as maintenance, repairs and alterations to all common areas. [[2013-102 Utilities and Operating Costs excerpt](#)]

## **Non-Academic Space**

The university recognizes that state-of-the-art residences complement students' educational experiences, so significant monies have been spent in recent years for residence-hall renovations and new construction. The completion of two new residence halls (De Graff and Wildwood II) resulted in an additional 1400 beds, increasing dorm space by 20% since 2004. Renovations have not only included the total rehabilitation of aging structures but also provided for data wiring for telecommunications and Internet access in each room.

Under the supervision of the Division of Student Affairs student fees are collected and used to provide student support, recreational activities, and a medical facility. Most buildings are paid for and supported by student funds, such as The Wellness Center, Bobby E. Leach Recreation Center, and Oglesby Union. [[FSU Wellness Center](#)] These three buildings are located on the main campus in Tallahassee. Some student support buildings are funded by Educational and General allocations such as the Dunlap Student Success Center and Center for Global Engagement.

The administrative offices for all eight of Florida State University's direct support organizations (International Programs Associates, Inc., FSU Alumni Association, Inc.,

Seminole Boosters, Inc., the FSU Foundation, the FSU Research Foundation, the Ringling Museum, Florida Medical Practice Plan and FSU Magnet Research and Development) are housed in university space funded by Educational and General allocations.

When adequate space is not available to support the accomplishment of the university's programs, 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. [[FSU Leasing Policies](#)] [[Florida BOG Leasing Regulation](#)] The landlord, in most leased space, is responsible for the maintenance and upkeep of the space. [[FSU Lease Template](#)]

Chancellor's memoranda from the Florida Board of Regents set original parameters for the planning, design, and execution of facilities projects. Upon its creation, The Florida Board of Governors began rewriting these memoranda and creating a new set of regulations addressing construction projects [[Florida BOG Const. Regulations](#)]. For those rules not yet incorporated into their regulations, the original Chancellor's memorandum is still observed. FSU adopted many of those rules into their own policies and regulations governing construction projects.

## **Operations Maintenance**

The Facilities Department is responsible for providing service, sustainability and safety to the campus. The department provides planning, construction and renovation to FSU facilities as well as maintaining the day-to-day operations and maintenance of the grounds and utility system. The entire department is comprised of several units providing specialty services. Some of the units are as follows:

- **Building Services** ensure that all the space within the buildings is maintained in accordance with the highest standards of cleanliness as set down by the Association of Physical Plant Administrators (APPA).
- **Design and Construction** provides oversight for all new construction, renovation, and restoration projects.
- **Grounds Maintenance** creates a safe and physically attractive environment through grounds maintenance, landscaping and nursery operations, solid waste removal, recycling and athletic field maintenance and maintenance of outlying FSU properties.
- **Maintenance** oversees several subunits providing craftsmanship and expertise to protect and repair FSU's physical assets.
- **Planning and Space Management** combines planning, space management, and document control to ensure that the inventory of buildings is up to date, the master plan stays on target, and all building documents are preserved and maintained for future and current use. This unit also maintains an up-to-date data base of all university space, both academic and administrative. This data base includes the dimensions, use, and "ownership" of spaces. As a result of

construction, remodeling, and renovations, the data base is constantly updated.

- **Utilities and Engineering Services** provide the FSU community with steam, chilled water, electricity, domestic water, sanitary sewer and natural gas. This unit is also involved with several projects designed to save, conserve, and recycle resources used by the campus.

The University is divided into 6 maintenance zones. All six zones perform much the same tasks such as electrical maintenance work(changing light bulbs, replacing fixtures, receptacles and switches) and plumbing (repair and/or replacing bathroom fixtures, repairing water leaks).They also perform Preventive Maintenance on all of the buildings and equipment here on campus.. [[Maintenance Zones](#)]

The services provided by the Facilities Department are available to all faculty, staff and students. [[Facilities Service Center](#)] A ticketing system has been created to ensure all requests are centrally categorized and a responsible unit and/or personnel assigned in a timely fashion. Access to this ticketing system is available by a central phone number or via the Web. To ensure the adequacy and smooth delivery of supplies necessary for maintenance purposes, Facilities has entered into a contract with Grainger Industrial Supply, Inc.

### **Deferred Maintenance**

Beginning in 2007 the university began a formal program to measure the Deferred Maintenance Backlog. Utilizing ISES Corporation of Stone Mountain Georgia, a campus wide assessment of educational and general facilities was conducted.

Plans are developed to reduce the deferred maintenance backlog from the assessments provided by ISES. In addition, FSU measures success by benchmarking the university against other peer institutions through Sightlines. The assessments provided by ISES are snap shots of the condition of a facility and a level of deferred maintenance at the time of the assessment. These assessments age and become less accurate over a five-year period. Based on this obsolescence FSU employs ISES to assess one quarter of our facilities each year. These reports enable FSU to strategize and plan so that monies for deferred maintenance are spent in an optimal fashion.

[[ISES updates 2011](#)]

### **Space Planning**

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.

The Associate Vice President of Academic Affairs of the university is responsible for making final decisions determining the use of general classroom space. The Associate Vice President also chairs the Classroom Renovation Oversight Committee, which 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, e.g., with Internet connections. Department chairpersons retain authority over use of special academic space, such as laboratories.

When decisions must be 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.

Some of the most critical renovations, expansions, and new construction during the past five years include the new housing complexes (Wildwood II and Traditions Hall), Aero-Propulsion, Mechatronics and Energy Building (AME), Materials Research Building (MRB), Johnston Renovation, three new parking garages, the Wellness Center, and the Law Advocacy Center. [\[AME Building\]](#) [\[MRB Building\]](#) There are many other significant projects already in the design or construction phase for the next five year period.

## **Technology**

The Florida State University Office of Distance Learning (ODL) and Information Technology Services (ITS) collaborate to provide the infrastructure and support for the institution's technology that is available to faculty, students and staff. ODL and ITS work together with academic and administrative units at all campus locations (Main Campus, BFA Film, West Palm Beach; MFA Acting, Asolo Conservatory, Sarasota; MSW Social Work, Jacksonville, Gainesville and Panama City Campus; Republic of Panama Campus; and the Panama City, Florida Campus) to acquire, deploy and support technologies as well as develop and implement procedures that ensure the integrity of FSU course and program offerings that enhance student learning. These efforts help ensure that IT resources are adequate in quality, scope and condition to support the mission of the university programs and services.

Technology assets currently available to students, distance learning students, staff and faculty include:

- ITS manages three physical computer labs [\[Computer Labs\]](#) and a virtual lab [\[myFSUVLab\]](#). The virtual lab provides students with 24/7 access to software applications through the use of any Internet-connected computer on or off campus. 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. Nearly 600 computers and other devices are available for student use

in the university's libraries. [[Library IT Resources for Students](#)]

- Secure wireless networks that support student learning activities and administrative activities (available to on-campus students only). [[Wireless Service](#)]
- Two large data centers to host enterprise servers and other resources. These are also available to other departments. The university is currently developing plans to upgrade or replace one of its data centers.
- The Research Computing Center at Florida State University enables research and education by managing a broad portfolio of computing and data storage resources including the High Performance Computing, high throughput compute, interactive systems, large scale data storage, cloud computing and consulting for faculty and students. It offers several types of cluster spaces, in addition to high performance computing, designed to run many processes in parallel over systems connected together by a low latency network and a parallel file system with a global namespace. [[Research Computing Center](#)]
- FSU's learning management system, Blackboard™, providing the on and off university community a secure online environment for teaching and learning, participating in sponsored organizations, access to Webmail, and using Secure Applications to transact University business. Distance Learners have access to Blackboard as well, giving them the same learning experience as an on-campus student. [[Blackboard](#)]
- A service center and ticketing system that allow faculty, students and staff to report problems or receive assistance during the week day. There is also an After Hours Support system for reporting emergency services or outages.

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 44 computers, as well as discipline-specific computer resources for GIS, chemistry, and biology. 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. Fourteen classrooms are equipped with audio-visual technology. [[FSU Republic of Panama Technology Resources](#)] The Republic of Panama faculty and students use FSU's learning management system, Blackboard, 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.

ODL and ITS provide technology resources to promote, implement, facilitate, and assess University initiatives related to teaching enhancement and technology-mediated learning environments that support student academic achievement. Working with the university ITS professionals, ODL deploys technology and employs procedures that

insure the integrity of FSU course and program offerings that enhance student learning. [\[Instructional Strategies\]](#) This includes procedures keyed to integrity and security that demonstrate that the student who registers in an education course or program is the same student as the one who participates in and completes the course or program and ultimately receives credit for those activities. These security measures include secure logins and unique pass codes and are available to distance learners as well as on-campus students.

ITS manages more than 250 general purpose classrooms that include up-to-date audio visual technologies. [\[Classroom Technology\]](#) On an annual basis, technology in these rooms is evaluated and upgraded. Large projects are governed by the university's Classroom 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.

ITS works with university academic and administrative units and groups, including the Faculty Senate, University IT Managers Group and IT Governance Council on evaluating their IT needs and developing various strategic initiatives. ITS also surveys all faculty, staff and students by distributing a University IT Resources Survey. [\[Instructional Technology Cost Survey Arts and Science\]](#) [\[Instructional Technology Cost Survey Business\]](#) [\[Instructional Technology Cost Survey CCI\]](#) [\[Instructional Technology Cost Survey Criminology\]](#) [\[Instructional Technology Cost Survey Education\]](#) [\[Instructional Technology Cost Survey Engineering\]](#) [\[Instructional Technology Cost Survey Human Sciences\]](#) [\[Instructional Technology Cost Survey International Programs\]](#) [\[Instructional Technology Cost Survey ITS Parts\]](#) [\[Instructional Technology Cost Survey ITS v2\]](#) [\[Instructional Technology Cost Survey Law Part IV\]](#) [\[Instructional Technology Cost Survey Law Part V\]](#) [\[Instructional Technology Cost Survey Law\]](#) [\[Instructional Technology Cost Survey Libraries\]](#) [\[Instructional Technology Cost Survey Medicine\]](#) [\[Instructional Technology Cost Survey Motion Picture Arts\]](#) [\[Instructional Technology Cost Survey Music\]](#) [\[Instructional Technology Cost Survey Nursing\]](#) [\[Instructional Technology Cost Survey ODL\]](#) [\[Instructional Technology Cost Survey Panama City\]](#) [\[Instructional Technology Cost Survey Social Work\]](#) [\[Instructional Technology Cost Survey SSPP\]](#) [\[Instructional Technology Cost Survey VATD\]](#)

During the summer and early fall of 2013 ITS will be replacing the current 10-year old network with a carrier-class network. Upon completion of the upgrade, the campus will experience a utility-grade network with faster network speeds and improved network security. This upgrade will affect not just the on-campus users, but will also faster service for the distance learners as well. [\[Core Network Upgrade Slide Deck\]](#) [\[Core Network Upgrade\]](#)

## **Space Satisfaction**

The university uses Quality Enhancement (QER) reviews to help determine adequacy and satisfaction for space. [\[GPC Subcommittee report\]](#) When space is found to be inadequate, steps are taken to try and alleviate the situation. When a the QER for the

Fine Arts Program revealed the space to be inadequate, steps were taken to secure new space. The original location for relocation fell through due to a new city project. New space was secured in 2010 that offered better location, ventilation and lighting. [\[Belle Vue lease\]](#)

Departments may also request changes and upgrades to their space via the minor renovations budget. Once a year the provost office requests prospective changes and modifications from all the departments. The results are compiled and the requests analyzed for feasibility and the minor renovations budget pays for these upgrades. [\[Minor Renovation Survey\]](#)

#### Evidentiary Documents

-  [2013-102 Film School - West Palm Beach.pdf](#)
-  [2013-102 Utilities and Operating Costs excerpt.pdf](#)
-  [Academic Program Supporting Data.pdf](#)
-  [AME Building.pdf](#)
-  [Belle Vue School Lease.pdf](#)
-  [Blackboard @ FSU \(Campus.fsu.edu\).pdf](#)
-  [Capital Outlay Implementation.pdf](#)
-  [CIP 2007.pdf](#)
-  [CIP 2008.pdf](#)
-  [CIP 2009.pdf](#)
-  [CIP 2010.pdf](#)
-  [CIP 2011.pdf](#)
-  [Classroom technology.pdf](#)
-  [Computer Labs.pdf](#)
-  [Core Network Upgrade Slide Deck.pdf](#)
-  [Core Network Upgrade.pdf](#)
-  [Facilities Inventory Validation.pdf](#)
-  [Facilities Service Center.pdf](#)
-  [Florida Board of Governors Const. Regulations.pdf](#)
-  [Florida Board of Governors Leasing Regulation.pdf](#)
-  [FSU Lease Template.pdf](#)
-  [FSU Leasing Policies.pdf](#)
-  [FSU Republic of Panama facilities description.pdf](#)
-  [FSU Republic of Panama lease agreement.pdf](#)
-  [FSU Republic of Panama legal entity original Spanish.pdf](#)
-  [FSU Republic of Panama legal entity.pdf](#)
-  [FSU Republic of Panama Technology Resources.pdf](#)
-  [FSU Wellness Center.pdf](#)
-  [GPC Subcommittee Report.pdf](#)
-  [Instructional Strategies.pdf](#)



-  [Instructional Technology Cost Survey Response 2011-2012 Arts and Sciences v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Business.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 CCI.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Criminology\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Education.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Engineering.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Human Sciences.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 International Programs.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ITS Parts IV and V\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ITS v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law Part IV.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law Part V.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Law.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Libraries Revised 2013-02-15 v2.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Medicine.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Motion Picture Arts.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Music.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Nursing.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 ODL\(1\).pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Panama City Campus.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 Social Work.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 SSPP.pdf](#)
-  [Instructional Technology Cost Survey Response 2011-2012 VATD.pdf](#)
-  [ISES Updates 2011.pdf](#)
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-  [Master Plan overview.pdf](#)
-  [Master Plan Supporting Data Academic Facilities.pdf](#)
-  [Minor Renovation Survey.pdf](#)
-  [MRB Building.pdf](#)
-  [myFSUvLab.pdf](#)
-  [Overview of Survey Process.pdf](#)
-  [Panama City Campus Map.pdf](#)
-  [Republic of Panama Building 227 Floor Plans.pdf](#)
-  [Research Computing @ FSU.pdf](#)
-  [ROP--Facilities update.pdf](#)
-  [Space Inventory.pdf](#)
-  [Space Needs Assessment.pdf](#)
-  [Space Needs Formula.pdf](#)
-  [USMS Site List 12-2012.pdf](#)
-  [Wireless service.pdf](#)

### 3.12 SUBSTANTIVE CHANGE PROCEDURES AND POLICY

**3.12** The Commission on Colleges accredits the entire institution and its programs and services, wherever they are located or however they are delivered. Accreditation, specific to an institution, is based on conditions existing at the time of the most recent evaluation and is not transferable to other institutions or entities. When an accredited institution significantly modifies or expands its scope, changes the nature of its affiliation or its ownership, or merges with another institution, a substantive change review is required. The Commission is responsible for evaluating all substantive changes to assess the impact of the change on the institution's compliance with defined standards. If an institution fails to follow the Commission's procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. (See Commission policy "Substantive Change for Accredited Institutions," if an institution is unclear as to whether a change is substantive.) **(Substantive Change)**

Compliance

Partial Compliance

Non-compliance

**3.12.1** The institution 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. **(Substantive Change)**

Compliance

Partial Compliance

Non-compliance

#### 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.

During the preparation of the Fifth Year Interim Report in 2010, the university's SACSCOC liaison discovered instances of unreported substantive change that occurred following the 2004 reaffirmation submission. After reporting these omissions, the university was directed by SACSCOC to develop an internal policy and procedure to insure timely reporting to the Commission. In response, the University developed and implemented an institutional policy to ensure compliance with the substantive change policy [[POLICY](#)]. The institutional policy was approved by the FSU Board of Trustees in September 2010 [[BOT minutes](#)].

The policy adopted in 2010 was found deficient, however, when it was realized that awareness of SACSCOC policy in this area was not commonly known throughout the university. As a result, the university's substantive change policy was revised to require 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 [[BYLAWS](#)]. The Vice President for Planning and Programs discussed the substantive change policy with the academic deans in October 2012 [[AGENDA, MINUTES](#)].










To further ensure compliance with the Commission's policy, the forms for approving, modifying, and terminating academic degree programs have been revised to require the signature of the SACSCOC Liaison [[Program Approval - Communication](#)] [[Program Termination – Epidemiology](#)] [[Certificate Approval Form](#)] as a final check so that potential substantive changes are recognized and reported. In addition, each vice president has been made responsible for bringing substantive changes to the President's weekly cabinet meetings.

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 [[Panama City, FL example](#)] [[Contractual Agreement](#)]. The university also seeks approval prior to the initiation of changes [[West Palm Beach, FL, FSU Notification](#)] [[West Palm Beach, FL, SACS Additional Info Needed](#)] [[West Palm Beach, FL, FSU Response](#)] [[West Palm Beach, FL, SACS Accepts Notification](#)] [[West Palm Beach, FL, FSU Prospectus](#)] [[West Palm Beach, FL, SACS Approval](#)], consistent with the substantive change policies of SACSCOC and of the university. 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](#)] [[Graphic Design Teach Out](#)] [[SACS Approval of Teach Out](#)]. All substantive changes since the previous reaffirmation and current status are provided [[University Substantive Change Records](#)].

The university's substantive change policy was updated to reflect the modifications made by the Commission in December 2012 and is posted on the university's website [[Substantive Change Policy - Website](#)] [[FSU Substantive Change Policy](#)].

#### Evidentiary Documents

-  [Academic Deans Council Agenda and Meeting Summary.pdf](#)
-  [Certificate Approval.pdf](#)
-  [Consortial Agreement Clarification.pdf](#)
-  [FSU BOT Minutes.pdf](#)
-  [FSU Substantive Change Policy.pdf](#)
-  [Graphic Design Teach Out.pdf](#)
-  [Panama City, Florida - Expansion of Offerings.pdf](#)
-  [Program Approval - Communication.pdf](#)
-  [Program Termination - Epidemiology.pdf](#)
-  [Provost Website Sub Change.pdf](#)
-  [SACSCOC Approval Graphic Design Teach Out.pdf](#)
-  [Statistics Bylaws.pdf](#)

-  [Substantive Change Notification Policy 2010.pdf](#)
-  [Substantive Change Records.pdf](#)
-  [Teach-Out Policy.pdf](#)
-  [WPB FSU Notification.pdf](#)
-  [WPB FSU Prospectus.pdf](#)
-  [WPB FSU Response.pdf](#)
-  [WPB SACS Accepts Notification.pdf](#)
-  [WPB SACS Addl Info Needed.pdf](#)
-  [WPB SACS Approval.pdf](#)

### 3.13 COMPLIANCE WITH OTHER COMMISSION POLICIES

**3.13** The institution complies with the policies of the Commission on Colleges. (Policy compliance) **(Policy Compliance)**

Compliance                       Partial Compliance                       Non-compliance

**3.13.1** Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body. **(Accrediting Decisions of Other Agencies)**

Compliance                       Partial Compliance                       Non-compliance

#### Narrative

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Florida State University maintains discipline-specific accreditation from 32 specialized program accreditors, including 11 recognized by the U.S. Department of Education [[Annual Accreditation Survey](#)]. 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 and level, name of the accrediting body, accreditation status, date of first accreditation, date current accreditation expires, and adverse actions. This information is reported to the Florida Board of Governors (FBOG) whose policy recommends that an institution seek and maintain national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards for programmatic accreditation [[BOG Regulation 3.006 Accreditation](#)]. Discipline-specific accreditation information is also published annually in the university's Fact Book [[2012-2013 Fact Book, Accreditation](#)]. If an institution does not seek national or specialized accreditation, the university is required to provide the FBOG with its rationale as part of the State University System Accreditation Survey.

The manner in which the university represents itself to discipline-specific accrediting bodies is largely mediated by the forms, formats, and reporting dates prescribed by the recognized accrediting body. The information provided to each of our accrediting bodies has been based on standard sources such as the undergraduate and graduate catalogs, data submitted to the Florida Board of Governors, or gathered through other institutional processes and tailored to the specific requirements of each accrediting body. Florida State University represents itself consistently using information from these

sources [[Medicine](#)] [[Nursing](#)] [[Urban and Regional Planning p. 49](#)] [[Marriage and Family Therapy, p. 6](#)] [[Music, 2008, p. 4](#)].

The university accreditation liaison is responsible for maintaining the accreditation spreadsheet and notifies the Commission of any accreditation changes. All of the programs are in good standing with the exception of the specialist program in Counseling Psychology and Human Systems which was denied accreditation by the National Association of School Psychologists in Fall 2012. The program is evaluating the report and the reviewers' feedback and intends to apply for NASP accreditation in 2013. The university accreditation liaison notified the Commission [[SACSCOC NASP Letter](#)]. The university did not continue discipline-specific accreditation with National Recreation and Park Association/ Council on Accreditation of Parks, Recreation, Tourism, and Related Professions [NRPA/CAPRTRP]. The decision was not the result of adverse findings by NRPA/CAPRTRP, but rather a change in the focus of the program. The accreditation liaison notified SACSCOC consistent with Commission policies [[NRPA Letter](#)].

#### Evidentiary Documents

-  [Application\\_COAMFTE\\_FSU\\_11\\_1\\_11.pdf](#)
-  [FBOG Accreditation Regulation.pdf](#)
-  [Final NASM Self-Study \(2\).pdf](#)
-  [FSU DURP.pdf](#)
-  [FSU Fact Book\\_Accreditations.pdf](#)
-  [FSU Self-Study Report 2011 Nursing.pdf](#)
-  [LCME Self-Study Report.pdf](#)
-  [NRPA Letter.pdf](#)
-  [SACS ACCREDITATION SURVEY - 2013 final.pdf](#)
-  [SOBS-MFP13071113510.pdf](#)

**3.13.2** Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements. **(Collaborative Academic Arrangements: Policy and Procedures)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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The Agreements Involving Joint and Dual Academic Awards: Policy and Procedures (formerly the Collaborative Academic Arrangements Policy) pertains to agreements between institutions accredited by the SACSCOC and accredited or non-accredited degree-granting institutions of higher education for purposes of awarding academic completion awards.

Florida State University does not have such agreements. The university does not offer joint or dual degrees that involve another institution.

**3.13.3** Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation. **(Complaint Procedures Against the Commission or Its Accredited Institutions)**

Compliance

Partial Compliance

Non-compliance

## Narrative

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### Introduction

Florida State University, including its branch campuses, employs various procedures for handling different types of written student complaints. Those processes are reasonable in terms of the effort required by the student to pursue a complaint. They also are administered fairly and are well-publicized.

Extensive student involvement in decision-making is an important element ensuring fairness in these processes. Trained students hear many cases in the Student Conduct Code on all-student boards. [[Student Conduct Board](#)] The initial screening board within the Grade Appeals System is composed entirely of students. [[Grade Appeals FDA](#)] In addition, the university's processes strike a reasonable balance between the autonomy of the academic colleges and consistency in final decision-making by providing opportunities for a general academic complaint to be resolved at the level closest to the origin of the problem. [[General Academic Appeals Process](#)] [[General Academic Appeals Flowchart](#)]

For students whose complaints cannot be resolved at those lower levels, the general academic appeals process provides access to the Faculty Senate Student Academic Relations Committee (SARC), whose decision is subject to the provost's approval. Appeals of complaints resolved in the Academic Honor Policy and the Student Conduct Code also require provost approval before they become final. [[SARC Procedures, p. 3](#)] [[General Academic Appeals Flowchart](#)] [[Academic Honor Policy, p. 7](#)] [[Student Conduct Code, p. 21](#)]

A flowchart helps students, including those taking online distance learning courses, channel their complaints effectively and publicizes complaint resolution mechanisms beyond the General Bulletin, Student Handbook, and departmental websites. [[Student Complaint Routes](#)] [[FSU Undergraduate Bulletin 2012-13, p. 79](#)] [[FSU Graduate Bulletin 2012-13, p. 79](#)] [[Student Handbook](#)] [[Distance Learning Conflict Resolution](#)] The University Ombudsperson is a key element of the flowchart and is available to assist students with any type of complaint. [[Florida Student Ombudsman Statute 1006.51](#)] [[Student Ombudsman Website](#)] The flowchart is featured on the websites of both the Office of Faculty Development and Advancement, and the Dean of Students. [[Faculty](#)



[Development Website](#)] [[Dean of Students Website](#)]









## Records of Complaints











All records of written student complaints are kept by the office that coordinates the final step of that process. Specifically, records of grade appeals are kept by the department chair or dean of each college; general student appeals heard by the Student Academic Relations Committee are kept by the Office of Faculty Development and Advancement; university offices with formal complaint procedures such as Financial Aid and Transportation and Parking Services keep records of petitions and parking ticket appeals; the Office of Student Rights and Responsibilities in the Dean of Students Office keeps records of student complaints against other students that result in Student Conduct Code charges; and the Office of Equal Opportunity and Compliance keeps records of written complaints involving sexual harassment and discrimination against faculty, staff, contractors, and visitors.

Florida State University abides by the minimum retention times established by the Florida Department of State, Division of Library and Information Services. This division is responsible for establishing a set of schedules that establish minimum retention requirements for record series common to all agencies or specified types of agencies based on the legal, fiscal, administrative, and historical value of those record series to the agencies and to the State of Florida. Schedule GS5 of the State of Florida General Records for Public Universities and Colleges is most relevant to written student complaints and calls for such records to be kept for five years after final appeal. [[Records Retention Universities, p. 16](#)]

In order to ensure effective handling of complaints and implement record retention beyond this time frame, the Dean of Students Office serves a key repository role under a policy initiated by the Provost and Vice President for Student Affairs. Beginning in 2013/14, each unit that maintains records of written student complaints will be required to add certain facts (e.g., date filed, name of complainant, nature of complaint, applicable formal process, outcome, and date of resolution) to a central log of written student complaints. [[Policy on Central Written Student Complaint Log](#)] This new log serves as an index by which both the institution and external agencies monitor the processing and resolution of written student complaints.

### Evidentiary Documents

-  [Academic Honor Policy.pdf](#)
-  [Dean of the Students Complaint Webpage.pdf](#)
-  [Faculty Development Website.pdf](#)
-  [Florida Student Ombudsman Statute 1006.51.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU Undergraduate Bulletin 2012-13.pdf](#)
-  [General Academic Appeals Flowchart.pdf](#)
-  [General Academic Appeals Process.pdf](#)

-  [Grade Appeals FDA.pdf](#)
-  [ODL Conflict Resolution.pdf](#)
-  [ombudsman\\_webpage.pdf](#)
-  [Policy on Central Written Student Complaint Log.pdf](#)
-  [Records Retention Universities.pdf](#)
-  [SARC Procedures.pdf](#)
-  [Student Complaint Routes.pdf](#)
-  [Student Conduct Board.pdf](#)
-  [Student Conduct Code.pdf](#)
-  [Student Handbook.pdf](#)

**3.13.4.a** Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification. **(Reaffirmation of Accreditation and Subsequent Reports (a))**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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Florida State University reviews distance learning activities and programs and incorporated this review into the evaluation of the university's compliance with each principle of accreditation applicable to distance education programs. The narrative response to the relevant core requirements, comprehensive standards, and federal requirements demonstrate the university's compliance with the Principles. These responses are also summarized in a table. [[Distance Learning Compliance](#)]

All courses and programs, regardless of mode of delivery, are approved using the same institutional processes. Programs delivered through distance education are housed within existing departments and programs. Faculty members may teach in both modalities; the university does not have separate distance learning faculty. The Office of Distance Learning provides faculty support and development and resources to implement technology-mediated learning environments that support student academic achievement. [[Office of Distance Learning](#)] [[FSU Distance Education Policy](#)]

#### **Evidentiary Documents**

 [Distance Learning chart by standard.pdf](#)

 [FSU Distance Learning Policy.pdf](#)

 [FSU Distance Learning Website.pdf](#)

**3.13.4.b** Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system. **(Reaffirmation of Accreditation and Subsequent Reports (b))**

Compliance

Partial Compliance

Non-compliance

### Narrative

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Florida State University is one of twelve public universities in the State University System (SUS) of Florida. Of these, two are designated by state law as "Preeminent State Research Universities" because of high admissions standards, increased retention and graduation rates, and faculty achievement (Florida State University and the University of Florida). [[Chapter No. 2013-27, p. 67](#)] The Florida Constitution provides that there shall be a single state university system governed by a board of governors with each public university administered by a board of trustees. [[Florida.Constitution.ArticleIX.Section7](#)]

Article IX, Section 7, Florida Constitution. *State University System.*

*(a) PURPOSES. In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.*

*(b) STATE UNIVERSITY SYSTEM. There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.*

*(c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.*

*(d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and*





*avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.*

The Florida Board of Governors implements its authority through promulgation of regulations. Board of Governors Regulation 1.001 describes the powers and duties of the university board of trustees. [[FBOG Regulation 1.001](#)] The regulation was 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." [[FBOG Regulation.1.001](#)] Specific authority delegated to the university boards of trustees include, but are not limited to, adoption of a university strategic plan, approve and discontinue academic degree programs, selection of a university president (subject to confirmation by the Florida Board of Governors), establishment of the powers and duties of the president, responsibility for the financial management of institution, and establish tuition in accordance with the FBOG regulations. [[FBOG Regulation 1.001](#)]

The public universities in the State University System do not have the same mission. Eight are doctoral granting universities. Four, including Florida State University, are research universities/high research activity.

Each board of trustees is responsible for the administration of its university in a manner that is consistent with the university's mission, which must be consistent with the mission and purposes of the State University System. Florida State University's strategic plan is consistent with the State University System's Plan, and the university operates in a manner consistent with the Board of Governor's direction of the State University System. [[Alignment Strategic Plans](#)]

#### **Evidentiary Documents**

-  [BOG.Regulation.1.001.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Florida.Constitution.ArticleIX.Section7\\_Corrected.pdf](#)
-  [Strategic Plan FSU\\_Alignment with FBOG Strategic Plan.pdf](#)

**3.13.5.a** Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews. **(Separate Accreditation for Units of a Member Institution (a))**

Compliance                       Partial Compliance                       Non-compliance

### Narrative

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Florida State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, specialist, and doctoral degrees.




Florida State University has a branch campus in the Republic of Panama and Panama City, Florida. The branch campuses are dependent on the continued accreditation of the parent campus located in Tallahassee, Florida, and are evaluated during reviews for reaffirmation of accreditation. The branch campus includes the name of the parent campus and makes it clear that its accreditation is dependent on the continued accreditation of the parent campus. [[FSU Republic of Panama](#)] [[FSU Panama City, Florida](#)]

In addition, the university has four off-campus instructional sites in which a student may earn more than 50% of the credits towards an academic degree program. Florida State University has offered an MSW at Gainesville and Jacksonville, Florida, since 1982 [[MSW - Jacksonville and Gainesville](#)]. The university has offered an MFA in Theatre at the Asolo Conservatory for Actor Training in Sarasota, Florida, beginning in 1973 [[MFA-Asolo](#)]. In August 2012, the university began offering the Animation and Digital Arts major within the Bachelor of Fine Arts in Motion Picture Arts degree program in West Palm Beach, Florida [[BFA - West Palm Beach](#)].

The university has reviewed compliance with the principles of accreditation for the branch campuses and off-campus instructional sites. The branch campuses and off-campus instructional sites are in compliance with the Principles of Accreditation. In the narrative response for each core requirement, comprehensive standard, and federal requirement, evidence of compliance is provided. Select responses are also summarized in a table. [[FSU Extended Unit Compliance](#)]

### Evidentiary Documents

-  [Acting.pdf](#)
-  [CMPA website screenshot.pdf](#)
-  [FSU Extended Units.pdf](#)

-  [MSW Overview.pdf](#)
-  [Panama City Accreditation.pdf](#)
-  [Republic of Panama Accreditation.pdf](#)

**3.13.5.b** Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country **(Separate Accreditation for Units of a Member Institution (b))**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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This standard does not require a response by the institution. The Commission will use this policy to recommend separate accreditation of extended units, if appropriate.



### 3.14 REPRESENTATION OF ACCREDITATION STATUS

**3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of Accreditation Status)**

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, in the Florida State University General Bulletin [[FSU General Bulletin, 2012-2013, p. 57](#)] and the Graduate Bulletin [[FSU Graduate Bulletin, 2012-2013, p. 57](#)]. In addition, the statement is available electronically for distance learning students on the homepage of the Provost's website [[Accreditation Statement Provost Website](#)]. The statement is also made available by both the Panama City and Republic of Panama branch campuses via their websites. [[FSU Republic of Panama](#)] [[FSU Panama City, Florida](#)]

The statement is published in both print and electronically as followed:

Florida State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097; or call (404) 679-4500 for questions about the accreditation of Florida State University. The Commission on Colleges is to be contacted only if there is evidence that appears to support the university's significant noncompliance with a requirement or standard.

The statement used accurately states the university's accreditation status using a comprehensive statement following the guidelines authorized by the commission [[SACS Guidelines of Representation of Accredited Status, p.2](#)].

#### Evidentiary Documents

-  [Accreditation Statement Provost Website.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [Panama City Accreditation.pdf](#)
-  [Republic of Panama Accreditation.pdf](#)
-  [SACS Guidelines on Representation of Accredited Status.pdf](#)

## Section 4: FEDERAL REQUIREMENTS

**4.1** The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. **(Student Achievement)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The university evaluates student achievement on a variety of performance indicators consistent with its mission. These include criteria such as enrollment levels, retention rates, graduation rates, course grade distributions and completion rates, job placement rates, state licensing pass rates and other related measures. The university uses this information in ongoing assessment activities that aim to improve student performance and success. [[Chapter No. 2013-27, p. 67](#)]

These assessment activities continue to inform us as to how we are doing in supporting our student's success. They include continuing assessment of our progress toward the goals and priorities of our Strategic Plan, development of an annual Work Plan and Annual Report, annual surveys of graduating seniors and recent graduates, updating information for our annual Fact Book and the annual Institutional Effectiveness assessment process which addresses all these areas. The IE process measures progress in student learning, passage on national licensure exams and job placement or continuing educational opportunities. It also measures the effectiveness of academic and student support services. This process is annual, systematic and campus-wide. It involves individuals responsible for the delivery of services, Department Chairs and Program Directors, Deans and Vice Presidents. It demonstrates an ongoing commitment from Florida State to keep student success paramount and to improve our services and teaching to ensure and increase student achievement.

### Performance Accountability

University performance accountability is grounded in state law, the regulations of the Florida Board of Governors, the statewide university governing body and the policies of the University Board of Trustees. The university strategic plan establishes the mission of the university and set key priorities and performance measures. The Board of Governors develops an accountability plan for the state university system and requires similar plans from each constituent university. [[Florida Statutes 1001.706 \(5\)\(b\) and \(5\)\(c\) BOG Strategic and Accountability Plan](#)]. The Board is responsible for implementation of an accountability process that provides for the systematic, ongoing evaluation of quality and effectiveness of the universities. [[Florida Statutes 1008.46 State Accountability Plan](#)] As part of its accountability plan it also develops a multi-year work plan that outlines a university's top priorities, strategic directions, and specific

actions and plans for achieving those priorities as well its performance expectations [[BOG Rule 1 .001\(3\)\(d\)Work Plan and Accountability Report](#)] and an annual report on outcomes on institutional and system-wide goals [[BOG Rule 1 .001\(3\)\(d\)Work Plan and Accountability Report](#)] The Board of Governors planning and performance monitoring system is designed to inform strategic planning, budgeting and other policy decisions. [[BOG Rule 2.002 Work Plan and Annual Report](#)]

Together the university strategic plan and its annual work plan provide a means of establishing, evaluating, and improving student achievement. Both set thresholds for success. [[2013-14 Workplan Template Master 20130517](#)] Performance on measures of academic quality (Licensure Exam pass rate, operational efficiency (Retention rates, graduation rates, time to degree) and return on investment (Degrees awarded, job placement, graduate placements) are found in the work plan. The Strategic plan lists performance on measures of priority such as retention and graduation rates.

Florida State also participates in the College Portrait program through the Voluntary System on Accountability. Each institution's College Portrait has a variety of information including the characteristics of students and faculty, admissions requirements, popular majors and the future plans of graduates. [[FSU College Portrait](#)]

### **Enrollment Access, Retention and Graduation**

Under state law [[Florida Statute Enrollment Planning Funding 1011.90](#)], overall planned enrollment as approved by the Legislature is the basis for the allocation of appropriated funds to the universities along with mission related factors such as program costs and various categorical programs. The Legislature typically establishes planned enrollment of lower level, upper level, graduate and non-resident students for each university annually as part of the General Appropriation Act. Medical students are planned for and monitored separately. [[Enrollment Targets in State GAA for 2011-2012](#)] If the actual enrollment for any university is less than planned enrollment by more than 5 percent for any two consecutive fiscal years (the so-called "funding corridor"), the university's enrollment plan and associated funding are reduced accordingly. If actual enrollment exceeds planned enrollment by more than five percent for two consecutive years, an explanation for the excess must be provided to the legislature along with the next year's enrollment plan.

University officials monitor enrollment closely throughout the year at the levels prescribed by the Legislature and the Florida Board of Governors. This is done by several entities, including the Office of Admissions, the University Budget Advisory Committee, and the Undergraduate Enrollment Management Committee and the Graduate Enrollment Management Committee. Each meet several times a year and discuss enrollment trends and proposed changes. The University Budget Advisory Committee is a committee of the Faculty Senate and pays special attention to enrollment and how it impacts university budget policies and the academic budget. [[2011 June UBAC Meeting Booklet](#)] [[May 2 2013 UBAC Meeting Booklet \(2\)](#)]

Beginning in 1998, the University Provost formed committees that were designed to

manage and evaluate student success at both the undergraduate and graduate levels. Two undergraduate committees were formed to manage both recruitment and retention. In 2010, the two committees were merged into one - The Undergraduate Enrollment Management Committee - namely because the attendees were nearly the same for each group. The Graduate Enrollment Management Committee was formed in 2002 and is chaired by the Dean of the Graduate School. All three committees were established for the purpose of holistically evaluating and managing student enrollment, retention, graduation, with an eye to identifying at risk populations and best practices to ensure continuous enrollment and student success. These committees include representatives from academic departments, undergraduate and graduate deans, and most student-oriented administrative offices including those that handle: admissions, registration, advising, distance learning, withdrawal services, financial aid, student cashing, housing, international students services, civic education and volunteer services, university libraries, student counseling services, student disabilities, health services, career advising, student affairs, multicultural support, honors programs, undergraduate research, student fellowship support, and institutional research. [[Undergraduate Enrollment Management Committee Members](#); [Undergraduate Enrollment Management Minutes 2012](#); [Undergraduate Enrollment Management Minutes 2013](#)] [[GEMC Sign-In Sheet](#); [Graduate Enrollment Management Minutes 2011](#); [Graduate Enrollment Management Minutes 2013](#)]

The Undergraduate Enrollment Management Committee and the Graduate Enrollment Management Committee and the associated administrative departments are responsible for evaluating student success on three dimensions: Academic Success, Licensure, and Job Placement. The external criterion measures are typically comparisons to other Research Universities with Very High research activity (RU/VH) or State University System of Florida peers. Sub-group performance is compared longitudinally and relative to the performance of the full cohort. The university has met its planned enrollment targets each year from 2003-2004 through 2012-2013. [[May 2 2013 UBAC Meeting Booklet Enrollment Levels 2004 through 2013](#)] Future targets are listed in the BOG Work Plan. [[2013-2014 Workplan BOG-Enrollment Targets](#)]

## **Academic Success**

The Undergraduate Enrollment Management Committee and the Graduate Enrollment Management Committee are the primary means for planning programs and interventions to ensure student success. Participants of these standing committees discuss best practices for student academic success that span from orientation to graduation. Analyses of student data showed that undergraduate students were graduating with over 140 semester hours on average. The university responded by increasing the numbers of advisors by 12 in 2001 and another 20 since 2008 and co-locating them in academic departments or to the recently created Success Coaching Center, bringing the total to 54. Using 2005 NSSE data as a benchmark, data show that 90% of freshman students rate advising as Good or Excellent which is over ten percentage points higher than in 2005, and twelve percentage points higher than our RU/VH peers. [[NSSE Advising Report 2012](#)] Academic Maps were implemented in 2005

as term-by-term prescriptions for students to complete their majors without excess hours. [[Mapping Program Overview](#)] [[MAP Economics 2012](#)] Mapping allows the university to better track progress to degree and to intervene when students go off track while decreasing hours to degree by an average of 23 credit hours per student. [[MAP Stop Email Language](#)] [[Mapping and Hours to Degree Analyses](#)] [[Mapping and Hours to Degree by Major 2008](#)] [[Longitudinal Mapping Data PC Campus](#)]

Student hours to degree are reported to the Florida Board of Governors each year as well as reports of excess hours. At 24%, FSU has the lowest percent of students graduating with excess hours -defined as more than 110% of required degree hours - of all the State University System institutions in Florida, with most institutions in the thirties and forties. [[Excess hours SUS Summary 2010-11](#)]

The University closely monitors First Time in College (FTIC) six year graduation rates and first-year retention rates, focusing both on general student success and the successes of specific subpopulations of students. These rates are included in the University's Strategic Plan for which the University tracks sets and tracks measureable outcomes for each for Strategic Priority 1.0: Recruit and graduate outstanding and diverse students. As evidenced by the Strategic Plan, in each academic year since 2009, the University has set targets for success in graduation and first-year retention rates and has evaluated its success and made plans for improvement based on analysis of available data. [[Strategic Plan 2009-13](#)]

In the late nineties, when its first year retention rate was 83%, the university established goal of improving its freshman retention rate to 90% or better. It also embarked on an effort to improve its undergraduate graduation rate from 63% to 75% or better. In 2009, it achieved the 90% target for retention; its graduation rate has recently moved slightly above 75%. The university strategic plan emphasizes sustaining such performance. [[Strategic Plan Priorities Measures 2010 through 2012](#)] Less formally, FSU also seeks to exceed previous years' indicators as well as to perform well relative to peers and national benchmarks. For example, U.S. News & World Report metrics predicted a 65% six-year graduation rate for baccalaureate students; however FSU exceeded that rate with 74% of students graduating. [[FSU Annual Report 2010-11, p.7](#)] This achievement is largely due to the academic success efforts targeting high risk populations where student performance has exceeded expectations (more below). The University also looks closely at research university peer and aspirational peer institutions in evaluating its success on graduation and retention metrics. [[FSU Work Plan Update 2011, p.11](#)] In 2011-2012, the first-year retention rate was 92%. [[FSU Annual Report 2010-11, p.7](#)]

Both committees have created business intelligence dashboards extensively to empower departments to monitor student success for every student cohort and across different campus locations. [[Retention Dashboard](#)]

### *Programs that Encourage and Monitor Student Academic Success*

The enrollment planning effort at FSU has led to the identification of programs that have promoted student academic success and engagement. Florida State evaluates these programs on the performance of their cohorts relative to the rest of the student

population. Programs are continued or discontinued based on the academic success and persistence of their students. Some key programs are as follows:

- Living and Learning Communities (LLC) - Presently there are 7 living learning communities centered on various themes and academic emphases. [[Living Learning Communities](#)] The LLC participants exceeded their peer cohorts on retention and graduation rates (91.6% versus 87.8% and 76.1% versus 73.1%, respectively). [[Working the Issue, p.20](#)]
- CARE - The Center for Academic Retention and Enhancement is a national model for student success for first generation and low socioeconomic students. The retention rates for this cohort have increased from 88.1% to 93.8% from 2001 to 2008, and are consistent with the overall retention rate of the full cohort of university FTIC undergraduates. [[CARE Retention and Graduation Rates](#)] [[Working the Issue, p.28](#)]
- FIGs - Students who participate in Freshman Interest Groups have higher retention rates (92.0%) than the rest of the corresponding FTIC cohort (88.1%) as reported in a presentation about retention practices at Florida State University called "Working the Issue". [[Working the Issue, p.20](#)]
- Office of National Fellowship - Participation and success in fellowship and award competitions is measured as another key to the university mission [[ONF Program 2012](#)]. The successes of this office have increased every year for the past five years.

### *Key Interventions*

The Retention Office within Undergraduate Studies analyzes student success indicators to mandate certain students into intervention programs and to identify students who may benefit from academic coaching or tutoring services. The Office of Undergraduate Studies has consistently increased the frequency of contacts with students involved in the many intervention programs [[Undergraduate Studies Contact History by Office 2011-2012 Sheet1](#)].

FTIC students who perform poorly in their first semester are remanded into the Academic Center for Excellence (ACE) Program [[ACE Mission and Goals 2012](#)]. An analysis of the ACE data shows that students who participate in this program do better than students with similar first semester performance in prior years [[ACE Annual Report - 2011-2012](#)].

Academic Coaching - Students may also be assigned to success coaches because of poor performance or randomly selected for participation (one in five freshmen total). These students receive academic mentoring services to improve their retention. These students were more likely to have chosen a major, had higher average GPAs, a higher first-year retention rate, and were more likely to retain their scholarships than non-coached students. [[Working the Issue, p.34](#)] The committee also evaluates course grade distribution data to help tailor tutoring changes. [[1998 and 2007 Grade](#)

## [Distribution Graphs rev 3](#)] [[Grade Distribution by Campus](#)]

The Retention Office communicates directly with students who are performing poorly and those who experience average grade shifts of more than 0.5 grade points. They also conduct an attrition survey to determine factors affecting student drop-outs.

[[Attrition Survey 2012](#)]

### *Related Success Monitoring Activities*

Both enrollment committees committed during the first year of their existence to focus on data-driven decision-making. The resulting mechanisms for monitoring student success include business intelligence dashboards, official reports from Institutional Research, and the Annual Report to the Florida Board of Governors. Below are some representative reports that demonstrate FSU's commitment to student academic success on all of the dimensions identified in the FSU Mission [[FSU Strategic Plan 2008-13, p.7](#)].

- The Office of Institutional Research has tracked retention and graduation rates for undergraduate students since 1975 by publishing them in its annual Fact Book. [[FSU Fact Book 2011-12, pp.38-41](#)] These data are now tracked by the Florida Board of Governors in their Annual Report to include those who left but persisted in other State University System institutions. [[FSU Annual Report 2010-11, p.7](#)] [[FSU Annual Report 2010-11, p.20, Tables 4B and 4C](#)] [[FSU Annual Report 2010-11, pp.21-22, Tables 4D, 4E, and 4F](#)]
- Over the past ten years the FTIC Retention Rate has improved from 86.6% (2000 cohort) to 92.5% (2010 cohort). [[Common Data Set 2001-02](#)] [[Common Data Set 2011-12](#)]
- Over the same time period, the FTIC four, five, and six year graduation rates have improved from: 40.4% to 56.3%, 58.8% to 71.9%, and 61.9% to 73.8%, respectively. [[FSU Fact Book Retention & Graduation rates FTIC 2004-05](#)] [[FSU Fact Book 2011-12, p.38](#)]
- Transfer three-, four-, and five-year graduation rates also improved during the ten-year period from: 68.6% to 77.8%, 74.0% to 80.9%, and 77.7% to 82.6%, respectively. [[FSU Fact Book Retention & Graduation rates Transfers 2004-05](#)] [[FSU Fact Book 2011-12, p.40](#)]
- Student time to degree information is also accessible via the Institutional Research online retention and graduation model that allows filters for degree sought, college, race/ethnicity, and gender. The model shows that the three-year graduation rate for Master's students improved from 68.1% for the 1999 cohort to 70.3% for the 2007 cohort. [[IR Graduation Model - Masters](#)]
- Doctoral student academic success is monitored by the academic departments and is evaluated by external reviewers and campus committees through the Quality Enhancement Reviews (QERs). A sample of doctoral time to degree can

be found in the referenced English program QER. [[English QER booklet Spring 2012](#)]

- The Graduate School monitors degree performance versus national peers by participating in the Council of Graduate Schools' Ph.D. Completion Project, The National Research Council Report on Research Doctorates, and is currently participating in the Council of Graduate Schools' Doctoral Initiative on Minority Attrition and Completion.

## **State Licensing Examinations**

The state agencies that administer licensing examinations also record and report the performances of the examinees. They are the ultimate repositories of the history of the licensing actions they have taken. Because of the sometimes decentralized system of record-keeping and the relatively disjointed nature of licensing and certification processes at the state level, university administrators must continuously maintain and investigate the possibilities for developing better channels for directly obtaining information about FSU graduates. Despite the challenge in collecting these data on state licensure, Nursing, Law, and Medicine are examples of departments that collect and use state licensing data to measure student achievement that is then recorded in the annual BOG Workplan. [[2013-14 Workplan BOG Exam First time Pass Rates](#)]

The College of Nursing tracks student performance on the Registered Nurse examination. Data from the College noted that in 2010-2011, 92% of its graduates passed the Nurse Practitioner exam. [[FSU Annual Report 2010-11](#)]. The College of Nursing uses pass rate data for evaluation and program improvements. The 2010-2011 pass rate fell just short of the College's goal of 95%, so the College used the data to promote student achievement by implementing a remediation course for students who do not meet benchmarks of a mid-curricular examination. [[Institutional Effectiveness-Nursing 2010](#)]

The College of Law tracks graduate passing rates for the Florida Bar Exam. In 2011, College of Law graduates passed the Florida Bar Exam at a rate of 88%, exceeding the state benchmark of 82%. [[FSU Annual Report 2010-11](#)]. The College of Law also uses the passage rate to evaluate its curriculum and to make program improvements. The College has consistently been first or second in the state in bar passage for over a decade, [[Institutional Effectiveness-Law 2010](#)] but the College continuously monitors the data to ensure its services are effective at helping students achieve a passing rate on the exam.

The College of Medicine tracks student passage rates on all three steps of the U.S. Medical Licensing Exam. In 2011, the College found students passed the Step 1 Exam at a rate of 90%, the Step 2 Exam at a rate of 97%, and the Step 3 Exam at a rate of 98%. [[FSU Annual Report 2010-11](#)] In tracking its passage rates since the College was established, the College found that its students are passing Steps 1 and 2 at a higher rate than the national average. [[Institutional Effectiveness-Medicine 2010](#)] Additionally, the College uses these data to evaluate the effectiveness of its programs on all of its



regional campuses [[Institutional Effectiveness-Medicine 2010](#)].

The Accounting Department in the College of Business uses graduate passage rates on the National Certified Public Accountant (CPA) Examination as a tool to measure student achievement. While this information has been difficult to obtain regularly on occasion it has been acquired. For example, in the Masters in Accounting program, the department tracked CPA passage rates for 2010-2011 and found that students passed at a rate of 54%, above the department's target rate and but below the national passage rate and the expectations of the department for the long run. When the department realized it was not on a trajectory to have exceptionally high passages rates, faculty began reviewing the CPA exam content as well as course work to determine why the passage rate did not meet the target. [[Institutional Effectiveness-Accounting 2010](#)] Accounting uses the CPA passage rate to ensure its program is promoting student achievement by giving students the knowledge and skills needed to pass the exam in higher numbers. [[SLO Masters in Accounting Example](#)]

### **Job Placement and Continued Education Rates**

Since 2006 the Division of Student Affairs has administered an annual Senior Survey to graduating seniors on the main campus, Republic of Panama and Panama City (Florida) branch campuses, and the West Palm Beach off-campus site to document students' post-college plans. [[Senior Survey 2006-2011](#)] In 2012 the survey administration frequency was increased to administering each semester in order to increase the response rates and grow the dataset. Data from the survey detail employment rates and post-graduation statistics, including job location, industry, salary, and whether or not the job is related to the student's major. The Senior Survey is administered upon graduation and at 6 months following graduation. [[Senior Survey 2011-2012](#)] Students plans are primarily to find employment (67.4%) or pursue continuing education (25.8%). Of those seeking employment, 42.4% have secured employment, with 77% full-time employment and 63% related to their major. About one third of students credit the Career Center's services with assisting them in finding employment. [[Senior Survey Fall 2012 Preliminary](#)] Results from these surveys will assist in providing increasingly helpful support for our graduates, whether they seek employment or wish to pursue further education.

The Career Center's Employer Relations and Recruitment Services conducts annual surveys of organizations that use its on-campus recruitment services for the purpose of interviewing and hiring FSU graduates. Analyses by both academic major and industry list students registered, and offers reported and accepted. Many academic programs at the college, school, or departmental level track their graduates' employment successes and salaries through this annual survey. [[Salary & Hiring Data 2010-2011](#)]

The university also uses information on employment as part of its on-going program outcome assessment process. The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statute. Section 1008.39 Florida Statutes [[FETPIP Statute 1008.39](#)] to provide follow-up data on former students and others. The information describes civilian and federal employment and earnings in the state of Florida,

continuing education experiences, military service and other measures that help answer effectiveness questions. FETPIP, in conjunction with the state's Department of Education, publishes information by institution, program and level as it becomes available, annually. The most recent information is for 2010 and 2011. [[FETPIP FSU sus1011p](#)] Statewide performance provides a means of benchmarking university data. [[Employment FETPIP data 2009-2010 by degree program Benchmark FL universities](#)] However, FETPIP data are difficult for the university to use. They represent employment in Florida only. Since many FSU students along with those at the University of Florida and Florida A&M get employment after graduation, the data systematically underestimate student achievement.

Academic departments at the university also use employment as benchmarks of success. For example, Psychology and Statistics use employment rates for self-evaluation and program improvement. By looking at employment rates, these departments have been able to better track alumni and offer more direct networking opportunities for students and professionals in their fields. Both Psychology and Statistics documented their use of employment rates in the Institutional Effectiveness Portal. [[Institutional Effectiveness-Job Placement 2010](#)]

The FSU Career Center maintains the FSU Electronic Career Portfolio as a free resource for students on all FSU campuses as well as students in distance learning programs. The portfolio is designed to prepare students for the world of work by allowing them to plan for the future, reflect on their university experiences and document their collegiate work. This career resource enables students to showcase the skills they have developed by allowing them to input information into five experience categories - coursework, memberships/activities, volunteer work, jobs and internships. Students can see which skills they have developed so far and which skills they may want to concentrate on in the future. The portfolio allows students to create an online profile, build a skills matrix, upload their resume, and attach artifacts and examples of their work. Once students create their portfolios, they are able to share the portfolios electronically with faculty, prospective employers, or others. [[Career Portfolio User Guide](#)] The Career Center tracks usage statistics and has seen increases in the number of students using the portfolio with a 15% increase in 2011. [[Career Center Annual Report 2011](#)]

Notably, FSU students demonstrate pass rates on professional/Licensure exams that are higher than both national and state Benchmarks. This includes results in nursing, law and medicine. [[2013-14 Workplan BOG Exam First Time Pass Rates](#)]

### **Off-Campus Sites and Distance Learning**

The performance of undergraduate and graduate students at the university off-campus instructional site and on-line distance learning compares favorably with those on the main campus, in general. It typically exceeds the standards established in the relevant strategic plan outcomes.

Access varies considerably across the sites, both compared to main campus and to each other. West Palm Beach, Gainesville, Jacksonville, and Sarasota have fewer than

100 students. There are also fewer than 100 non-transient, full time undergraduate students in attendance at the Panama City, Republic of Panama campus. By way of comparison, Panama City, Florida has almost 1,000 students and nearly 3,000 are taking programs exclusively through on-line distance learning. There are almost 39,000 students on the main campus in Tallahassee. [[Enrollment by all OSIS location and DL only](#)]

State law ties much of the funding of the university to enrollment access. [[Florida Statute Enrollment Planning Funding 1011.90](#)] Overall enrollment targets are set for the university in the annual Appropriation Act passed by the Legislature. [[Enrollment Targets in State GAA for 2011-2012](#)] More far reaching targets are established in the annual university workplan, reviewed and approved by the Florida Board of Governors. [[2013-2014 Workplan BOG Enrollment Targets](#)] Targets for the off-campus sites and distance learning are subsumed within the overall access goals. In recent years, undergraduate enrollment growth has been set at 1% and graduate growth at 2%. These are been the typical targets for access with the exception of Panama City Florida and On-line Learning. [[20110301 Enrollment Meeting Booklet](#)]. Panama City has been given its own distinct targets in response to severe fiscal pressures in the 2009. [[2010 MEMORABDUM PC Self Supporting 2009](#)] On-line distance learning is also an exception. The university has typically been more concerned about the aggregate number of students and courses taken than just the numbers in programs. [[FSU 2012-2013 Workplan Distance Learning](#)]

By and large, the off-campus instructional sites have met their access targets. [[Enrollment by all OSIS location and DL only](#)] This clearly the case for main campus undergraduate enrollment, but less do for graduate enrollment which has lagged expectations. The MSW programs in Jacksonville and Gainesville has performed about as expected as has the MFA in Sarasota. [[MSW Enrollment by Location and Change](#)] Similarly Panama City, Republic of Panama has met its targets. Panama City, Florida has not done as well. A good portion of the items in the branch campus strategic plan can be read in terms of efforts designed to improve enrollment. [[2013 Strategic Plan 011713](#)] The situation with on-line distance learning is less clear. Most of the distance learning growth has come not in full programs but in student attendance in individual courses. [[ON-line Distance Learning Course Enrollment](#)] The associated planning and budgeting documents reflect this. [[ODL BudgetPlan Progress Report AY2013 14](#)] In all cases, efforts to plan access are on-going and of the greatest importance.

While access targets can be established, monitored and acted up at all the off-campus instructional sites and in distance learning, It is less easy to implement the university retention and graduation goals in the various locations and in the alternative mode of delivery. Of course, since the Animation and Digital Arts Bachelor's degree began only in 2012, neither retention nor graduation rates are available. Even for other sites, the conventional metric can be difficult to collect and misleading to use. For example, in the Republic of Panama most students are admitted as transients. They do not form a true cohort, but instead the figures are updated them every semester. While it is not impossible to generate such information to do so requires a series of parallel reports which they would have to be sorted out in order to get a representative number. The

campus has argued persuasively that such a number would be of little value.

The situation in Panama City, Florida is slightly different. Their students typically complete their degree programs within programs managed by the colleges on the main campus. Many of the individual courses are taught by faculty from the main campus travelling to Panama City. Students typically do not form cohorts that can be easily tracked or which can provide information for meaningful program improvement. Using the conventional measures and university standards, programs at Panama City, Florida fare about as well as those on the main campus but vary more by year. [[FSU PC AATrans Retention and Graduation](#)] This difficulty is similar to the one faced for on-line distance learning. Since students take on-line courses at their option, university statistics do not treat them as cohorts. As a result, retention/graduation reports are incommensurate with other such reports. Given the use of this alternative mode of delivery by students in many different circumstances, conventional indicators do not capture student performance very well. Instead, for distance learning, the campus focuses on persistence rates between courses. These approach and, in some reports, exceed 90% . [[Florida BOG online university study web site](#)]

Conventional measures such as those in the university strategic plan work better in sites that initiate cohorts of students. For example, the MSW offered by the university in Jacksonville and Gainesville can track the progress of their students well. The graduation rates vary by cohort from 76% to 100% with the median at around 90%, above the university goal. [[MSW Grad rate and retention by Locatorin and cohort](#)] So too for the MFA in Sarasota. Typically, the Asolo Conservatory for Actor Training admits 12 students per year. The average graduation rate is 92%, well above the university established goal.

The university complements typical measures of achievement with measures such as grade comparisons and student satisfaction. For example, a comparison of the grades given in courses offered on the main campus and those same courses offered on-line does not show any dramatic differences. [[Distance Learning compared course Grade Distribution rev](#)] Hence the university uses the same standards as for its strategic priorities where performance is normed against previous or similar results. A similar pattern is revealed when the comparison is between the two sets of grade distributions. [[Grade Distribution by DL v Campus 2012](#)] [[Grade Distribution by DL v Campus 2011](#)] This same analysis is done for off-campus instructional sites (except the MSW which is taught by Faculty also delivering the same face-to-face courses) [[Grade Distribution by Campus](#)]

The University also conducts student evaluations of courses and faculty each semester. [[Student Perception of Teaching course-evaluation-admini](#)] These reviews can be used to develop a sense of student satisfaction. For example, analysis by the Office of Distance Learning indicates a consistently high level of student satisfaction with the university's on-line distance programs. While the level does fall in some semesters, it remains well above 90%. [[DL Satisfaction Enroll2013](#)]






## **Overall**

Florida State University evaluates its success with respect to standard of student achievement in relationship to its mission through graduation rates, student retention data, performance on external examinations (including licensing exams), graduation surveys, and job placement rates.

#### Evidentiary Documents

-  [1998 and 2007 Grade Distribution Graphs rev 3.pdf](#)
-  [2010 MEMORANDUM PC Self Supporting 2009.pdf](#)
-  [2011 June UBAC Meeting Booklet.pdf](#)
-  [20110301 Enrollment Meeting Booklet.pdf](#)
-  [2013 Strategic Plan 011713.pdf](#)
-  [2013-14 Workplan BOG Exam First time Pass Rates.pdf](#)
-  [2013-14 Workplan BOG Enrollment Targets.pdf](#)
-  [2013-14 Workplan Template Master 20130517.pdf](#)
-  [ACE Annual Report - 2011-2012.pdf](#)
-  [ACE Mission and Goals 2012.pdf](#)
-  [Attrition Survey 2012.pdf](#)
-  [BOG Rule 1 001\(3\)\(d\)Work Plan and Accountability Report.pdf](#)
-  [BOG Rule 2.002 Work Plan And Annual Report.pdf](#)
-  [CARE Retention and Graduation Rates.pdf](#)
-  [Career Center Annual Report 2011.pdf](#)
-  [Career Portfolio User Guide.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Common Data Set 2001-02.pdf](#)
-  [Common Data Set 2011-12.pdf](#)
-  [Distance Learning compared course Grade Distribution\\_rev.pdf](#)
-  [DL Satisfaction Enroll2013.pdf](#)
-  [Employment FETPIP data 2009-2010 by degree program Benchmark FL universities.pdf](#)
-  [English\\_QER\\_booklet\\_Spring 2012.pdf](#)
-  [Enrollment by all OSIS Location and DL only.pdf](#)
-  [Enrollment Management Minutes 2012.pdf](#)
-  [Enrollment Management Minutes 2013.pdf](#)
-  [Enrollment Targets in State GAA for 2011-2012.pdf](#)
-  [Excess Hours SUS Summary 2010-11.pdf](#)
-  [Fall 2012 Senior Survey Prelim Summary.pdf](#)
-  [FETPIP FSU sus1011p.pdf](#)
-  [FETPIP Statute 1008\\_39.pdf](#)
-  [Florida BOG online\\_university study web site.pdf](#)
-  [Florida State University College Portrait.pdf](#)
-  [Florida Statute Enrollment Planning Funding 1011.90.pdf](#)
-  [Florida Statutes 1001.706\(5\)\(b\) and \(5\)\(c\) BOG Strategic and Accountability Plan.pdf](#)
-  [Florida Statutes 1008.46 State Accountability Plan.pdf](#)

-  [FSU 2012-13 Workplan Distance Learning.pdf](#)
-  [FSU Annual Report 2010-11.pdf](#)
-  [FSU Fact Book 2011-12.pdf](#)
-  [FSU Fact Book Retention & Graduation rates FTIC 2004-05.pdf](#)
-  [FSU Fact Book Retention & Graduation rates Transfers 2004-05.pdf](#)
-  [FSU Strategic Plan 2008-13.pdf](#)
-  [FSU Work Plan Update 2011.pdf](#)
-  [FSUPC\\_AATrans\\_Retention and Graduation rev.pdf](#)
-  [GEMC Sign-In Sheet.pdf](#)
-  [Grade Distribution by Campus.pdf](#)
-  [Grade Distribution by DL v Campus 2011.pdf](#)
-  [Grade Distribution by DL v Campus 2012.pdf](#)
-  [Graduate Enrollment Management Minutes 2011.pdf](#)
-  [Graduate Enrollment Management Minutes 2013.pdf](#)
-  [Institutional Effectiveness-Accounting 2010.pdf](#)
-  [Institutional Effectiveness-Job Placement 2010.pdf](#)
-  [Institutional Effectiveness-Law 2010.pdf](#)
-  [Institutional Effectiveness-Medicine 2010.pdf](#)
-  [Institutional Effectiveness-Nursing 2010.pdf](#)
-  [IR Graduation Model - Masters.pdf](#)
-  [Living Learning Communities.pdf](#)
-  [Longitudinal Mapping Data PC Campus.pdf](#)
-  [MAP Economics 2012.pdf](#)
-  [MAP Stop Email Language.pdf](#)
-  [Mapping and Hours to Degree Analyses.pdf](#)
-  [Mapping and Hours to Degree by Major 2008.pdf](#)
-  [Mapping Program Overview.pdf](#)
-  [May 2 2013 UBAC Meeting Booklet \(2\).pdf](#)
-  [May 2 2013 UBAC Meeting Booklet Enrollment Levels 2004 through 2013 - Copy.pdf](#)
-  [MSW Enrollment by Location and Change - Copy.pdf](#)
-  [MSW Grad rate and retention by Location and cohort - Copy.pdf](#)
-  [NSSE Advising Report 2012.pdf](#)
-  [ODL Budget Plan Progress Report AY 2013 14 - Copy.pdf](#)
-  [On-Line Distance Learning Course Enrollment - Copy.pdf](#)
-  [ONF Program 2012.pdf](#)
-  [Retention Dashboard.pdf](#)
-  [Salary & Hiring Data 2010-2011.pdf](#)
-  [Senior Survey 2006-2011.pdf](#)
-  [Senior Survey 2012.pdf](#)
-  [SLO Masters in Accounting Example - Copy.pdf](#)
-  [Strategic Plan 2009-13.pdf](#)
-  [Strategic Plan Priorities Measures 2010 through 2012 - Copy.pdf](#)
-  [Student Perception of Teaching course-evaluation-admini.pdf](#)

-  [Undergraduate Enrollment Management Committee Members.pdf](#)
-  [Undergraduate Studies Contact History by Office 2011-2012 Sheet1.pdf](#)
-  [Working the Issue, p.20.pdf](#)
-  [Working the Issue, p.28.pdf](#)
-  [Working the Issue, p.34.pdf](#)

**4.2** The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. **(Program Curriculum)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The curriculum of Florida State University reflects the University's mission as an institution dedicated to preserving, expanding and disseminating "...knowledge in the science, technology, art, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts" [[FSU General Bulletin, 2012-13, pg. 51](#)] [[FSU Graduate Bulletin, 2012-13, pg. 51](#)]. To further support our efforts, the University offers a full range of certificate, baccalaureate, graduate, and professional programs across sixteen academic colleges [[FSU General Bulletin, 2012-13 pg. 25](#)] [[FSU Graduate Bulletin, 2012-13, pg. 25](#)] [[Chapter No. 2013-27, p. 67](#)].

At the undergraduate level, all degree programs include a state mandated general education core curriculum designed to expose students to a wide array of disciplines and options, regardless of their major [[FI Statute 1007.25 General education; common prerequisites; other degree requirements, \(3\), \(8\)](#)]. The undergraduate curriculum is designed to disseminate knowledge in keeping with the university mission. The University *Undergraduate Bulletin* addresses the fundamental link between the University liberal arts mission and the degree program in its introductory statement to the Liberal Studies Program section,

"...a university education should foster in the student a spirit of free inquiry into humane values, while developing the mind as an instrument of analysis and synthesis. Essential to the student's quest for knowledge and to responsible participation in society is an understanding of one's self and of the natural and social environment." [[FSU General Bulletin, 2012-13, pg. 90](#)].

At the graduate level, this spirit of exploration and liberal arts approach is subtle yet is present in the general introductory text for both the master's and doctoral program information. The graduate curriculum both disseminates knowledge and aims to inculcate in students the sense that they will be expanding knowledge in keeping with the university mission. The *Graduate Bulletin* section, "Requirements at the Master's level" states that students are expected to,

"...to demonstrate an understanding and make sense of the core knowledge needed to function in their professional field. Master's level students are expected to demonstrate an understanding of the research process, and/or creative or problem-solving activity or application of the knowledge appropriate to their discipline." [[FSU Graduate Bulletin, 2012-13, pg. 85](#)]

A similar point is made in the *Graduate Bulletin* section "Requirements of Doctor of



Philosophy".

"The PhD is a research degree designed to produce the critical scholar. The degree is granted only to students who: 1) 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." [[FSU Graduate Bulletin, 2012-13, pg. 86](#)]

In addition, certificates offered at both the undergraduate and graduate level provide instruction consistent with our mission. At the graduate level, several certificates are related to our research role. They include the Graduate Certificates in Program Evaluation, Institutional Research, Online Instructional Development, Measurement and Statistics and Preparing Future Faculty. [[List of Certificates July 2012](#)]

At each level, the curriculum is developed and maintained in accordance with the principles of the State of Florida [[BOG regulation 8.011 new programs](#)], the policies of the University Curriculum Committee [[Faculty Senate Bylaws, pg. 8](#)], as well as the respective Undergraduate and Graduate Policy committees [[Faculty Senate Bylaws, Undergraduate Policy Committee, pg. 7](#)] [[Faculty Senate Bylaws, Graduate Policy Committee, pg. 5](#)] of the FSU Faculty Senate [[FSU Constitution, pg. 3](#)]. The Faculty Senate Liberal Studies Coordinating Committee [[Faculty Senate Bylaws, pg. 6](#)] is responsible for working with the regular standing committees and ensuring that the liberal studies aspects of the University mission are adequately represented across all levels. The University Curriculum Committee approves all new courses, changes, or deletions of existing courses [[Curriculum Committee and Undergraduate Policy Manual, pg. 4, rev 09/09](#)] and considers curricular policies and procedures at both the undergraduate and graduate levels, ensuring that course offerings are appropriate to the level at which they are offered.

At the undergraduate level, the design of the general-education curriculum clearly reflects the University's liberal-arts base. The Undergraduate Policy Committee regularly reviews individual courses in the liberal-studies program for compliance with program criteria. This review includes determining the criteria for approval of new courses that are developed to satisfy specific University degree requirements [[Curriculum Committee and Undergraduate Policy Manual, pg. 8, rev 09/09](#)]. Beyond the liberal studies core courses required for all undergraduate degree, the college, major and minor degree curricular requirements are developed by department and college level faculty committees for final review and approval by the University Curriculum Committee. All graduate curriculums follow a similar program from departmental, subject area, or college curriculum committees for submission to the University Curriculum Committee.

The chair of the Curriculum Committee also serves as a committee member on the Distance Learning Policy Committee [[Faculty Senate Bylaws, Distance Learning Committee, pg. 4](#)]. In this capacity, the Curriculum Committee ensures that any courses

developed as distance learning or hybrid courses are done so in a manner consistent with the University policies and procedures and are appropriate for the certificates and degrees awarded by the institution. Questions of discipline or institutional appropriateness are raised with the academic units or appropriate policy committees before courses are approved and offered. University degree programs that were approved originally as face-to-face may not be converted to online programs without a review process. This includes submitting either an updated curriculum request form documenting the online delivery modes and technology or submitting proposals that document how the degree curriculum will be converted to an online or distance learning format [[Sample Alternate Modes of Instruction form](#); [Proposal to Offer Existing Undergraduate Degree online, section 3](#)] [[Proposal to Offer Existing Graduate Degree Program online, section 3](#)].






### Quality Enhancement Review Process









Per Board of Governor regulation [[BOG regulation 8.015 program review](#)] and University policy, each department undergoes a Quality Enhancement Review every seven years, and these reviews are coordinated with external accreditation reviews for those programs that require professional accreditation [[QER manual 2012, pgs. 3-7](#)]. The review process includes providing specific data about the unit accomplishments, faculty evaluations [[SUSSAI spreadsheet](#)], enrollment data [[Enrollment tables](#)] and for those programs offering doctoral degrees, data about the doctoral completion rates [[Doctoral Completion tables](#)].

As part of this review, a peer evaluator is brought to campus to evaluate the department and its degree programs, including the currency and appropriateness of degree requirements. For graduate degree programs, this process also incorporates review by the FSU Graduate Policy Committee, which determines whether programs conform to University-wide requirements and to established practices of the relevant field of study. The Undergraduate Policy Committee has a similar review process for an undergraduate program for which concerns are raised during the QER process.

The policies and procedures noted above apply University-wide, regardless of the campus, site or mode of delivery. Recently the Graduate Policy Committee approved a standardized review form for graduate programs offered at campuses and sites other than the main campus [[GPC minutes 4-1-2013](#)]. This new approval process is reflected in the minutes from April 22, 2013 where the GPC discussed the proposal for an MS in Internal Affairs at the Republic of Panama campus [[GPC minutes 4-22-2013](#)].

#### Evidentiary Documents

-  [BOG Regulation 8.011\\_new\\_programs.pdf](#)
-  [BOG Rule 8.015 program review.pdf](#)
-  [Certificate Programs July 2013.pdf](#)
-  [Chapter No. 2013-27.pdf](#)
-  [Curriculum Committee and Undergraduate Policy Manual, rev 9-09.pdf](#)

-  [DoctoralCompletionTables.pdf](#)
-  [EnrollmentTables.pdf](#)
-  [Faculty Senate Bylaws.pdf](#)
-  [FI Statute 1007.25 General education - common prerequisites - other degree requiements.pdf](#)
-  [FSU Constitution.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [GPC\\_ minutes 4-22-2013.pdf](#)
-  [GPC\\_ minutes 4-1-2013 marcus.pdf](#)
-  [Proposal to Offer Existing Graduate Degree Online.pdf](#)
-  [Proposal to Offer Existing Undergraduate Degree Online.pdf](#)
-  [QER Manual 2012.pdf](#)
-  [Sample Alternate Modes of Instruction form.pdf](#)
-  [SUSSAI spreadsheet.pdf](#)

**4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of Policies)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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The University publishes annually the policies and requirements related to academic issues in the *General Bulletin* and the *Graduate Bulletin*. Each bulletin covers topics appropriate to the level of the student (undergraduate or graduate) and details, among other things:

- University and academic calendars [[FSU General Bulletin 2012-13, pg. 9](#)] [[FSU General Bulletin 2012-13, pg. 11](#)] [[FSU Graduate Bulletin 2012-13, pg. 9](#)] [[FSU Graduate Bulletin 2012-13, pg. 11](#)],
- Accreditation status [[FSU General Bulletin 2012-13, Accreditation, pg. 57](#)] [[FSU Graduate Bulletin 2012-13, pg. 57](#)],
- Admission policies [[FSU General Bulletin 2012-13, pg. 59](#)] [[FSU Graduate Bulletin 2012-13, pg. 59](#)],
- Refund policies [[FSU General Bulletin 2012-13, Refund of Fees, pg. 70](#)] [[FSU Graduate Bulletin 2012-13, pg. 70](#)],
- University grading [[FSU General Bulletin 2012-13, Grading System, pg. 101](#)] [[FSU Graduate Bulletin 2012-13, pg. 94](#)].

The university produces three supplementary editions of the *General Bulletin* known as the *Registration Guide* each year, one for the spring, summer, and fall semesters. This document contains semester-specific information including, but not limited to:

- Academic calendar [[Spr 12 Academic Calendar](#)] [[Sum 12 Academic Calendar](#)] [[Fal 12 Academic Calendar](#)]
- Fee Information [[Spr 12 Fee Information](#)] [[Sum 12 Fee Information](#)] [[Fal 12 Fee Information](#)]
- Policies and procedures for withdrawal or cancellation [[Spr 12 Registration Information pg. 3-4](#)] [[Sum 12 Registration Information pg. 3-4](#)] [[Fal 12 Registration Information pg. 3-4](#)],
- Refund of fees [[SFS Tuition Refund Policy](#)] [[Spr 12 Fee Information](#)] [[Sum 12 Fee Information](#)] [[Fal 12 Fee Information](#)].

A number of University websites either link directly to or summarize the policies notes above. Below are websites of two key offices with a primary responsibility for tuition

collection and withdrawal:


















- Tuition Refunds, Office of Student Financial Services [[SFS Tuition Refund Policy](#)]
- Office of Withdrawals [[Office of Withdrawals homepage](#)]

The University also maintains and publishes the online Student Policy Handbook [[online Student Policy Handbook](#)] which provides information about general policies such as General Academic Appeals [[General Academic Appeals](#)], and links to the academic calendars and *General Bulletins* noted above.

All of these documents are published to the Internet for use and reference by the university faculty, staff, and students, as well as the general public.

These policies and deadlines apply to all campuses and sites operated by the University (Panama City [[Panama City- academics](#)], Republic of Panama [[Republic of Panama - Academics](#)]; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville), regardless of delivery mode.

#### Evidentiary Documents

-  [Fall 12 Academic Calendar.pdf](#)
-  [Fall 12 Fee Information.pdf](#)
-  [Fall 12 Registration Information.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [General Academic Appeals.pdf](#)
-  [Office of Withdrawal homepage.pdf](#)
-  [online Student Policy Handbook, rev 8-17-12.pdf](#)
-  [Panama City Campus academics.pdf](#)
-  [Republic of Panama Academics.pdf](#)
-  [SFS Tuition-Refund-Policy.pdf](#)
-  [Spring 12 Academic Calendar.pdf](#)
-  [Spring 12 Fee Information.pdf](#)
-  [Spring 12 Registration Information.pdf](#)
-  [Summer 12 Academic Calendar.pdf](#)
-  [Summer 12 Fee Information.pdf](#)
-  [Summer 12 Registration Information.pdf](#)

**4.4 Program length is appropriate for each of the institution's educational programs. (Program Length)**

Compliance

Partial Compliance

Non-compliance

**Narrative**

A list of degree programs offered at the University along with the required hours is published in both General and Graduate Bulletins [[FSU General Bulletin 2012-13, pg. 25](#); [FSU Graduate Bulletin 2012-13, pg. 25](#)]. This information can also be found online at the Degree program inventory link in the Office of Institutional Research [[IR Degree Program website](#); [Degree program inventory, rev 07-31-12](#)]. These policies and deadlines apply to all off-campus instructional sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Plan Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida), regardless of delivery mode.














As a public state institution, Florida State University is subject to the provisions of Florida Statute 1007.25 [[Florida Statute 1007.25 General education; common prerequisites; other degree requirements](#)], for undergraduate degrees. Per statute, the University may only require 60 hours for associate of arts certificates and 120 hours for bachelor's degrees. In select cases, the University may petition for an exception to the 120 hour per Board of Governor's regulation [[BOG Regulation 8.014 Bachelor degree exception to 120 hour credit hour requirements](#)]. These exceptions must be approved by the Board of Governors before they may be offered to students.

Greater flexibility is allowed at the graduate level due to discipline-specific requirements. Master's programs comply with the university-wide minimum requirement of 30 hours for all Colleges, except the College of Law; the Master of Law Letters is a 24-hour program. This program length is consistent with the national trend of other law schools that offer this type of degree. [[Columbia LLM](#)] [[Georgia LLM](#)] [[Harvard LLM](#)] [[George Washington LLM](#)] [[Wake Forest LLM](#)] Doctoral degrees require a minimum of 30 hours for the master's' degree plus 24 hours of dissertation. In addition to the initial thirty hours for the core mastery courses and the dissertation hours, most programs require additional course work in research and analysis methods, or, for fine arts, demonstration of performance and creative talent appropriate to the field. This usually results in the student completing anywhere from 60 to 90 hours total for the doctorate. Doctoral programs generally require a minimum of 24 graduate hours in any period of 12 consecutive months for doctoral programs. The *Graduate Bulletin* explains, "The intent of the residency requirement is to ensure that doctoral students contribute to and benefit from the complete spectrum of educational, professional, and enrichment opportunities provided on the campus of a comprehensive university" [[Graduate Bulletin 2012-2013, pg 87](#)]. There is no university-wide minimum course requirement at the doctoral level beyond that implied by the residency requirement.

Academic units must follow a documented process to create, modify, or discontinue

degree programs. Faculty within the department or college originate the requests that are coordinate by the Office of the Vice President for Faculty Development and Advancement. Florida Board of Governors regulations specifies for state universities the minimum criteria, standards, and program length that must be met and documented for the creation of new degree programs. Florida Statute 1007.25 noted above and Board of Governor's regulation 8.011 [[BOG Regulation 8.011 New programs](#)] set forth the minimum criteria that must be addressed when proposing new degree programs, whether they are undergraduate or graduate programs. The Board of Governors also mandates periodic reviews of existing degree programs [[BOG Regulation 8.015 Academic Program Reviews](#)]. This process has been adopted at the institution level in the Quality Enhancement Review (QER) process [[QER Manual 2012 Final](#)]. For example, the narrative response for CR 2.7.1, Program Length, explains the use of the Self-Assessment/Outside Assessment components of the Quality Enhancement Review (QER), which relies on external peer reviews that can include review of external accrediting agencies [[IR QER report list](#)] and includes an assessment as to whether the curriculum conforms to disciplinary norms. Within the University, the Faculty Senate and its standing Undergraduate [[Faculty Senate Bylaws, pg. 7](#)] or Graduate Policy Committees [[Faculty Senate Bylaws, pg. 5](#)], ensure that the programs are academically appropriate and meet the state requirements regardless of mode or location of delivery. [[Masters in International Affairs at FSU Panama Campus](#)] [[GPC minutes 4-22-13](#)]

#### Evidentiary Documents

-  [BOG Regulation 8 011 new programs 2011.pdf](#)
-  [BOG Regulation 8.014 Bachedor degree exception to 120 credit hours requirement.pdf](#)
-  [BOG Regulation 8.015 Academic Program Review.pdf](#)
-  [Columbia LLM.pdf](#)
-  [Degree Progam Inventory, rev 07-31-12.pdf](#)
-  [Faculty Senate Bylaws.pdf](#)
-  [FI Statute 1007.25 General education - common prerequisites - other degree requiements.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [Georgia LLM.pdf](#)
-  [GPC minutes 4-22-2013.pdf](#)
-  [Harvard LLM.pdf](#)
-  [IR degree program website.pdf](#)
-  [LL.M George Washington.pdf](#)
-  [Masters in International Affairs at FSU Panama Campus.pdf](#)
-  [QER Manual 2012 Final.pdf](#)
-  [Wake Forest LLM.pdf](#)

**4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.") **(Student Complaints)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

Florida State University has clear and comprehensive policies and procedures for addressing written student complaints, and these policies are administered fairly and are publicized widely. Because students interact with many parts of the University structure, this response will focus on written complaints that relate to both academic and non-academic issues. It will also demonstrate that the University follows those established procedures in resolving complaints by providing examples of written complaints and logs containing student complaints.

### **General Principles Governing the Handling of Student Complaints**

Several important principles govern the handling of written student complaints, principles that are in alignment with the Seminole Creed, which reflects the moral standards and values of our academic community. These values include respect for others and the acceptance that universities are places where the exercise of academic freedom involves both assent and dissent. [[A Summons to Responsible Freedom](#)] The principles governing Florida State University's handling of complaints include: beginning the resolution attempt 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); attempting to resolve each complaint 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); handling complaints professionally throughout the various campus locations; making the procedures for resolving complaints readily available to students; and ensuring that complaint-resolution processes are presented in ways that make them readily accessible and understandable to students.

The history of close collaboration between academic affairs and student affairs at Florida State University also affects the quality of student complaint resolution at the institution. This cooperative relationship between the student affairs and academic affairs divisions is evidenced by joint ventures such as the Student Situation Resolution Team, which monitors students of concern [[SSRT Guiding Document](#)]; our Global Pathways Program, in which students experience a mix of academic and student-activity oriented international experiences [[Global Pathways](#)]; and our Enrollment Management Committee, which addresses systemic problems affecting the recruitment and retention of students with the active participation of our University Ombudsperson. [[Enrollment Management Minutes](#)] In addition to the written forms of dissemination described below for each complaint policy/procedure, students are often guided to the relevant policy or procedure by an instructor, by the University Student Ombudsperson



[\[FSU General Bulletin 2012-13, p.82\]](#) [\[Florida Student Ombudsman Statute 1006.51\]](#) [\[BOG Student Ombudsman Regulation 6.011\]](#) [\[Student Ombudsman Website\]](#), or by a member of the Dean of Students Department. [\[Dean of Students Webpage\]](#) Recently, the University adopted an online reporting system called “Ethicspoint” which allows for online anonymous reporting of fraud, waste, discrimination, and other concerns. The system is open to all members of the community, including faculty, staff, and students. [\[Ethicspoint\]](#)

Unless otherwise noted, each off-campus site where students receive instruction (e.g., branch campuses in Panama City, FL and Panama; the Asolo Conservatory for Actor Training in Sarasota; Animation and Digital Arts in West Palm Beach; and Social Work master’s degree programs in Gainesville and Jacksonville), including courses taught at a distance, implements these policies as described, with two exceptions: the “meeting” might occur through the use of some technology (e.g., through email, phone, chat, Skype) instead of in person; and the specific person who handles an investigation might include someone on the branch campus. Examples of these types of procedural variations at off-campus sites will be provided.

### **Academic Complaints**

The Florida State University Faculty Senate [\[FSU Constitution\]](#) has final authority over all academic policy, with the exception of the authority shared evenly with the Student Government Association [\[Constitution of the Student Body\]](#) for oversight of the Academic Honor Policy. The Office of Faculty Development and Advancement (formerly the Office of the Dean of the Faculties) [\[OFDA Website\]](#) coordinates with the academic deans to ensure fair and consistent implementation of those policies. The academic Honor Policy applies to all distance learning international and other off-campus instructional sites. [\[VPFDA Reminder memo Important Policies Fall 2012\]](#) [\[Distance Learning Conflict Resolution\]](#)

The Grade Appeals System [\[FSU General Bulletin 2012-13, p.82\]](#) is invoked 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), whose charge is to determine whether the case merits further review by a student/faculty committee drawn from members of the department. Department chairs across campus are responsible for implementing the grade appeals policy, and procedural appeals may be lodged with the Student Academic Relations Committee of the Faculty Senate. [\[FSU General Bulletin 2012-13, p.82\]](#) No such procedural appeal has been lodged since the revision of the Grade Appeals System in 2005, which clarified the criteria for grade appeals and simplified the process for students and department chairs.

The Grade Appeals System is disseminated to faculty through the Vice President for

Faculty Development and Advancement's annual memo regarding important academic policies [[Important Policies 2012](#)] and to students through its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2012-13, p. 82](#)] [[FSU Graduate Bulletin 2012-13, p. 82](#)] as well as the Online Student Policy Handbook. [[Student Handbook](#)] 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 [[Grade Appeals FDA](#)] [[Grade Appeals Flowchart](#)], in addition to being highlighted on relevant websites. [[Grade Appeal Example](#)]

General complaints involving academic treatment of students by faculty members (as well as decisions made by academic administrators in the academic colleges that students believe were made unprofessionally) follow the General Academic Appeals Process. [[FSU General Bulletin 2012-13, p.82](#)] [[Student Grievance Flowchart](#)] This straightforward process call for resolution of a complaint at the lowest level possible, 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 at that level, the student is invited to elevate the complaint to individuals with increasing levels of authority (e.g., chair, dean, then members of the central administration). Finally, the student may request referral to the Faculty Senate Student Academic Relations Committee, or SARC [[FSU General Bulletin 2012-13, p.82](#)] [[SARC Complaint Form](#)]. SARC conducts a thorough investigation of the student's complaint and makes a recommendation to the Provost for final agency action. [[SARC Procedures](#)] [[SARC Complaint Example](#)] [[SARC Decision Example](#)] SARC members are faculty appointed by the Faculty Senate Steering Committee, and those with a perceived conflict of interest in a particular student situation are recused from serving on that case. The faculty member who chairs SARC provides an annual report to the Faculty Senate on the activities of the Committee. [[SARC Report](#)] Information regarding the General Academic Appeals Process is disseminated to faculty through the Vice President for Faculty Development and Advancement's annual memo regarding important academic policies [[Important Policies 2012](#)] and to students through its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2012-13, p. 82](#)] [[FSU Graduate Bulletin 2012-13, p. 82](#)] and the Online Student Policy Handbook [[Student Handbook](#)], in addition to being highlighted on relevant websites. SARC records are maintained for a minimum of five years by the Office of Faculty Development and Advancement.

The university has a published policy that outlines specific procedural deviations from the General Academic Appeals Process because of location away from the main campus. [[FSU General Bulletin 2012-13, p. 82](#)]

In a limited number of cases, students utilize the Academic Honor Policy [[Academic Honor Policy](#)], which codifies the University's expectations for students regarding academic integrity, to address their concerns about a classmate's behavior. [[AHP Example](#)] The Office of Faculty Development and Advancement coordinates implementation of the Academic Honor Policy, which is overseen by a faculty and student committee appointed by Faculty Senate and Student Senate, respectively. Modification of the implementation of the Academic Honor Policy enable administrators to convene hearings on-site [[Panama City AHP](#)]. 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 2012](#)] and to students by its annual publication in both versions of the General Bulletin [[FSU General Bulletin 2012-13, p. 79](#)] [[FSU Graduate Bulletin 2012-13, p. 79](#)] and the Online Student Policy Handbook [[Student Handbook](#)], in addition to being highlighted on relevant websites. The policy and a flowchart outlining the process is also available to students and instructors on the Office of Faculty Development website. [[Academic Honor Policy FDA Site](#)] [[Academic Honor Policy Flowchart](#)] The Academic Honor Policy is also emphasized annually during Orientation and New Student Convocation and is required by the Faculty Senate Curriculum Committee [[Curriculum Committee](#)] to be included in the syllabus for each course taught. As proscribed by policy, records of Academic Honor Policy cases not resulting in dismissal or expulsion are kept by the Dean of Students Department for five years beyond the date of a final decision; records of dismissals and expulsions are retained indefinitely.

### **Non-Academic Student Complaints**

In addition to helping channel and resolve student academic complaints [[Student Complaint Routes](#)], the University Ombudsperson also assists in resolving non-academic complaints such as those represented by the following example. [[Ombudsperson Example](#)]

The highly trained and professional staff in the Dean of Students Office, part of the Division of Student Affairs [[Dean of Students Webpage](#)], deals with the bulk of non-academic student complaints, which involve a myriad of issues. Assistance from staff usually results in an informal resolution (see an example in the Dean of Students Complaint Log below), although some of the formal processes under the Dean of Student's authority may be invoked by a student to address his or her complaint. At times, students report alleged violations of the Student Conduct Code that result in disciplinary charges being filed by the University. [[Student Conduct Code Example](#)] In keeping with the values expressed in the Seminole Creed [[FSU General Bulletin 2012-13, p. 79](#)]. The Student Conduct Code [[Student Conduct Code](#)] promotes responsible freedom and the balance between students' rights and responsibilities as members of the university community. The Code covers both individual student behavior as well as the conduct of students within recognized student groups. [[Student Conduct Board](#)] [[Greek Conduct Board](#)] The report of individual cases for the 2011/12 academic year [[SRR Statistics](#)] indicates the high level of activity within this well-managed process. The Student Conduct Code is disseminated to students through its annual publication in the Online Student Policy Handbook [[Student Handbook](#)], in addition to being highlighted on relevant websites. The Code is also emphasized to new students annually during Orientation and New Student Convocation. Records of all Student Conduct Code cases in which a student is found "responsible" are retained in the Office of Student Rights and Responsibilities, Dean of Students Department, for five years, except in the case of dismissals and expulsions, which are kept indefinitely.

Two of the most serious types of written student conduct complaints involve alleged hazing and alleged sexual violence. The University's Hazing Education Initiative

received national attention in 2010 when it received Zeta Tau Alpha's Award for Innovation in Hazing Prevention and Education. [[Hazing National Award](#)] [[Zeta Tau Alpha Award Submission](#)] [[Hazing Report Form](#)] The Victim Advocate Program supports students and other members of the university community who become victims of crime, including sexual violence. Advocates are available around the clock to assist students. [[Victim Advocate Program](#)] [[Victim Advocate Program FAQs](#)] The Florida State University Police Department investigates all matters involving alleged violations of criminal law and works closely with the Victim Advocate Program to assist student victims who choose to file a written complaint. [[FSUPD Investigations](#)]

In addition, the Vice President for Student Affairs Office keeps a log of student complaints that come to the Vice President's attention. Staff members in both the Office of the Vice President for Student Affairs and the Dean of Students Office collaborate with academic affairs administrators in the colleges or in the Office of Faculty Development and Advancement to address student complaints in the most effective manner possible. Complaints logged by both the Dean of Students Department and the Vice President's Office show that some complaints, such as the first example in the Dean of Students Log, are appropriately referred to an academic administrator under the General Academic Appeals Process. Others illustrate the roles of these two offices as advocates to help students solve problems that arise in other offices such as Financial Aid. [[Dean of Students Complaint Log Example](#)] [[VP Student Affairs Complaint Log 2012](#)] [[VP Student Affairs Complaint Log 2013](#)]

Certain students may file grievances based on allegations of discrimination as a result of their membership in a protected class under federal equal opportunity laws. The attached log of student discrimination complaints received by the Office of Equal Opportunity and Compliance shows that students at the FSU-Panama City Florida branch campus are able to access the same complaint process as students on main campus. [[Student Discrimination Complaint Log 2011-13](#)] 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. [[Equal Opportunity and Compliance](#)] Student complaints of alleged sexual harassment against fellow students are investigated by the Dean of Students [[Title IX Flowchart](#)]. Investigation of these reports is guided by our Sexual Harassment Policy, which provides multiple reporting avenues, a prohibition against retaliation for allegations reported in good faith, and clear procedures for reporting and investigation of complaints. [[Sexual Harassment Policy](#)] Students are directed to report allegations of discrimination based on race, ethnicity, religion, color, national origin, sexual orientation, or gender to the Office of Equal Opportunity and Compliance if they involve complaints against a faculty or staff member and to the Dean of Students if they involve complaints against a fellow student. Instances of these types of complaints are also monitored by the Center for Leadership and Social Change. [[Discrimination Monitoring Report Form](#)]


















Student grievances based on alleged disability discrimination are handled by the Dean of Students Department, with the Student Disability Resource Center conducting the initial investigation. [[Disability Grievance Procedure](#)] Information regarding these processes is disseminated through publication in both versions of the Bulletin [[FSU](#)









































[General Bulletin 2012-13, p. 13](#) [[FSU Graduate Bulletin 2012-13, p. 13](#)] and the Online Student Policy Handbook [[Student Handbook](#)], in addition to being highlighted on relevant websites. On the Republic of Panama campus, the Vice Rector serves in the capacity similar to the Student Disability Resource Center on the main campus. Records involving discrimination complaints are kept, either by the Office of Equal Opportunity and Compliance or by the Dean of Students Department, for four anniversary years after final action, provided applicable audits have been released and resolved.

If a student wishes to complain to external agencies regarding the University's actions, both the State University System's Board of Governors complaint process [[BOG Complaint Form](#)] and the Southern Association of Colleges and Schools' complaint procedures are listed in the Online Student Policy Handbook. [[Student Handbook](#)]

The evidence shows that Florida State University has a comprehensive and well-designed set of policies and procedures to address written student complaints. The evidence also shows that those policies and procedures are disseminated widely to the campus community and are followed in resolving student complaints. These policies and procedures are applicable to all students who receive instruction by Florida State University, sometimes with minor deviations, regardless of the location or instructional delivery mode. Under a recent university policy the Dean of Students Office maintains a centralized log of written student complaints. [[Policy on Central Written Student Complaint Log](#)] The log provides information on complaints filed, the process used to resolve the complaint, its outcome and the date of resolution.

#### Evidentiary Documents

-  [A Summons to Responsible Freedom.pdf](#)
-  [Academic Honor Policy FDA Site.pdf](#)
-  [Academic Honor Policy Flowchart.pdf](#)
-  [Academic Honor Policy.pdf](#)
-  [AHP Example.pdf](#)
-  [BOG Complaint Form.pdf](#)
-  [BOG Student Ombudsman Regulation 6.011.pdf](#)
-  [Constitution of the Student Body.pdf](#)
-  [Curriculum Committee.pdf](#)
-  [Dean of Students Complaint Log Example.pdf](#)
-  [Dean of Students Webpage.pdf](#)
-  [Disability Grievance Procedure.pdf](#)
-  [Discrimination Monitoring Report Form.pdf](#)
-  [Enrollment Management Minutes.pdf](#)
-  [Equal Opportunity and Compliance.pdf](#)
-  [Ethicspoint.pdf](#)
-  [Florida Student Ombudsman Statute 1006.51.pdf](#)

-  [FSU Constitution.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSUPD Investigations.pdf](#)
-  [Global Pathways.pdf](#)
-  [Grade Appeal Example.pdf](#)
-  [Grade Appeals FDA.pdf](#)
-  [Grade Appeals Flowchart.pdf](#)
-  [Greek Conduct Board.pdf](#)
-  [Hazing National Award.pdf](#)
-  [Hazing Report Form.pdf](#)
-  [Important Policies 2012.pdf](#)
-  [ODL Conflict Resolution.pdf](#)
-  [OFDA Website.pdf](#)
-  [ombudsman webpage.pdf](#)
-  [Ombudsperson Example.pdf](#)
-  [Panama City AHP.pdf](#)
-  [Policy on Central Written Student Complaint Log.pdf](#)
-  [SARC Complaint Example.pdf](#)
-  [SARC Complaint Form.pdf](#)
-  [SARC Decision Example.pdf](#)
-  [SARC Procedures.pdf](#)
-  [SARC Report.pdf](#)
-  [Sexual Harassment Policy.pdf](#)
-  [SRR Statistics.pdf](#)
-  [SSRT Guiding Document.pdf](#)
-  [Student Complaint Routes.pdf](#)
-  [Student Conduct Board.pdf](#)
-  [Student Conduct Code Example.pdf](#)
-  [Student Conduct Code.pdf](#)
-  [Student Discrimination Complaint Log 2011-13.pdf](#)
-  [Student Grievance Flowchart.pdf](#)
-  [Student Handbook.pdf](#)
-  [Title IX Flow Chart.pdf](#)
-  [Victim Advocate Program FAQs.pdf](#)
-  [Victim Advocate Program.pdf](#)
-  [VP Student Affairs Complaint Log 2012.pdf](#)
-  [VP Student Affairs Complaint Log 2013.pdf](#)
-  [VPFDA Reminder Memo Important Policies Fall 2012 \(2\).pdf](#)
-  [Zeta Tau Alpha Award Submission.pdf](#)

**4.6** Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment Materials)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The primary recruitment vehicle utilized by the University is the internet. Virtually all the information that a prospective student would like to know about the main campus in Tallahassee, or the branch campuses in Panama City, Florida, or Panama City, Panama, is available and easy to find. From the main campus homepage [[Main campus homepage](#)], the Panama City, Florida campus homepage [[FSU Panama City Homepage](#)] and the Panama City, Panama campus homepage [[FSU Panama Canal homepage](#)] there are prominent links to admissions and prospective student information. These recruitment materials also provide key information to prospective distance learning students.

On the Main campus homepage, the admissions link takes you to the admissions office website [[FSU Main Campus Admissions Webpage Part 1](#)] [[FSU Main Campus Admissions Webpage Part 2](#)] that provides information on all the various types of admission that we offer: Freshman, 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. [[FSU Main Campus Admissions Webpage Part 1](#)] [[FSU Main Campus Admissions Website Part 2](#)] [[FSU Main Campus Freshman Admissions webpage](#)] [[FSU Main Campus Transfer Admissions webpage](#)] [[FSU Main Campus Graduate Admissions webpage](#)] [[Main Campus International Admissions webpage](#)] [[FSU College of Medicine webpage](#)] [[FSU College of Law webpage](#)] There are also current student profiles provided and videos that discuss various aspects of university life. There are also links to electronic publications, visit information, contact information, and the appropriate application

On the Panama City, Florida campus homepage, the admissions link takes you to the Panama City, Florida campus admissions website [[FSU Panama City Campus Admissions and Records webpage](#)] that provides information about the various types of admission that are offered on their campus. There are also links to information about academic programs, costs, financial aid, and student life.

On the Panama Canal, Panama campus homepage, the student link takes you to the Panama Canal, Panama campus prospective student website [[FSU Panama Canal Prospective Student webpage](#)] that provides information about the various types of admission that are offered on their campus. There are also links to information about academic programs, costs, financial aid, and student life.

The Main campus Admissions Office also produces two print publications annually that are utilized in face to face outreach efforts with undergraduate students and one

publication specifically for Guidance Counselors. Both of the student publications are general information brochures that are passed out to students and parents during college fairs or high school visits. One of the brochures is for instate students [[FSU Instate General Recruitment Brochure](#)] and the other is for out of state students [[FSU Out of State General Recruitment Brochure](#)]. The Guidance Counselor brochure is likewise general information as well as an update of the admissions results for the past year, campus updates, and a staff contact directory [[Guidance Counselor Brochure](#)]. The University has stopped producing an annual view book, but the last one produced is available on the Main campus admissions website, We will continue to make it available to the public until the information is no longer current [[FSU Viewbook](#)].

The Panama City Campus produces two print publications annually that are utilized in their face to face outreach efforts with undergraduate students and a general information brochure for Guidance counselors as well. [[FSU Panama City Campus Recruiting Brochure](#)] [[FSU Panama City Campus Recruitment Flyer](#)] [[FSU Panama City Campus Counselor Brochure](#)]

The Panama Canal Campus produces a series of flyers in Spanish that discuss general information, requirements, costs, and academic programs. [[FSU Panama Canal Campus General Information Flyer](#)] [[FSU Panama Canal Campus Admissions Requirements Flyer](#)] [[FSU Panama Canal Campus Costs Flyer](#)] [[FSU Panama Canal Campus Majors Flyer](#)]. In addition to these print materials, FSU Panama Canal Campus recruiters utilize a power point presentation for on campus visitors and in high school visitations [[FSU Panama Canal Campus Presentation](#)].

In addition to the recruitment efforts of the Main Campus Admissions Office, the FSU Graduate School via their main campus website provides electronic information to prospective graduate students. [[FSU Graduate School webpage](#)] Students will find information and links about academic programs, research, and funding opportunities. There are also two general information electronic publications available on their site: 1) Graduate School Quick Facts [[FSU Graduate School Quick Facts](#)] which provides a brief overview of the previous years enrolled class; 2) FSU Graduate School Informational Brochure [[FSU Graduate School Informational Brochure](#)] which provides basic information about faculty, facilities, funding, and deadlines.

These centrally maintained and controlled main webpages and publications are supplemented by individual colleges and departments which provide various amounts of discipline specific information specific to their students on all the campuses. 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 will also address any additional admission criteria, such as higher cumulative GPA, portfolio review, audition, etc. This additional information and instructions for completing the college or department process is mentioned in the centrally maintained sites as well. [[College of Business Main webpage](#)] [[College of Business Admissions webpage](#)]

All of 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 which are available online as well. [[FSU General Bulletin, p.59-64, 2012-13](#)] [[FSU Graduate Bulletin, p.59-63, 2012-13](#)] All information regarding admissions policies and practices that appears on the web or in print is continually monitored throughout the year by admissions staff of the respective campuses. Consistent and continuous communication between campuses allows for updates to the web throughout the year as warranted and a comprehensive review of all information is conducted during the summer. The goal of this comprehensive review is to verify and update all of the information found on the web and print materials prior to the start of the Fall term and a new admissions cycle.

In contrast to static websites and publications, the Main campus Office of Admissions also communicates with prospective undergraduate students via Facebook, Twitter, and sponsored student blogs. [[FSU Connect webpage](#)] [[FSU Twitter webpage](#)] [[FSU Facebook webpage](#)] [[FSU Student Blog webpage](#)] Staff generate regular content for Twitter and Facebook and they monitor all posts. Student blogger content is reviewed by staff for accuracy and appropriateness. The Graduate School Dean also publishes a blog which is available from the Graduate School main campus webpage [[Graduate Dean Blog webpage](#)].

While the internet has become the preferred method for reaching all prospective students at all the campuses, each campus participates in college fairs and high school visits in their respective areas. Most often, the college fairs are table sessions in which interested students and parents come to a table to ask questions and the high school visits are presentations with a question and answer session at the end. All of recruiting staffs are trained in all the basic areas of the University including admissions, costs, financial aid, housing, student life and academic programs. [[FSU Admissions Sample Training Schedule](#)] [[FSU Admissions Training Expectations for Supervisors](#)] [[FSU Admissions Recruitment Manual](#)] Main campus recruiters also have access to an office intranet site which is where updates, current items of interest and available resource documents are posted [[FSU Intranet site](#)].





























The Main campus and Panama City, Florida campus recruiters visit a high number of individual public and private high schools throughout the country to meet with interested prospects [[FSU Main Campus and PC Florida Recruiting Schedule](#)] [[FSU Main Campus Out of State Recruiting Schedule](#)]. Out of state travel is limited at the undergraduate level and in a few cases the Admissions Office will enlist the support of alumni to assist us with our recruiting efforts. All Alumni Volunteers receive a training packet and detailed instructions before being allowed to participate in any recruiting functions. [[FSU Alumni Training Manual](#)]

Each year, the FSU Panama Canal Campus participates in two college fairs held at the ATLAPA CONVENTION CENTER, City of Panama, Republic of Panama: 1) ExpoUniversidad, organized by Salamandra Editors, a private company. This fair was last held in Aug. 8-10, 2012; 2) *Expande*, organized by IFARHU (the student aid agency of the Government of Panama). This fair was last held in May 10-11, 2012. The Panama Campus recruiters also regularly conduct recruitment visits to high schools located in countries from the Latin American region. The last such visit was to Caracas,

Venezuela, in December 2011. The Panama Canal Campus recruitment staff consists of the Vice Rector for External Affairs and four officers who report to the Vice Rector for Academic Affairs (VRAA).

The Main campus Admissions Office conducts two daily one hour information sessions, Monday - Friday for prospective students and parents visiting campus. Topics discussed include housing, financial aid, academic programs, admission requirements, and costs. [[FSU Admissions Visitor Session Presentation](#)] [[FSU Visitors Session Training Script](#)] Admission personnel also meet with students and families in their offices either by appointment or on a walk-in basis. The branch campuses do not have sufficient demand for daily sessions, so they will meet with prospective students and parents by appointment or on a walk-in basis.

#### Evidentiary Documents

-  [FSU - College of Business Admission Requirements.pdf](#)
-  [FSU - College of Business.pdf](#)
-  [FSU - Panama Canal homepage.pdf](#)
-  [FSU Admissions \\_ Blogs.pdf](#)
-  [FSU Admissions \\_ Connect.pdf](#)
-  [FSU Admissions Intranet site.pdf](#)
-  [FSU Admissions New Recruiter Sample Training Schedule.pdf](#)
-  [FSU Admissions on Facebook.pdf](#)
-  [FSU Admissions on Twitter.pdf](#)
-  [FSU Admissions Visitor Session Presentation.pdf](#)
-  [FSU Alumni Training Manual.pdf](#)
-  [FSU College of Medicine webpage.pdf](#)
-  [FSU General Bulletin 2012-13.pdf](#)
-  [FSU Graduate Bulletin 2012-13.pdf](#)
-  [FSU Graduate School Informational Brochure.pdf](#)
-  [FSU Graduate School Quick Facts.pdf](#)
-  [FSU Graduate School webpage.pdf](#)
-  [FSU Guidance Counselor Brochure.pdf](#)
-  [FSU In-State General Recruitment Brochure.pdf](#)
-  [FSU Main Campus Admissions Webpage Part 1.pdf](#)
-  [FSU Main Campus Admissions Webpage Part 2.pdf](#)
-  [FSU Main Campus and PC Florida Recruitment Schedule.pdf](#)
-  [FSU Main Campus College of Law webpage.pdf](#)
-  [FSU Main Campus Freshman Admissions Webpage.pdf](#)
-  [FSU Main Campus Graduate Admissions webpage.pdf](#)
-  [FSU Main Campus Out of State Recruitment Schedule.pdf](#)
-  [FSU Main Campus Transfer Admissions webpage.pdf](#)
-  [FSU Out of State General Recruitment Brochure.pdf](#)

-  [FSU Panama Canal Campus Admissions Requirements Flyer.pdf](#)
-  [FSU Panama Canal Campus Costs Flyer.pdf](#)
-  [FSU Panama Canal Campus General Information Flyer.pdf](#)
-  [FSU Panama Canal Campus Majors Flyer.pdf](#)
-  [FSU Panama Canal Campus School Presentation.pdf](#)
-  [FSU Panama Canal Prospective Student webpage.pdf](#)
-  [FSU Panama City Campus Admissions and Records webpage.pdf](#)
-  [FSU Panama City Campus Counselor Brochure.pdf](#)
-  [FSU Panama City Campus Recruiting Brochure.pdf](#)
-  [FSU Panama City Campus Recruitment Flyer.pdf](#)
-  [FSU Panama City Homepage.pdf](#)
-  [FSU Recruitment Manual.pdf](#)
-  [FSU Viewbook.pdf](#)
-  [FSU Visitor Session Training Script.pdf](#)
-  [Graduate Dean Blog.pdf](#)
-  [Main Campus Homepage.pdf](#)
-  [Main Campus International Admissions webpage.pdf](#)
-  [New Employee Training Expectations for Supervisors.pdf](#)

**4.7** The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV Program Responsibilities)**

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, 2017. [[PPA, 06/20/2011](#)]

Florida State University adheres to all federal regulations as set forth under Title IV Student Aid Programs regulations. [[Electronic Code of Federal Regulations, HEA of 1965](#)] Processing of student aid applications and of federal funds is carried out as mandated by these regulations including off-site and distance learning programs. For distance learning students, the Office of Distance Learning website provides information and a link to the Office of Financial Aid. Student eligibility is verified according to federal and state verification regulations; the regulations are reviewed and both manual and systematic verification procedures adjusted each year. Policies for review of eligibility and awarding of aid are maintained, reviewed, and updated in the FSU Office of Financial Aid Policy and Procedure Manual. This manual includes established procedures for cost-of-attendance calculations [[Financial Aid Policy and Procedure Manual, p100](#)], methodology for awarding of aid [[Financial Aid Policy and Procedure Manual, p156](#)], determination of satisfactory progress [[Financial Aid Policy and Procedure Manual, p 92](#)], and other procedures required to comply with federal, state, and institutional financial-aid awarding. The State of Florida conducts annual audits to ensure that regulations set forth under Title IV Student Aid Programs are being adhered to, most recent audit attachment below. [[Florida Statewide Audit 2009 Final FAD FSU Only, 11/03/2010](#)] [[Florida Statewide Audit 2010 Final FAD, 01/18/2012](#)] [[Florida Statewide Audit 2011 Final FAD FSU Only, 03/2012](#)]

Florida State University maintains a positive relationship with the US 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 impending litigation issues, nor any significant unpaid dollar amounts due back to the Department of Education. As a result, there has been no adverse communication from the 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 would jeopardize Title IV funding. Florida State University has not been obligated to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies.

Florida State University endeavors to maintain a low Cohort Default Rate. Our most recent "Official Cohort Default Rate" per the National Student Loan Database (NSLDS) was 3.4%. [[CDR, 01/04/2012](#)] During the same period, the State of Florida had an overall Cohort Default Rate of 10.5%. [[2009 CDR by State, 07/31/2011](#)] The national Cohort Default Rate was 8.8% for the same period. [[National Cohort Default Rates for Schools, 01/04/2012](#)]

#### Evidentiary Documents

-  [2009 CDR by State.pdf](#)
-  [CDR.pdf](#)
-  [Cost of Attendance.pdf](#)
-  [Electronic Code of Federal Regulations .pdf](#)
-  [Florida Statewide Audit 2009 Final FAD FSU Only.pdf](#)
-  [Florida Statewide Audit 2010 Final FAD.pdf](#)
-  [Florida Statewide Audit 2011 Final FAD FSU Only.pdf](#)
-  [National Cohort Default Rates for Schools.pdf](#)
-  [OFA Awarding Methodology.pdf](#)
-  [PPA.pdf](#)
-  [SAP Policy.pdf](#)

**4.8** An institution that offers distance or correspondence education documents each of the following: 4.8.1 demonstrates 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. 4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. 4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. **(Distance and Correspondence Education)**

Compliance

Partial Compliance

Non-compliance

**4.8.1** An institution that offers distance or correspondence education demonstrates 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. **(Distance/Correspondence Education: Student Identification)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

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The identity of students attending classes provided at all campus instructional sites (Main Campus; Republic of Panama; Panama City, Florida; Jacksonville; Gainesville; Sarasota; and West Palm Beach) is ensured by the instructor teaching the class. This is typically done by comparing the student in attendance with a printed class roster that contains student names and photographs that are on file in the student database that is administered and maintained centrally through the Office of the Registrar as part of the admissions process. Distance learning students taking online courses offered through any site follow the same procedure for identification and exam proctoring as distance learning students taking online classes offered through the FSU Main Campus.

The Florida State University Office of Distance Learning (ODL) and the Information Technology Services Center (ITS) develop, maintain and deploy technology and employ 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 as the one who participates in and completes the course or program and ultimately receives credit for those activities.











These security measures include secure logins and unique pass codes.

- Username/Password Information: Individuals requiring access to information login 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.
- These 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. The password must conform to industry standards with regard to length, type, and number of symbols or characters. When appropriate or necessary, data passed over the Internet through web applications for faculty, staff, or students are encrypted.
- FSUID: A secure login and password is used to verify the identity of online students. The login name is the student's FSUID.
  - FSUID Information [[Primary Identifier Policy](#)]
  - FSU Student Privacy [[Student Privacy and Parental Access Policy](#)]
  - FSU Confidentiality Policy [[FSU Confidentiality Policy](#)]
- Proctored Exams: The FSU Assessment & Testing requires identity verification via photo ID (FSU Card/ Driver's License/ Passport) for any proctored assessments taken at the FSU Assessment and Testing Office.
  - Testing Security [[Ensuring Testing Security](#)]
  - Testing Security [[Distance Proctored Testing](#)]
  - Test Scanning Protocols [[Scanning Protocols](#)]

Final Exam and Testing Policy [[Administrative Procedures for Testing](#)]

The ODL Assessment & Testing unit provides a list of approved exam proctoring sites for distance learning students to use in their vicinity [[ODL\\_AT\\_Testcenters.pdf](#)]. Remote proctoring sites are vetted following a standardized procedure [[ProctorQuestionnaire.pdf](#)]. The remote test proctoring sites must agree to follow appropriate procedures ensuring each student's identity before allowing them to proceed with the exam. Details of the procedure are defined in [[OffsiteProctoringRequirements.pdf](#)]. If a student is testing offsite and cannot find an approved testing site within 100 miles of where they live, specific arrangements are made with the Office of Distance Learning to ensure student identification is verified.

## Evidentiary Documents

-  [Administrative Procedures Testing.pdf](#)
-  [Distance Proctored Testing.pdf](#)
-  [Ensuring Test Security.pdf](#)
-  [FSU Confidentiality Policy.pdf](#)
-  [ODL\\_AT\\_TESTCENTERS.pdf](#)
-  [OffsiteProctoringRequirements.pdf](#)
-  [Primary Identifier Policy.pdf](#)
-  [ProctorQuestionnaire.pdf](#)
-  [Scanning Protocols.pdf](#)
-  [Student Privacy and Parental Access Policy.pdf](#)



**4.8.2** An institution that offers distance or correspondence education documents that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. **(Distance/Correspondence Education: Privacy Procedures)**

Compliance

Partial Compliance

Non-compliance

### Narrative

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The Florida State University Office of Distance Learning (ODL) and the Information Technology Services Center (ITS) are responsible for ensuring that the provisions of privacy standards are enforced. They develop, maintain and deploy technology and employ procedures that ensure the privacy of all students enrolled in courses and programs at on-campus as well as off-campus instructional sites at West Palm Beach; Sarasota; Jacksonville; Gainesville; and Panama City, Florida; and Republic of Panama. This process includes options to protect student's 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:

- Privacy Flags: Student accounts have a privacy flag that is activated to prevent them from being listed in directories and other publications. Additionally, in special cases students' identities may be hidden from other classmates in a course.
- Financial and Personal Information: The University receives and stores a number of financial documents and records of a confidential nature. Policy OP-F-7 has been put into place to establish safeguards for maintaining the confidentiality of the information.
- Social Security Numbers: In order to protect the confidentiality of a student's Social Security Number (SSN), policy has been implemented to prevent the use of SSNs as a primary identifier. The policy also establishes criteria for collecting, storing, and transferring SSN data.

Notification of students' rights under FERPA, release of student information, and publication of media are described in the FSU 2012-2013 General Bulletin in both the Graduate (pp. 18 ff.) and Undergraduate (pp. 18 ff.) editions. [[FSU General Bulletin, 2012, pg.18](#)] [[FSU Graduate Bulletin, 2012, pg. 18](#)]

The general bulletins are featured on the university Registrar's website. The Registrar maintains student records and responds to students' written requests to inspect their records, and to approve or prevent publication of directory information. (General Bulletin, both editions, p. 19) [[FSU General Bulletin, 2012, pg.19](#)] [[FSU Graduate Bulletin, 2012, pg.19](#)]

## Evidentiary Documents

-  [FSU General Bulletin Graduate 2012.pdf](#)
-  [FSU General Bulletin Undergrad 2012.pdf](#)

**4.8.3** An institution that offers distance or correspondence education documents that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. **(Distance/Correspondence Education: Charge Notification)**

Compliance

Partial Compliance

Non-compliance

#### **Narrative**

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No additional fees are charged by the university for the purpose of student identity verification. A list of tuition and fees charged to students for attendance at FSU are listed on the Student Financial Services Website. [[Student Financial Services Website](#)]. All students are charged a fee for an identification card as authorized by Florida Statutes 1009.24 (14) (c). [[Florida Statute 1009 24 Regulating Credit Earning Student Fees](#)]

#### **Evidentiary Documents**

-  [Florida Statute 1009 24 Regulating Credit Earning Student Fees.pdf](#)
-  [Student Financial Services Website.pdf](#)

**4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours."). **(Definition of Credit Hours)**

Compliance

Partial Compliance

Non-compliance

### **Narrative**

Credit is only awarded for successful completion of an approved course. The University adheres to the 2005 State of Florida Rule [[FL Admin. Rule 6A-10.033\(1\)\(a\), rev. 11/21/2005](#)] for the purposes of determining semester credit hours for courses. The 2005 Florida Administrative Code defines one semester hour of credit as "...the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such things as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction the laboratory exercise, internship hours, or clinical practice hours." This definition is consistent with the Federal definition of a credit hour in the Commission's credit guidance document about credit hours.

The Florida State University Faculty Handbook [[Faculty Handbook, pg. 143, rev. 12/1/2001](#)] provides faculty a summarized version of the same definition, "In most undergraduate and graduate courses, one semester hour of student credit represents approximately 50 minutes of faculty-student contact per week, or two or more hours of regularly scheduled laboratory, practice, directed independent study, or other formal course activity per week within the 15 weeks of scheduled class time per semester."




All courses, regardless of the delivery method of the course, are created or updated in accordance with the instruction practices, goals and objectives of the course and the appropriate instructor contact hours. The credit hours for the course are determined based on contact hour formula provided above. All the faculty curriculum committees, beginning with the departmental curriculum committees through the final University Curriculum Committee, use must follow the University definition of credit hour.

All courses are submitted to the University Curriculum Committee for review and tracked through the curriculum approval process [[Curricular Request form](#)]. A standard rubric is used for evaluating the courses presented to the Curriculum Committee that includes a verification that the Curricular Request form is correct and appropriate for the course [[Sample Review rubric for UCC](#)]. Any unit wishing to deliver a course by an alternate method must first obtain approval by submitting the Alternate Modes of Instruction form along with the curricular request form when creating a new course or as a stand-alone request for courses that are already approved and part of the curriculum [[Sample Alternate Modes of Instruction form](#)]. The department must include all information relevant to the course, including the credit hours and any information about alternate modes of delivery. Each mode of delivery must be approved before the course may be offered. The purpose of this approval process is to document that contact hour equivalences of non-face-to-face courses are consistent, ensuring that the credit hours

earned remain appropriate based on the course contact, regardless of the delivery method of instruction. The University Curriculum Committee and the Distance Learning Committee provide annual report to the Faculty Senate on its activities [[University Curriculum Committee Report to Faculty Senate 2011-2012](#); [University Curriculum Committee Report to Faculty Senate 2012-2013](#); [Distance Learning Committee Report to the Faculty Senate April 2012](#)].

This definition applied consistently to all campuses and sites operated by the University (Panama City, Republic of Panama; Asolo Conservatory for Actor Training, Sarasota; Film, West Palm Beach; Social Work, Gainesville and Jacksonville; Panama City, Florida), regardless of delivery mode.

#### **Evidentiary Documents**

-  [Curricular Request form.pdf](#)
-  [Distance Learning Committee Report to Faculty Senate April 2012.pdf](#)
-  [FI Admin. Rule 6A-10.033.pdf](#)
-  [FSU Faculty Handbook Revision 2011.pdf](#)
-  [Sample Alternate Modes of Instruction form.pdf](#)
-  [Sample Review rubric for UCC.pdf](#)
-  [University Curriculum Committee Report Annual report 2013.pdf](#)
-  [University Curriculum Committee report to Faculty Senate 2011-2012.pdf](#)